

LEE 112 Disciplinary Literacies & Integrated Curriculum in PK-3

Spring 2025

Instructor Information

Instructor Name:
Department: LEBSE
Email / Telephone:
Office:
Student Support Hours: (days/times)

Course Information

Course Modality: face-to-face
Course ID:
Units:3
Class Meeting Location & Time: (zoom link if applicable)
Canvas: fresnostate.instructure.com
Prerequisites: Successful completion of Phase 1 & Phase 2 of the P-3 Credential Program.

Catalog description: Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines in PK-3 classroom settings. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.

Course description: Literacy plays an important role in subject matter instruction and cannot be separated from the learning of academic content. Through literacy practices, students read, investigate, speak, debate and write about the content they study. Recognizing the important role literacy plays in students' abilities to understand and apply disciplinary knowledge, the **California English Language Arts/English Language Development Framework** requires teachers to develop students' literacy abilities across all content areas. Through an inquiry-based approach to learning, candidates will develop a deep understanding of the literacy practices of various discipline areas (i.e., math, science, social studies, visual/performing arts) and how to support children's understanding of and competence with these disciplinary practices. Candidates will collaborate to develop and implement a cross-disciplinary inquiry project that blends literacy, technology, visual/performing arts and multiple content areas.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

Required Course Materials

You will need a laptop or tablet for class!

- Access to Google Drive during class

Reading Materials

- Altieri, J. L. (2011). *Content counts!: Developing disciplinary literacy skills, K-6*. Newark, DE: International Reading Association. **Available for FREE Download through Fresno State E-brary at the following link:** [Content Counts](#) (TPE 7.5, 7.6, 7.7, 7.8, 7.9)
- Brock, C. H., Goatley, V. J., Raphael, T. E., Trost-Shahata, E., & Weber, C. M. (2014). *Engaging students in disciplinary literacy, K-6: Reading, writing, and teaching tools for the classroom*. New York: Teachers College Press. **Available for FREE Download through Fresno State E-brary at the following link:** [Disciplinary Literacy K-6](#) (TPE 7.5, 7.6, 7.7, 7.8, 7.9)
- California State Board of Education (2013). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards for California Public Schools, pre-Kindergarten through grade 12*. Sacramento: CDE. (Available on FUSD website) (TPE 7.5, 7.6, 7.7, 7.8, 7.9)
- Molebash, P. E., Lee, J. K., & Heinecke, W. F. (2019). [Teaching and learning inquiry framework](#). *Journal of Curriculum and Teaching*, 8(1), 20. <https://doi.org/10.5430/jct.v8n1p20> (TPE 7.1, 7.6, 7.9)
- Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York, NY: Teachers College Press. (TPE 7.3, 7.4)
- [Sobrato Early Academic Language Model PK-3](#) (TPE 7.11)
- Archer & Hughes (2011) [Exploring the Foundations of Explicit Instruction](#) (TPE 3.2, 3.5, 7.1, 7.4)
- Edutopia [Teaching Close Reading in Elementary Schools](#) (TPE 7.1, 7.2, 7.5, 7.6)
- Edutopia [Designing Integrative Units](#) (TPE 7.9)
- Edutopia [Teaching Close Reading in Elementary Schools](#) (TPE 7.6)
- Keys to Literacy [Sedita \(2023\)](#) (TPE 7.6, 7.7)
- Reading Rockets [Fisher & Frey](#) Content Area Vocabulary (TPE 7.6, 7.7)
- Reading Rockets [Vocabulary of Science](#) (TPE 7.5)
- Reading Rockets Speaking & Listening [Fisher & Frey](#) (TPE 7.7, 7.8)
- Visual Literacy
[Roberts et al.](#) - Diagrams Timelines, & Tables
Cambridge World of Fun [Visual Literacy in the Primary Classroom](#)

Edutopia - [How to Integrate Visual Literacy in Your Instruction](#)
NCTE [Visual Literacy is Critical for 21st Century Learners](#)
Visual Literacy Today [PK/TK/K Example Lesson](#)
Visual Literacy Today [K-3 Example Lesson](#)
The Newberry Digital Collections [K-3 Example Lesson](#) (TPE 7.6, 7.7, 7.9)

- Writing
Reading Rockets - [Kindergarten Writing Samples \(1-5\)](#)
Reading Rockets - [Writing Across the Content Areas](#)
Reading Rockets - [Writing Assessment](#)
Reading Rockets - [Assess Writing Skills of Students with Disabilities](#) (TPE 5.1, 7.2, 7.6, 7.7, 7.8, 7.9, 7.10)
- Culturally Responsive Assessment Tools & Strategies
[William & Mary School of Education Tools & Strategies](#)
[Institute of Education Sciences - Goals, Challenges, & Implications](#)
[The National Center for the Improvement of of Educational Assessment CRE Assessment Framework](#) (TPE 5.1, 7.3)
- [Education Week "How Trauma-Informed Practice Made Me a Better Teacher"](#) (TPE 7.4)
- [National Council for the Social Studies - Social Studies and the Young Learner](#) - browse through and read at least 1 (open access) article to share in class (TPE 7.9)
- Math/Literacy Integration
[McLennan - Joyful Number Talks in Kindergarten](#)
[Edutopia - 5 Engaging Books for Math Read Alouds](#)
Reading Rockets [Wilcox & Monroe](#) (TPE 7.9, 8.1)
- Literacy & Arts Integration
Edutopia [Arts Integration](#)
[Arts for All NYC](#)
Teacher Hub [directed draw](#)
The Institute for Arts Integration & STEAM - [Check out the free resources](#) for inspiration
[Example of arts-integrated activities focused on a picture book](#)
[CA Arts Standards](#) (TPE 3.2, 7.9)

Course Specifics

Course goals:

Develop teacher candidates' capacity to:

- Develop and apply knowledge of typical and atypical child development to age 8, including competencies related to developmental progression; apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in active learning experiences that are connected to real-life contexts, which include student interest and promotes student motivation (TPE 1.1 (P); 3.2 (P,I); 7.3 (I,P,A) NAEYC 1c, 1d
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs TPE 1.1 (P); 1.4 (P); 1.6 (P); 2.2 (P); 3.2 (P); 3.5 (P); 3.6 (P); 4.1 (P); 4.2 (P) 4.3 (P); 4.4 (P); 4.7 (P); 5.7 (P); 5.8 (P); 6.1 (I,P,A); 7.1 (I,P,A); 7.2 (I,P,A) NAEYC 5a, 5b, 5c
- Promote students' critical and creative thinking and analysis through developmentally appropriate activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection TPE 1.3 (P); 1.5 (P); 4.7 (P) NAEYC 4b, 4c
- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks TPE 3.1(I,P,A) NAEYC 5a, 5c
- Plan, design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts and digital tools with a variety of opportunities for students to show competence TPE 1.7 (P); 3.3 (P) 3.7 (P); 4.3 (P); 4.8 (P); 6.1 (I,P,A) NAEYC 1b, 1d
- Design and implement assessment practices that reflect the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, including multiple means for students to demonstrate their knowledge, and student self-assessment TPE 1.4 (P); 3.4 (P); 4.3 (P); 4.7 (P); 5.1 (I,P,A); 5.3 (P); 6.1 (I,P,A) NAEYC 3a, 3b, 3c
- Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking TPE 4.6 (I,P) NAEYC 6a-6e

Student Learning Outcomes:

- Compare how reading, writing, talking, listening and viewing are used within different disciplines. TPE 3.1 (P); 4.3 (P); 4.6 (P) NAEYC 5a, 5b, 5c
- Analyze the student knowledge required for a variety of disciplinary texts and tasks TPE 1.1 (P); 1.4 (P); 3.2 (P); 3.3 (P); 3.5 (P); 3.6 (P); 4.1 (P); 4.2 (P); 4.3 (P); 4.4 (P); 5.7 (P); 5.8 (P) NAEYC 4b
- Adapt generic literacy instructional strategies to meet the reading and writing demands of different discipline areas TPE 1.1 (P); 3.2 (P); 3.3 (P); 3.5 (P); 3.6 (P); 4.3 (P); 4.4 (P); 5.7 (P); 5.8 (P) NAEYC 5a, 5b, 5c
- Design and implement an inquiry project using disciplinary literacy instructional practices that integrates technology, visual/performing arts, and multiple content areas TPE 1.5 (P); 1.7 (P); 3.3 (P); 4.3 (P); 4.8 (P) NAEYC 1b, 1d
- Design and implement developmentally appropriate instruction that guides students through the phases of inquiry, including generating questions, gathering and analyzing sources, engaging in experiences & collecting evidence, making sense of problems, and persevering to solve them, and communicating findings TPE 1.5 (P); 3.1 (P); 3.3 (P); 4.7 (P) NAEYC 4a, 4b, 4c
- Design and implement assessment practices that analyze students' inquiry skills and content knowledge TPE 1.5 (P); 4.1 (P) NAEYC 3a, 3b, 3c
- Use assessment information to design and implement instruction that supports identified student needs TPE 1.8 (P); 2.5 (P); 3.2 (P); 4.1 (P); 4.2 (P); 5.2 (P); 5.3 (P) NAEYC 3a, 3b, 3c

Course Requirements/Assignments:

Disciplinary Literacy Project Report & Presentation (Report 8 points; Presentation 8 points; Total of 16 points) - Students will collaborate in subject area groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area.

Create a formative writing assessment (4 points) - Create a formative writing assessment that is developmentally and linguistically appropriate and is culturally responsive.

Interdisciplinary Unit Culminating Project (18 points)- Candidates will design a 1- week (~ 5 lesson) project focused on student inquiry questions. Candidates will collaborate to develop and implement a cross-disciplinary structured inquiry project.

Content specific inquiry lessons (5) (26 points each; Total of 130 points)- The unit will consist of 5 specific subject lessons, which will include engaging introductory activities, posing questions, scaffolding student inquiry, using a variety of sources for information, incorporating digital tools, incorporating principles of UDL, and establishing a variety of modes for students to share and act on learning.

Class Participation Expectations- (TPE 1.5, 2.2, 6.1, 6.2, 6.3, 6.5)

Who: Teacher candidate

What: Your attendance and participation in class

Where: Our classroom

When: Each class period

Why: As with most classes, what you get out of this class will be exactly what you put into it. As future teachers who will be influencing hundreds of children, I have high expectations for your course involvement, behavior, and knowledge.

How:

- Come to every class session on time and be **fully engaged**.
- Be prepared by having read assigned materials thoroughly and critically.
- Check your email & Blackboard regularly for announcements.
- Enthusiastically participate in group discussions and activities.
- There are no excused absences or excused delays for assignment completion. As adults, it is your choice whether or not to attend class and how to participate in class. My position as the professor is that you should be in every class. I am not in the position to give or withhold permission for you to miss class.
- If you have made the choice to miss a class, I simply ask that you let me know via **email** (not in person) prior to the class period that you will not be in attendance.
- At the same time, late arrivals, early departures, absences &/or assignments submitted late will all negatively impact your grade. Participation entails being present and meeting the expectations outlined in this syllabus
- Please be sensitive in your class participation by not unfairly dominating discussions. Also, be aware that remaining silent during discussions does not provide an opportunity for the class to learn from you.

- Please think carefully about your use of laptops and other electronic devices in class. That is, consider how they impact you AND those around you. Maintaining eye contact is important to building good relationships with your professor and other students in the class. Having good relationships enables you to have effective discussions with others, a key part of this class. While I understand the overwhelming desire to constantly check email and/or Facebook and/or instantly google any unfamiliar concept or question that comes up in class (trust me, I struggle with this too), satisfying those desires can be detrimental to your ability to engage, focus, think, and sustain your attention.

*ALL assignments must be completed to pass this course.

Instructions for significant assignments¹:

Disciplinary Literacy Project Report & Presentation

TPE 3.2; 3.4; 7.8

Purpose: The project will focus on broad concepts of literacy to include: reading, writing, and communicating.

Instructions: Students will collaborate in subject area groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area. The report and presentation will be based on information collected through article reviews and student reflections.

DISCIPLINARY LITERACY PROJECT PRESENTATION RUBRIC

¹ Any instructor should not remove Significant Assignments for the accreditation purpose.

TPE	Criteria	Does not meet expectations-0 points	Progressing towards Expectation s-1 point	Meets Expectations-2 points
7.8 Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. instruction in text reading fluency that children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations	Project Elements	Few elements of report are clearly presented	Most elements of report clearly presented	All elements of report clearly presented, including literature review, expert interviews, and classroom applications

7.8

Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. Instruction in text reading fluency that children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations

**Literacy
Practices
Analysis**

Presentation demonstrates minimal understanding of the literacy practices of the discipline and includes few areas of reading, writing, communicating, and habits of thinking. Analysis is not clearly supported by specific reference to data sources

Presentation demonstrates a moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources

Presentation demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources

7.8 Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide Reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. Instruction in text reading fluency that children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling,	Literacy Practice Examples	Presentation does not include an example/model to illustrate the literacy practices of the discipline . Example does not effectively engage the audience nor enhance audience understanding of the literacy practices	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does effectively engage the audience and enhance audience understanding of the literacy practice	Presentation includes 2-3 examples/models to illustrate the literacy practices of the discipline. Examples effectively engage the audience and enhance audience understanding of the literacy practices

handwriting, and other language conventions to support writing and presentations				
7.8 Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.instruction in text reading fluency that children’s use of keyboarding,	Mechanics	Does not look at audience; mumbles or speaks too quickly or slowly; Few team members participate	Makes infrequent eye contact;speaks clearly most of the time; Most team members participate equally	Keeps eye contact with audience most of the time;speaks clearly; All team members participate equally

technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.				
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Create a Writing Assessment Assignment
TPE 5.1, 7.10

Purpose: Assessments serve multiple purposes. Candidates will use this assignment as an opportunity to practice creating writing assessments that serve a specific purpose.

Instructions: Create a formative writing assessment that is developmentally and linguistically appropriate and is culturally responsive. Include the following:

- Select a grade level
- Select the purpose of the assessment
- Describe how this assessment meets the elements of TPE 5.1
- Include scoring rubrics
- Detail how you will use the results

Rubric for Create a Writing Assessment Assignment

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use	Candidate does not demonstrate knowledge of the purpose of the assessment created and how the results of the assessment	Candidate demonstrates knowledge of the purpose of the assessment created and how the results of the assessment will be used.	Candidate demonstrates knowledge of the purpose of the assessment created and how the results of the assessment will be used. The assessment aligns to grade

the results to help plan and modify instruction and to document children's learning over time.	will be used.	However, the assessment is not aligned to grade level standards or is not developmentally and linguistically appropriate and culturally responsive or is missing scoring rubrics.	level standards, is developmentally and linguistically appropriate, and is culturally responsive. Scoring rubrics are clear.
TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.	Candidate does not demonstrate an understanding of how to appropriately assess literacy development to inform instructional decision making.	Candidate minimally demonstrates understanding of how to appropriately assess literacy development to inform instructional decision making. Candidate is unsure of when, how, and why the assessment is used and is unsure how to plan for what happens next.	Candidate clearly demonstrates understanding of how to appropriately assess literacy development to inform instructional decision making. The candidate explains when, how, and why the assessment is used and creates a plan for what happens next.

Interdisciplinary Inquiry Unit Culminating Project

TPE 1.4, 1.6, 3.1, 3.5, 4.6, 5.1, 6.1, 1.7, 7.1, 7.2, 7.4, 7.7, 7.8, 7.9, 7.10 (A)

Purpose: Candidates will design a 1- week (~ 5 lesson) project focused on student inquiry questions. Candidates will collaborate to develop and implement a cross-disciplinary structured inquiry project. The project will blend literacy, technology, visual/performing arts and multiple content areas to engage students in authentic disciplinary practices. This project will give candidates the opportunity to think creatively about incorporating literacy throughout all content areas, learn from their peers, build subject matter knowledge, and see how inquiry units span the PK-3 continuum. See course schedule for details.

Instructions: Candidates will design an inquiry unit appropriate to their grade level placement that focuses on a central overarching question and **that will advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression**. The unit will consist of 5 specific subject lessons, which will include engaging introductory activities, posing questions, scaffolding student inquiry, using a variety of sources for information, incorporating digital tools, incorporating principles of UDL, and establishing a variety of modes for students to share and act on learning.

Interdisciplinary Inquiry Unit Rubric

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language	Basic Elements of Inquiry Framework	The scope of the unit is determined solely by the mandated curriculum and is not	The scope of the unit includes some of the elements of an inquiry framework, but does not include all of the elements.	The scope of the unit includes elements of an inquiry framework including engaging introductory

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling,		inquiry based.		y activities, posing questions, scaffolding student inquiry, using a variety of sources of information including texts and multimedia inputs, and establishing a variety of modes for students to share and act on learning.

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
handwriting, and other language conventions to support writing and presentations.				
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional	Instructional Strategies	Candidate struggles to design lessons using instructional strategies and grouping structures to provide student support and struggles to clearly articulate intention for using these strategies	Candidate is able to design lessons using instructional strategies and grouping structures to provide student support but struggles to clearly articulate intention for using these practices	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support and to clearly articulate intention for using these practices

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.				
TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend their learning. TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children. TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression,	Instructional Moves: Connecting learning, engaging students, and promoting thinking	Candidate struggles to accurately interpret how any specific instructional strategies for grouping structures influenced	Candidate struggles to accurately interpret how both specific instructional strategies and grouping structures influenced student engagement and learning, making connections to students' lives, and promoting students' thinking	Candidate is able to accurately interpret how both specific instructional strategies and grouping structures influenced student engagement

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
inquiry, problem solving, and reflection on their learning.		student engagement learning goals, making connections to students' lives or promoting students' thinking		ent and learning, making connections to students' lives, and promoting students' thinking
TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find,	Academic Integration	The unit is designed around a single set of disciplinary standards	The unit includes multiple, specific disciplinary, literacy, and visual/performing arts standards, but the identified standards are not cohesively linked to support the inquiry process or product	The unit clearly integrates multiple, specific disciplinary, literacy, and visual/performing arts standards in a cohesive manner, where all identified standards

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.				are integral to the inquiry process and culminating product
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to	Assessment	Assessment is embedded in the design of the unit, but focuses on content knowledge acquisition,	Assessment is embedded in the design of the unit from the onset and is used to guide students' learning and teachers' instruction. Assessment may be limited in	Assessment is dynamic and embedded in the design of the unit from the onset, using a range of strategies,

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
determine children’s literacy profiles and identify potential reading and writing difficulties, including children’s risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.		does not clearly guide instruction, and solely uses closed tasks to evaluate student learning	reflecting the interconnectedness of content and skills development across discipline areas, providing students multiple means to demonstrate knowledge, and/or providing opportunities for peer and self-evaluation	to guide students' learning and teachers instruction. Assessment reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, and provides students multiple means to demonstrate their knowledge

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.	Digital Tools	Digital tools are used solely by the teacher and solely to present content and promote student engagement	Digital tools are used in effective ways by the teacher to present content and support student engagement; students use digital tools primarily to access information	Digital tools are used in ways that are appropriate to their discipline(s) to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate	Analyzing Text/Task Demands	Candidate struggles to identify most of the key knowledge demands	Candidate is able to identify some of the key knowledge demands (content, textual, language, and disciplinary	Candidate is able to identify the knowledge demands (content, textual,

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.		(content, textual, language, and disciplinary literacy) for a particular lesson	literacy) for a particular lesson	language, and disciplinary literacy) for a particular lesson
TPE 3.5. Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development. TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and	Disciplinary Literacy Instruction	Instruction throughout the unit applies few of the components to support student learning of both disciplinary concepts and disciplinary literacy practices	Instruction throughout the unit applies most of the components to support student learning of both disciplinary concepts and disciplinary literacy practices, but some components are not evident	Instruction throughout the unit demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking and

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.				applies components to support student learning of both disciplinary concepts and disciplinary literacy practices. Assignments, activities, and tasks engage students to develop knowledge through techniques central to the discipline. Teachers engineer or design developmentally appropriate lessons

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
				that provide students support with knowledge demands, assignments, activities, and tasks within the unit require students to explore, question, discuss, and explain, and encourages them to take active roles in the inquiry cycle
TPE 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Reflective Action	Candidate struggles to determine specific instructional adjustments	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate	Candidate is able to determine specific instructional adjustments for

TPE	Criteria	Does not meet criteria 0 points	Progressing towards expectations 1 point	Meets Expectations 2 points
		nts for subsequent lessons regarding most areas (content, textual, language, and disciplinary literacy knowledge demands of texts/tasks) and struggles to articulate a strong rationale for the adjustments provided	strong rationale and/or address all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	subsequent lessons and articulates strong rationale for how adjustments will support all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks

**Content specific inquiry lessons
Assignment - Lesson Plan #1**

1. Create a visual literacy across the disciplines lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be sure to incorporate the following:

- grade level and disciplinary standards (3.1)
- a cross-disciplinary inquiry topic for students to explore (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create
- What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
- How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit. (7.5)
- What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
- create space to listen to students and further their understanding
- ways to differentiate the lesson to accommodate student needs (3.6)
- incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)

- how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
- Find out what questions still exist after the lesson and build on those for the next lesson (7.10)
- 2. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)
- 3. **Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)**
- 4. Implement the lesson in the grade level specified. (7.1, 7.2)
- 5. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 1

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.

		teacher guided activities.	
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and

			teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.	Candidate does not plan and implement a visual literacy inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a visual literacy inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a visual literacy inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports	Candidate does not plan and implements a visual literacy inquiry based lesson grounded in an understanding of developmentally appropriate instruction and	Candidate plans and implements a visual literacy inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a visual literacy inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL

(MTSS), including assistive technology TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	practice and UDL principles.		principles.
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction	Candidate does not	Candidate provides	Candidate

for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.	provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities.	instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging.	provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities.
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated.	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant

practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides	to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations,
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		an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not implement a visual literacy inquiry based lesson plan that engages students in meaning making.	Candidate implements a visual literacy inquiry based lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a visual literacy inquiry based lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not incorporate a variety of texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
7.7 Language Development. Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write.

7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an	Candidate does not create a lesson that incorporates ways for students to use language and effective expression or does not integrate ELD instruction.	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or lesson shows minimal evidence that ELD instruction is integrated to support multilingual students' language development.	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly shows evidence of integrating ELD instruction to promote language development for multilingual students.

understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.9 Content Knowledge. Promote	Candidate does not	Candidate creates	Candidate creates

children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	create a visual literacy inquiry based lesson that promotes science content knowledge or does not incorporate reading, writing, listening, and speaking.	a visual literacy inquiry based lesson that promotes general science content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	a visual literacy inquiry based lesson that promotes specific science content knowledge and incorporates reading, writing, listening, and speaking.
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TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated,	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Assignment - Lesson Plan #2

1. Create a Social Studies and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and Social Studies standards (3.1)
- a Social Studies topic for students to explore (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How can we incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create

-What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)

-How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)

-What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)

-create space to listen to students and further their understanding

-ways to differentiate the lesson to accommodate student needs (3.6)

-incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)

-how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)

-Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

2. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)
3. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
4. Implement the lesson in the grade level specified. (7.1, 7.2)
5. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 2

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
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TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or Social Studies, but not both.	Candidate creates a lesson plan based on applicable content literacy and Social Studies standards.
TPE 3.6. Remove barriers to development and learning and provide access through	Candidate does not create a lesson plan based on principles of UDL.	Candidate creates a lesson plan utilizing some principles of UDL. However, the lesson does not	Candidate creates a lesson plan utilizing principles of UDL, providing multiple means of

instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology		provide multiple means of engagement, representation, action, and expression, and examples of assistive technology.	engagement, representation, action, and expression, and includes examples of assistive technology.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based	Candidate does not plan and implement a literacy and Social	Candidate plans and implements a literacy and Social Studies	Candidate plans and implements a literacy and Social

literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.	Studies inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Studies inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's	Candidate does not plan and implements a literacy and Social Studies inquiry based lesson grounded in an understanding of developmentally appropriate instruction	Candidate plans and implements a literacy and Social Studies inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in	Candidate plans and implements a literacy and Social Studies inquiry based lesson grounded in an understanding of

linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	and practice and UDL principles.	UDL principles.	developmentally appropriate instruction and practice and UDL principles.
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction,	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating

recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.			student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others;	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities and does not integrate ELD instruction.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging and minimally integrates ELD instruction.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities and clearly integrates ELD instruction for multilingual students.

child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that			
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builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence

storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's	Candidate does not implement a Social Studies and literacy integrated lesson plan that engages students in meaning making.	Candidate implements a Social Studies and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate	Candidate implements a Social Studies and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts,

backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.		informational texts, and include questioning and discussion.	and includes questioning and discussion.
TPE 7.6. Meaning Making. Engage	Candidate does not incorporate a variety of	Candidate minimally incorporates	Candidate incorporates a variety

children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in	informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	of informational texts & inputs/media and visuals/models/realia needed <i>for</i> student understanding in the lesson plan.
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making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language or incorporate ways for students to use language and effective expression.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write and incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write. The lesson incorporates multiple ways for students to use language and effective expression.

the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works.			
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Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
7.9 Content Knowledge. Promote children's content	Candidate does not create a literacy and Social Studies based	Candidate creates a literacy and Social Studies based inquiry	Candidate creates a literacy and Social Studies based inquiry

knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	inquiry lesson that promotes Social Studies content knowledge or does not incorporate reading, writing, listening, and speaking.	lesson that promotes general Social Studies content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	lesson that promotes specific Social Studies content knowledge and incorporates reading, writing, listening, and speaking.
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TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.
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difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Assignment - Lesson Plan #3

1. Create a science and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and science standards (3.1)
- a science topic for students to explore (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)

- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How can we incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create
- What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
- How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
- What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
- create space to listen to students and further their understanding?
- ways to differentiate the lesson to accommodate student needs (3.6)
- incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
- how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
- Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

2. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)

3. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
4. Implement the lesson in the grade level specified. (7.1, 7.2)
5. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 3

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.

learning.			
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology	Candidate does not create a lesson plan based on principles of UDL.	Candidate creates a lesson plan utilizing some principles of UDL. However, the lesson does not provide multiple means of engagement, representation, action, and expression, and examples of assistive technology.	Candidate creates a lesson plan utilizing principles of UDL, providing multiple means of engagement, representation, action, and expression, and includes examples of assistive technology.
6.1 Reflect on one's own practice and use this information to	Candidate does not provide a reflection with an evaluation of	Candidate evaluates strengths and weaknesses of the	Candidate evaluates

improve teaching and learning in the ECE context.	strengths and weaknesses of the lesson.	lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning	Candidate does not plan and implement a literacy and science inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a literacy and science inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a literacy and science inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.

Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.			
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and	Candidate does not plan and implements a literacy and science inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and science inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and science inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age,	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences	Candidate provides instruction that incorporates multimodal

language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and	not incorporate a variety of active, motivating, and engaging experiences and activities and does not integrate ELD instruction.	and activities that are active, motivating, and engaging and minimally integrates ELD instruction.	strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities and clearly integrates ELD instruction for multilingual students.
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designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial.	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active

awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize	learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively.
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		students' abilities to explore the topic deeply.	The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive	Candidate does not implement a science and literacy integrated lesson plan that engages students in meaning making.	Candidate implements a science and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a science and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures,	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.

languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
7.7 Language Development. Promote children's oral and written language development by	Candidate does not create a lesson plan that includes content and related activities or strategies that support	Candidate creates a lesson plan that includes content and related activities or strategies that support	Candidate creates a lesson plan that includes content and related

providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective	the acquisition or use of academic language or does not create a lesson that incorporates ways for students to use language and effective expression.	the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write or creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson.	activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write. The lesson incorporates multiple ways for students to use language and effective expression.
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Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional			
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kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions;	Candidate does not create a literacy and science based inquiry lesson that promotes science content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and science based inquiry lesson that promotes general science content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a literacy and science based inquiry lesson that promotes specific science content knowledge and incorporates reading, writing, listening, and speaking.

experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making

culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians			and articulates the purpose for each assessment.
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as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Assignment - Lesson Plan #4

1. Create a math and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and math standards (3.1, 8.1)
- a math topic for students to explore (3.2, 7.9)
- develop children's abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts (8.4)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic, fostering positive attitudes toward math (7.3, 7.6, 8.3)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)

- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 - visuals/models/realia needed for student understanding (7.6)
 - How can we incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
 - create conditions for students to engage, talk, practice, explore, investigate, and create
 - What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
 - How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
 - What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
 - create space to listen to students and further their understanding
 - ways to differentiate the lesson to accommodate student needs (7.2, 7.3, 8.5)
 - how you will support positive student interactions among peers (8.7)
 - ways to ask thought provoking questions that lead to deeper understanding (8.6)
 - incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
 - how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
 - Find out what questions still exist after the lesson and build on those for the next lesson (7.10)
2. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2, 8.2)
 3. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and

sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)

4. Implement the lesson in the grade level specified. (7.1, 7.2)
5. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 4

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning. TPE 8.1. Plan and implement mathematics	Candidate does not create a lesson plan based on K-3 math and literacy content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 math and literacy content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities to promote students' abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and	Candidate creates a lesson plan that is based on K-3 math and literacy content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities that promote students' abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in

instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework. TPE 8.4. Consistent with California's Standards for Mathematical Practice, develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to: 1) make sense of problems and persevere in solving them 2) reason abstractly and quantitatively 3) construct viable arguments and critique the reasoning of others 4) model with mathematics 5) use appropriate tools strategically 6) attend		recognize relationships within and among concepts.	repeated reasoning, make and test conjectures, and recognize relationships within and among concepts.
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to precision 7) look for and make use of structure 8) look for and express regularity in repeated reasoning 9. Make and test conjectures to solve problems; and 10) recognize relationships within and among concepts.			
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or math, but not both.	Candidate creates a lesson plan based on applicable content literacy and math standards.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding

			between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 8.6. Observe and	Candidate does not plan and implement a literacy and math inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom. The lesson does not include manipulatives or other math tools, and does not use strategies like observation, questioning, and follow up activities to build on student knowledge.	Candidate plans and implements a literacy and math inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization. Candidate includes using manipulatives or other math tools, or uses strategies like observation, questioning, and follow up activities to build on student knowledge, but does not address all components.	Candidate plans and implements a literacy and math inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom and includes using manipulatives or other math tools and strategies like observation, questioning, and follow up activities to build on student knowledge.

interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.			
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia	Candidate does not plan and implement a literacy and math inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and math inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and math inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). TPE 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's Mathematics Standards and the Preschool Learning Foundations.			
TPE 7.3. Incorporate asset-based	Candidate does not create a lesson plan	Candidate creates a lesson plan that	Candidate creates a lesson

pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs. TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.	building on student background knowledge and incorporating asset-based pedagogies, and does not provide differentiated and developmentally appropriate instruction.	minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge. There is minimal evidence of differentiated or developmentally appropriate instruction.	plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development. The lesson clearly incorporates differentiated and developmentally appropriate instruction to meet student needs.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age,	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary, does not	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences	Candidate provides instruction that incorporates multimodal strategies for

language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are	incorporate a variety of active, motivating, and engaging experiences and activities, or does not articulate how integrated ELD instruction will occur.	and activities that are active, motivating, and engaging. The lesson minimally addresses integrated ELD instruction.	teaching the vocabulary and a variety of active, motivating, engaging experiences and activities. The lesson clearly articulates how the candidate will provide integrated ELD instruction to multilingual students.
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related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement,

recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that
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			highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and	Candidate does not implement a math and literacy integrated lesson plan that engages students in meaning making or solving problems.	Candidate implements a math and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, including questioning and discussion, fostering positive attitudes toward math, and developing students' ability to persevere in solving problems.	Candidate implements a math and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion. The lesson helps foster positive attitudes toward math and develops students' ability to persevere in solving problems.

writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. TPE 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia	Candidate incorporates a variety of informational texts & inputs/media

literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions	understanding in the lesson plan.	needed for student understanding in the lesson plan.	and visuals/models/re alia needed <i>for</i> student understanding in the lesson plan.
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about stories, picture books, and other texts.			
7.7 Language Development. Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write.

linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher	Candidate does not create a lesson that incorporates ways for students to use language and effective expression and does not address supporting positive student interactions among classmates .	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or it is unclear how the candidate will support positive student interactions among classmates.	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly articulates how the candidate will support positive student interactions among classmates.

feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. TPE 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide			
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ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.	Candidate does not create a literacy and math based inquiry lesson that promotes math content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and math based inquiry lesson that promotes general math content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a literacy and math based inquiry lesson that promotes specific math content knowledge and incorporates reading, writing, listening, and speaking.

Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more			
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intensive support.			
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Assignment - Lesson Plan #5

1. Create a literacy and arts integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and art standards (3.1)
- an arts topic for students to explore (dance, media arts, music, theater/dramatic play, visual arts) (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How can we incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create
- What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
- How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
- What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will

be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)

- create space to listen to students and further their understanding?
- ways to differentiate the lesson to accommodate student needs (3.6)
- incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
- how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
- Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

2. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)
3. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
4. Implement the lesson in the grade level specified. (7.1, 7.2)
5. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan #5

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally

Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.		developmentally appropriate cross disciplinary child-led and teacher guided activities.	appropriate cross disciplinary child-led and teacher guided activities.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the

		knowledge and effective planning and teaching.	lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration;	Candidate does not plan and implement a literacy and arts inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a literacy and arts inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a literacy and arts inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.

and the Preschool Curriculum Framework.			
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's	Candidate does not plan and implements a literacy and arts inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and arts inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and arts inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.

languages other than English in multilingual (dual language and bilingual education) programs.			
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities.
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion.	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of

children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and	activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly	ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary
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effective expression.		connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the	Candidate does not implement a arts and literacy integrated lesson plan that engages students in meaning making.	Candidate implements an arts and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a arts and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.

their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
7.7 Language Development. Promote children's oral and written language	Candidate does not create a lesson plan that includes content and related activities or	Candidate creates a lesson plan that includes content and related activities or	Candidate creates a lesson plan that includes content and related

development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	strategies that support the acquisition or use of academic language.	strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write.	activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write.
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7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In	Candidate does not create a lesson that incorporates ways for students to use language and effective expression or does not integrate ELD instruction.	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or lesson shows minimal evidence that ELD instruction is integrated to support multilingual students' language development.	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly shows evidence of integrating ELD instruction to promote language development for multilingual students.
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transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection			
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with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and	Candidate does not create a literacy and arts based inquiry lesson that promotes science content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and arts based inquiry lesson that promotes general science content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a literacy and arts based inquiry lesson that promotes specific science content knowledge and incorporates reading, writing, listening, and speaking.

digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring,	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to

formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated,			inform instructional decision making and articulates the purpose for each assessment.
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collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Attendance: Class sessions will provide an opportunity for you to engage in learning connected to course readings and assignments. Teacher candidates are expected to: engage in whole class and small group activities and discussions; be sensitive to people's beliefs and feelings; maintain a positive attitude; and conduct their actions in a respectful, professional manner. If we need to meet on Zoom for synchronous class sessions, find a place to work where you will be able to focus on the class so you can be mentally engaged in learning and participating in class. If you will be absent from a class session, notify the instructor via email. It is your responsibility to check information provided on Canvas about the class, get notes from classmates, and contact the instructor if you need additional assistance. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. If you are absent from multiple class sessions, your final grade in this course may be negatively impacted. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate. Please see APM 232: Policy on Student Absences.

Grading policy: Grades will be posted so you can monitor your progress. Final grades will be determined according to the following scale: 90-100%: A 80-89%: B 70-79%: C 60-69% D (See the rubrics in the syllabus for further clarification on grading)
A grade of B or better is required to pass this class.

Table 1 Assignment and Point Distribution

Assignment	Points/Percent
Disciplinary Literacy Project Report & Presentation	16
Create a formative writing assessment	4
Subject Specific Inquiry Lesson Plan x 5	26 each total =130
Interdisciplinary Unit Culminating Project	18
Participation & Dyslexia Modules Completion	32
Total Class Points	200

Table 2 Distribution of Letter Grade to Percent and Points

Letter Grade	Percent	Points
A	90-100 %	180- 200
B	80-89%	160-180
C	70-79%	140-160
D	60-69%	120-140
F	59% & below	0-120

Course Policies & Safety Issues

Collaborative Work: There will be many opportunities to work collaboratively with your classmates during class sessions, on homework/asynchronous activities, and for specific assignments. When participating in group work, teacher candidates are expected to come prepared to work with their group, include all group members, share the responsibilities for completing tasks, be aware of differing opinions and ideas, treat

others respectfully, and compromise as needed. If you have members in your group who are not contributing to the work or learning, please speak with the instructor.

Technology Use: It will be helpful to have your computer available for use during class sessions. Please make sure that you have the electronic course materials needed for class and other tabs/apps are closed or minimized so they don't distract you from participating and learning during class time. Please turn your cell phone to silent or vibrate mode during class time. Out of respect for everyone's learning experience, cell phones and computers should not be used for calls, texting, gaming, or social media during class time. Please step out of the classroom if you need a few minutes to address a personal issue on your phone.

Audio and Video Recording: Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Confidentiality: The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child, please use a pseudonym or initials instead of the child's real name. For example, you may write, "for the purpose of this study, I will refer to the observed student as Child A."

Revising assignments: You may revise and resubmit course assignments to improve your overall grade in the course. If you want to earn an A in the course, you should revise and resubmit any of the major course assignments with a score less than 80%. If you want to earn a B in the course, you should revise and resubmit major course assignments with a score less than 70%. If you are just at the borderline between two letter grades at the end of the semester, your grades on the major assignments will be taken into consideration for your final grade. The revised assignments should be submitted within 2 weeks after receiving your graded assignment. All revised work must be submitted by the last day of instruction for the semester.

Late assignments: Assignments are due by the end of the day on the date listed in the syllabus. If you cannot turn in an assignment by the due date, you may request an extension by emailing the instructor. Late assignments without prior instructor notification/approval can earn up 90% of the full score (calculated by taking 90% of the grade if the paper had been submitted on time). All late work must be submitted by the last day of instruction for the semester. Late work due to an absence is subject to the policies listed by APM 232. Please refer to APM 232 for "Make-Up Work Policy".

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination:

The California State University system's COVID-19 vaccination requirement remains unchanged and is in effect for spring 2023. All students, faculty and staff are required to have a COVID-19 vaccination and booster when eligible on file in order to access campus facilities and programs and participate in any campus-sponsored in-person activities on or off-campus. As previously announced, the CSU's COVID-19 vaccination policy allows students and employees to seek exemptions on medical and religious grounds. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Based on updated guidance from public health experts, Fresno State highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. Free surgical grade masks are available at the Student Health and Counseling Center, Atrium, University Warehouse, Student Recreation Center, Library, and the University Student Union (USU). Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.

Testing:

Our COVID-19 Testing Center will continue to be open and available this Spring at no cost for our entire campus community. The Testing Center will be located on the main level of the USU and will have saliva PCR tests available to retrieve from a vending machine Monday through Friday. Testing is available for all students and employees.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL/WILL NOT* be available for your viewing. ***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the chair of the department to discuss the matter:

DEPARTMENT CONTACT

Chair's Name: Dr. Imelda Basurto

Department Name: Literacy, Early Childhood, Bilingual, and Special Education (LEBSE)

Chair's Email: ibasurto@mail.fresnostate.edu

Department Phone Number: (559) 278-0285

Intellectual Property Provision: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is, they apply to in-person, hybrid, and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)

- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003

Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796

Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)

- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar & Tentative Course Schedule

Week	Topic	TPE's	Assignments	Readings
1	Review: Foundations of Education & Developmental progression of language learners; What is dyslexia? What is evidence based instruction? (prior coursework) What Does It Mean To Be Literate Across the Disciplines? Supporting English Learners in Disciplinary Instruction The SEAL Model for supporting language learning Multicultural Education What is Explicit Instruction? Introduction to Inquiry	I 1.2, 1.6, 2.1, 3.1, 3.2, 3.3,3.4 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 7.1, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 P 1.2, 1.6, 2.1, 3.1, 3.2,	Discuss foundation s of education & the theories of Piaget & Vygotsky on child developme nt & learning Discuss the SEAL Model & look at examples	Archer & Hughes (2011) Content Counts-Chp. 1 <i>Listening: A framework for teaching across differences</i> Ch 1-2 Blake & Pope (2008). <i>Developmental Psychology: Incorporating Piaget's & Vygotsky's Theories in Classrooms</i> Preschool Learning

		3.3,3.4, 3.5, 3.6, 5.1, 7.1, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11	UC/CSU Collaborative Introduction to Dyslexia Modules *Complete by end of week 15	Foundations Vol. 1 SEAL Model PK-3 (Sobrato Family Foundation, 2018) Banks (2019) Multicultural Education
2	Inquiry Based Learning and Cross-Curricular Thematic Units Multimodal inputs and Outputs Review Socioemotional Support in Classrooms and supporting effective practices to build on students' cultural and linguistic assets review creating inclusive and accessible learning spaces Intro -Disciplinary Literacy instruction Overview of Disciplinary Literacy Project Report and Presentation (DLP)	I 1.2, 3.1,3.2, 3.4, 3.7, 4.4, 4.6 P 1.2, 3.1,3.2, 3.4, 3.7, 4.6	Engaging Students in Disciplinary Literacy-Chp. 2 Disciplinary Literacy Project and Presentation <i>Listening: A framework for teaching across differences Ch 3-4</i>	
3	Designing Integrated Inquiry Units	I 5.1, 5.2, 5.3,	<i>Listening: A framework</i>	

	- Designed a Generative Theme - Use of Essential Questions - Designing Discipline Specific Activities - Unit Evaluation - Inquiry Unit Exemplar & Inquiry content lesson example	5.4, 5.5 P 5.1, 5.2, 5.3, 5.4, 5.5	<i>for teaching across differences</i> <i>Ch 5-6</i> Designing Integrative Units	
4	- Introduce the culminating project - Writing across the disciplines - PK/TK/K - Reference PK Learning Foundations & SEAL Method for Language Development - Developmentally appropriate assessments - Using assessment data to create goals - Writing Across the Disciplines 1-3 Using CA ELD Standards to understand the progression of language acquisition	I 5.1, 7.1-7.11 P 4.2 , 5.1, 7.1-7.11 A 5.1, 7.10	Interdisciplinary Inquiry Unit Culminating Project and Rubric Writing Across the Disciplines Lesson Part 1 Lecture/Lesson/Assignment Writing Across the Disciplines Part 2 Formative writing assessment assignment	PK Learning Foundations Vol.1 (Language & Literacy & Language Development sections) SEAL Method (Sobrato Family Foundation 2018) CA ELD Standards
5	Comprehension Across Disciplines	I 7.1, 7.2, 7.6, 7.7,		Content Counts-Chp. 2 "Selecting materials for content area connections"

	• Selecting texts - age appropriate, decodable, read-aloud • Text & Task Analysis • Comprehension strategies - literal and inferential • Building critical thinking using perspective taking, critical listening, and reasoning • Lexile Levels • Supporting English Learners with academic language • Scaffolds to support comprehension	7.8, 7.9 P 4.2, 7.1, 7.2, 7.6, 7.7, 7.8, 7.9		CTC Resource Guide Literacy & Reading Instruction pg. 30-38 SEAL PK-3 pg. 15-16 Reading Rockets - What are decodable books and why are they important?
6	Visual Literacy Across the Disciplines-Viewing and Creating	I 3.1, 3.2, 3.6, 6.1, 7.1-7.11 P 3.1, 3.2, 3.6, 4.2, 6.1, 7.1-7.11 A 3.1, 3.2, 3.6, 5.1,	Lecture/Lesson/Assignment - Visual Literacy Across the Disciplines Inquiry Lesson # 1	Content Counts -Chp. 6 - How can you adapt some of the concepts or strategies in this chapter for K-3 students? Roberts et al. - Diagrams Timelines, & Tables Cambridge World of Fun Visual Literacy in the Primary Classroom Edutopia - How to Integrate Visual

		6.1, 7.1- 7.11		Literacy in Your Instruction NCTE Visual Literacy is Critical for 21st Century Learners Visual Literacy Today PK/TK/K Example Lesson Visual Literacy Today K-3 Example Lesson The Newberry Digital Collections K-3 Example Lesson
7	Disciplinary Literacy instruction - providing differentiated instruction for reading and to support student language acquisition - creative ways for students to show understanding using multiple modes of representation and digital literacies	I 4.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 P 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9	Disciplinary Literacy Project Report and Presentation (DLP) DUE	Fisher & Frey Reading Counts-Chp. 4 Engaging Students in Disciplinary Literacy-Chp. 5 Reading Rockets Differentiated Reading Instruction

		A 3.2, 3.4, 7.8		
7	-Across grade levels collaboration Literacy in Social Studies Content - Connecting standards to students' lives - Using primary sources and appropriate grade level texts - Incorporating - Using Digital Tools - finding information and validating sites - Using technology creatively - Questioning Techniques - Developing learning outcomes - Discussion Techniques	I 3.1, 3.2, 3.6, 5.1, 6.1, 7.1-7.11 P 3.1, 3.2, 3.6, 4.2, 5.1, 6.1, 7.1-7.11 A 3.1, 3.2, 3.6, 5.1, 6.1, 7.1-7.11	Visual literacy lesson debrief & continuum of skills Literacy in Social Studies Content Readings, Videos, & Assignment Inquiry Lesson # 2	Engaging Students p.55-56; p. 86-92 Content Counts p. 91-101 CA Digital Learning Integration & Standards Guidance National Council for the Social Studies - Social Studies and the Young Learner - browse through and read at least 1 (open access) article to share in class
8	Spring Break			
9	Close Reading of Text - Essential Questions - Annotating Text - Factual Questions - Think Alouds	I 7.1, 7.2, 7.6, 7.7, 7.8, 7.9	Implement Social Studies Lesson	Teaching Close Reading in Elementary Schools Lawson (2023) We can draw and think about it ourselves: putting culture and race in

		P 4.2, 7.1, 7.2, 7.6, 7.7, 7.8, 7.9		phonics reading research
10	-Across grade levels collaboration Literacy in Science Content • Intro -Interdisciplinary Inquiry Unit Culminating Final Project • Integrating Science content into ELA • Using text features to increase content comprehension • Using digital tools creatively • Developing Inquiry Questions • Questioning Techniques • Developing learning outcomes • Adhering to DAP & trauma-informed practices • Use of play-based exploration in Science Inquiry	I 3.1, 3.2, 3.6, 5.1, 6.1, 7.1-7. 11 P 3.1, 3.2, 3.6, 4.2, 5.1, 6.1, 7.1-7. 11 A 3.1, 3.2, 3.6, 5.1, 6.1, 7.1-7. 11	Social Studies lesson debrief & continuum of skills 3 Literacy in Science Content Readings, Videos, & Assignment Inquiry Lesson # 3	Education Week "How Trauma-Informed Practice Made Me a Better Teacher" Content Counts p. 79-90; p.93-99; & p.115-124 Sobrato Early Academic Language Model PK-3 Molebash, P. E., Lee, J. K., & Heinecke, W. F. (2019). Teaching and learning inquiry framework. Journal of Curriculum and Teaching, 8(1), 20. https://doi.org/10.5430/jct.v8n1p20

				Reading Rockets Differentiated reading instruction
11	-Across grade levels collaboration Literacy in Mathematics Content - Strategies for engaging students in math practices and content - Use of play-based exploration in Math Inquiry - Math in the real world - Literacy in the math classroom - Developing learning outcomes	I 3.1, 3.2, 3.6, 5.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 P 3.1, 3.2, 3.6, 4.2, 5.1, 6.1, 7.1, 7.2, 7.3,	Literacy in Science lesson debrief & continuum of skills Literacy in Math Content Readings, Videos, & Assignment Inquiry Lesson # 4	PK Learning Foundations pg. 39-41 McLennan - Joyful Number Talks in Kindergarten Content Counts p. 70-78 Edutopia - 5 Engaging Books for Math Read Alouds Wilcox & Monroe -

		7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 A 3.1, 3.2, 3.6, 5.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7		
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12	Vocabulary Across the Disciplines • Academic Language • Content Vocabulary • Tier 1, 2, 3, Words • Context Clues • Morphemic Analysis • Review of Syllabic Analysis • Support for English Learners	I 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 P 4.2, 4.4 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9		Fisher & Frey Sedita (2023) Vocabulary of Science SEAL PK-3 pg.19-20
13	• Across grade levels collaboration • Literacy Across the Arts • Oral Language Across the Disciplines in PK/TK (Assessment component for PreK/TK)	I 3.1, 3.2, 3.6, 5.1, 6.1 7.1-7.11 P 3.1, 3.2, 3.6, 4.2, 5.1,	Literacy in Math lesson debrief & continuum of skills Lecture/Lesson/ Assignment - Arts/Literacy Integration Lesson Inquiry Lesson # 5	

		6.1 7.1-7. 11 A 3.1, 3.2, 3.6, 5.1, 6.1 7.1-7. 11		
14	-Review and discuss key elements of disciplinary literacy and strategies to support learning across the PK - 3 span -Across grade level collaboration		Literacy across the arts lesson debrief & continuum of skills	
15	-Review and discuss key elements of disciplinary literacy and strategies to support learning across the PK - 3 span -Putting the pieces together		Complete UC/CSU Introduction to Dyslexia Modules by end of week 15	
16	Presentations		Final Projects DUE Disciplinary Inquiry Project Presentations	

APPENDIX

Disciplinary Literacies Topics, Assignments, & Rubrics

Disciplinary Literacy Week 2: Disciplinary Literacy Report and Presentation

Disciplinary Literacy Project Report TPE 3.2; 3.4; 7.8;

Students will collaborate in subject area groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area. The project will focus on broad concepts of literacy to include: reading, writing, and communicating. The report and presentation will be based on information collected through article reviews and student reflections.

Disciplinary Literacy Report Rubric

TPE	Criteria	Meets Expectations-20 points	Progressing Towards Expectations-11-19 points	Does not meet Expectations-2-10 points
TPE 3.2 Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Literature Review	Candidate provides a 1-2-page summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis accurately links common findings, differences, critiques, and implications for classroom instruction	Candidate a limited summary and analysis for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings, differences, critiques, and implications for classroom instruction)	1-2-page summary and analysis is not completed for 4 articles related to the literacy practices of the selected disciplinary area. Synthesis does not clearly link all areas (common findings, differences, critiques, and implications

		across all 4 articles	across all 4 articles	for classroom instruction) across all 4 articles
TPE 3.4 Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.	Instructional Implications	Candidate provides 2-3 critical insights about specific implications for classroom practice are supported by report evidence	Candidate provides limited implications for classroom practice that may or not may be supported by report evidence	Classroom implications are lacking.
TPE 7.8 Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, manipulation of sounds, and alphabet letters. emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making	Writing Mechanics	Organization is logical. Report is carefully written and edited, free of serious convention errors. All citations provided in body of text and reference section accurately adhere to APA style	Organization is adequate but at times difficult to follow. Minor convention errors do not interfere with comprehensibility. Minor errors in APA style	Report is disorganized and difficult to follow. Serious convention errors. APA style is not followed

predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. instruction in text reading fluency that children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.				
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Disciplinary Literacy Project Report & Presentation TPE 3.2; 3.4; 7.8;

Students will collaborate in subject area groups to construct a report and presentation regarding the ways that literacy is used within a particular discipline or content area. The project will focus on broad concepts of literacy to include: reading, writing, and communicating. The report and presentation will be based on information collected through article reviews and student reflections.

DISCIPLINARY LITERACY PROJECT PRESENTATION RUBRIC

TPE	Criteria	Meets Expectation s-20 points	Progressing towards Expectations- 11-19 points	Does not meet expectations -2-10 points
7.8 Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and	Project Elements	All elements of report clearly presented, including literature review, expert interviews, and classroom applications	Most elements of report clearly presented	Few elements of report are clearly presented

alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. instruction in text reading fluency that children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations				
7.8 Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. Instruction in text reading fluency that children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations	Literacy Practices Analysis	Presentation demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates minimal understanding of the literacy practices of the discipline and includes few areas of reading, writing, communicating, and habits of thinking. Analysis is not clearly supported by specific reference to data sources

7.8 Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide Reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. Instruction in text reading fluency that children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations	Literacy Practice Examples	Presentation includes 2-3 examples /models to illustrate the literacy practices of the discipline. Examples effectively engage the audience and enhance audience understanding of the literacy practices	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does effectively engage the audience and enhance audience understanding of the literacy practice	Presentation does not include an example/model to illustrate the literacy practices of the discipline. Example does not effectively engage the audience nor enhance audience understanding of the literacy practices
7.8	Mechanics	Keeps eye contact with audience	Makes infrequent eye	Does not look at audience;

Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. instruction in text reading fluency that children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.		most of the time; speaks clearly; All team members participate equally	contact; speaks clearly most of the time; Most team members participate equally	mumbles or speaks too quickly or slowly; Few team members participate
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DISCIPLINARY LITERACY PROJECT PRESENTATION RUBRIC

TPE	Criteria	Excellent-13 points	Fair-7-12 points	Poor- 1-6 points
	Project Elements	All elements of report clearly presented, including literature review, expert	Most elements of report clearly presented	Few elements of report are clearly presented

		interviews, and classroom applications		
	Literacy Practices Analysis	Presentation demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates a moderate understanding of the literacy practices of the discipline and includes most areas of reading, writing, communicating, and habits of thinking. Analysis is supported by specific reference to data sources	Presentation demonstrates minimal understanding of the literacy practices of the discipline and includes few areas of reading, writing, communicating, and habits of thinking. Analysis is not clearly supported by specific reference to data sources
	Literacy Practice Examples	Presentation includes 2-3 examples/models to illustrate the literacy practices of the discipline. Examples effectively engage the audience and enhance audience understanding of the literacy practices	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does not effectively engage the audience and enhance audience understanding of the literacy practice	Presentation includes 1 example/model to illustrate the literacy practices of the discipline. Example does not effectively engage the audience nor enhance audience understanding of the literacy practices
	Mechanics	Keeps eye contact with audience	Makes infrequent eye	Does not look at audience;

		most of the time;speaks clearly; All team members participate equally	contact;speaks clearly most of the time; Most team members participate equally	mumbles or speaks too quickly or slowly; Few team members participate
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Disciplinary Studies Week 4: Writing Across the Disciplines Part 1

Lesson Objectives:

1. Candidates will develop an understanding of writing across the content areas at the kindergarten level (7.1-7.9). Candidates will consider how to create writing assessments in kindergarten (5.1, 7.10).

Readings:

Engaging Students in Disciplinary Literacy-Chp. 4
Content counts Ch 5

Reading Rockets - [Kindergarten Writing Samples \(1-5\)](#)

Videos:

Class Discussion:

- 1) Writing in PK - Review of LEE 101
- 2) Writing in TK - Review of LEE 101
- 3) Considerations for writing:
 - developmentally appropriate practices for 5 year olds - incorporating movement, exploration, play, & student talk
 - principles of UDL
 - asset-based pedagogy
 - providing scaffolds for diverse abilities in foundational literacy skills
 - writing need not be its own separate category of learning - rather integrated into many parts of the day
 - integrating ELD instruction
- 4) Writing in K
 - Drawing, Labeling, Encoding
 - [Writing Informational Text](#) - Using sentence frames & are/have/can charts as scaffolds
 - Writing in math - Interactive story problems
- 5) Creating writing assessments in K
 - purpose
 - developmentally & linguistically appropriate
 - culturally responsive

Writing Across the Disciplines - Part 2

Lesson Objectives:

1. Candidates will develop an understanding of writing across the content areas at the kindergarten level (7.1-7.11). Candidates will consider how to create writing assessments in k-3 (5.1, 7.10).

Readings:

Engaging Students in Disciplinary Literacy-Chp. 4

Content counts Ch 5

Reading Rockets - [Writing Across the Content Areas](#)

Reading Rockets - [Writing Assessment](#)

Reading Rockets - [Assess Writing Skills of Students with Disabilities](#)

Culturally Responsive Assessment Tools & Strategies

- [William & Mary School of Education Tools & Strategies](#)
- [Institute of Education Sciences - Goals, Challenges, & Implications](#)
- [The National Center for the Improvement of Educational Assessment CRE Assessment Framework](#)

Class Discussion:

- 1) Considerations for writing (7.1-7.11):
 - developmentally appropriate practices for 5 year olds - incorporating movement, exploration, play, & student talk
 - principles of UDL
 - asset-based pedagogy
 - providing scaffolds for diverse abilities in foundational literacy skills
 - writing need not be its own separate category of learning - rather integrated into many parts of the day
 - integrating ELD instruction
 - developing learning outcomes
- 2) Content Writing in 1st- 3rd grades (7.1-7.11)
 - purpose
 - writing process
 - strategies
 - activities
- 3) Creating writing assessments in K-3
 - purpose
 - developmentally & linguistically appropriate
 - culturally responsive

Create a Writing Assessment Assignment

Create a formative writing assessment that is developmentally and linguistically appropriate and is culturally responsive. Include the following:

- Select a grade level
- Select the purpose of the assessment
- Describe how this assessment meets the elements of TPE 5.1
- Include scoring rubrics
- Detail how you will use the results

Rubric for Create a Writing Assessment Assignment

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	Candidate does not demonstrate knowledge of the purpose of the assessment created and how the results of the assessment will be used.	Candidate demonstrates knowledge of the purpose of the assessment created and how the results of the assessment will be used. However, the assessment is not aligned to grade level standards or is not developmentally and linguistically appropriate and culturally responsive or is missing scoring rubrics.	Candidate demonstrates knowledge of the purpose of the assessment created and how the results of the assessment will be used. The assessment aligns to grade level standards, is developmentally and linguistically appropriate, and is culturally responsive. Scoring rubrics are clear.
TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive	Candidate does not demonstrate an understanding of how to appropriately assess literacy development to inform instructional decision making.	Candidate minimally demonstrates understanding of how to appropriately assess literacy development to inform instructional decision making. Candidate is unsure of when, how, and why the assessment is used and is unsure how to plan for what happens next.	Candidate clearly demonstrates understanding of how to appropriately assess literacy development to inform instructional decision making. The candidate explains when, how, and why the assessment is used and creates a plan for what happens next.

assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			

Interdisciplinary Inquiry Unit Culminating Project

Interdisciplinary Inquiry Unit Culminating Project

TPE 1.4, 1.6, 3.1, 3.5, 4.6, 5.1, 6.1, 1.7, 7.1, 7.2, 7.4, 7.7, 7.8, 7.9, 7.10 (A)

Candidates will design a 1- week (~ 5 lesson) project focused on student inquiry questions. Candidates will collaborate to develop and implement a cross-disciplinary structured inquiry project. The project will blend literacy, technology, visual/performing arts and multiple content areas to engage students in authentic disciplinary practices. The 5 lessons in the unit will be developed in each week of class after spring break. See course schedule for details.

Interdisciplinary Inquiry Unit Rubric

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and	Basic Elements of Inquiry Framework	The scope of the unit includes elements of an inquiry framework including engaging introductory activities, posing questions, scaffolding student inquiry, using a variety of sources of information including texts and multimedia inputs, and establishing a variety of modes for students to share and act on learning.	The scope of the unit includes some of the elements of an inquiry framework, but does not include all of the elements.	The scope of the unit is determined solely by the mandated curriculum and is not inquiry based.

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.				
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young	Instructional Strategies	Candidate is able to design lessons using instructional strategies and grouping structures to provide students support and to clearly articulate intention for using these practices	Candidate is able to design lessons using instructional strategies and grouping structures to provide student support but struggles to clearly articulate intention for using these practices	Candidate struggles to design lessons using instructional strategies and grouping structures to provide student support and struggles to clearly articulate intention for using these strategies

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.				
TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher- initiated active learning experiences which engage children's interests to deepen and extend their learning. TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children. TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.	Instructional Moves: Connecting learning, engaging students, and promoting thinking	Candidate is able to accurately interpret how both specific instructional strategies and grouping structures influenced student engagement and learning, making connections to students' lives, and promoting students' thinking	Candidate struggles to accurately interpret how both specific instructional strategies and grouping structures influenced student engagement and learning, making connections to students' live, and promoting students' thinking	Candidate struggles to accurately interpret how any specific instructional strategies for grouping structures influenced student engagement learning goals, making

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
				connections to students' lives or promoting students' thinking
TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	Academic Integration	The unit clearly integrates multiple, specific disciplinary, literacy, and visual/performing arts standards in a cohesive manner, where all identified standards are integral to the inquiry process and culminating product	The unit includes multiple, specific disciplinary, literacy, and visual/performing arts standards, but the identified standards are not cohesively linked to support the inquiry process or product	The unit is designed around a single set of disciplinary standards

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.	Assessment	Assessment is dynamic and embedded in the design of the unit from the onset, using a range of strategies, to guide students' learning and teachers' instruction. Assessment reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, and provides students multiple means to demonstrate their knowledge	Assessment is embedded in the design of the unit from the onset and is used to guide students' learning and teachers' instruction. Assessment may be limited in reflecting the interconnectedness of content and skills development across discipline areas, providing students	Assessment is embedded in the design of the unit, but focuses on content knowledge acquisition, does not clearly guide instruction, and solely uses closed tasks to evaluate student learning

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
			multiple means to demonstrate knowledge, and/or providing opportunities for peer and self-evaluation	
TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.	Digital Tools	Digital tools are used in ways that are appropriate to their discipline(s) to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.	Digital tools are used in effective ways by the teacher to present content and support student engagement; students use digital tools primarily to access information	Digital tools are used solely by the teacher and solely to present content and promote student engagement
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., <i>Preschool Learning Foundations and Curriculum Frameworks</i>, as well as the <i>K-3 Student Content Standards and Frameworks</i>), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Analyzing Text/Task Demands	Candidate is able to identify the knowledge demands (content, textual, language, and disciplinary literacy) for a particular lesson	Candidate is able to identify some of the key knowledge demands (content, textual, language, and disciplinary	Candidate struggles to identify most of the key knowledge demands (content,

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
			literacy) for a particular lesson	textual, language, and disciplinary literacy) for a particular lesson
TPE 3.5. Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development. TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home	Disciplinary Literacy Instruction	Instruction throughout the unit demonstrates clear understanding of the literacy practices of the discipline, including reading, writing, communicating, and habits of thinking and applies components to support student learning of both disciplinary concepts and disciplinary literacy practices. Assignments, activities, and tasks engage students to develop knowledge through techniques central to the	Instruction throughout the unit applies most of the components to support student learning of both disciplinary concepts and disciplinary literacy practices, but some components are not evident	Instruction throughout the unit applies few of the components to support student learning of both disciplinary concepts and disciplinary literacy practices

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
languages and dialects, and that accepts and encourages translanguaging.		discipline. Teachers engineer or design developmentally appropriate lessons that provide students support with knowledge demands, assignments, activities, and tasks within the unit require students to explore, question, discuss, and explain, and encourages them to take active roles in the inquiry cycle		
TPE 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Reflective Action	Candidate is able to determine specific instructional adjustments for subsequent lessons and articulates strong rationale for how adjustments will support all areas of content, textual, language, and disciplinary literacy knowledge demands of texts/tasks	Candidate is able to determine specific instructional adjustments for subsequent lessons, but does not articulate strong rationale and/or address all areas of content,	Candidate struggles to determine specific instructional adjustments for subsequent lessons regarding most areas (content,

TPE	Criteria	Meets Expectations (2 points)	Progressing towards expectations	Does not meet criteria
			textual, language, and disciplinary literacy knowledge demands of texts/tasks	textual, language, and disciplina ry literacy knowledg e demands of texts/tas ks) and struggles to articulate a strong rationale for the adjustme nts provided

Disciplinary Literacy Week 6: Integrated Curriculum - Visual Literacy Across the Disciplines - **Lesson Plan #1**

Assignment Objectives:

1. Candidates will create an inquiry based visual literacy across the disciplines lesson that supports students' abilities to view visuals in reading, math, science, and social studies, and how to create them. (This lesson will be used as a part of a larger unit for a selected level in the PK-3 range) that:
 - incorporates vocabulary development and comprehension of content through reading, writing, speaking, and listening
 - uses developmentally appropriate informational text and multimodal inputs
 - provides multiple ways for students to show understanding and share information
 - connects to learning in the upcoming literacy/science/social studies/math lessons

Readings and Videos:

Content Counts-Chp. 6 - How can you adapt some of the concepts or strategies in this chapter for K-3 students?

[Roberts et al.](#) - Diagrams Timelines, & Tables

Cambridge World of Fun [Visual Literacy in the Primary Classroom](#)

Edutopia - [How to Integrate Visual Literacy in Your Instruction](#)

NCTE [Visual Literacy is Critical for 21st Century Learners](#)

Visual Literacy Today [PK/TK/K Example Lesson](#)

Visual Literacy Today [K-3 Example Lesson](#)

The Newberry Digital Collections [K-3 Example Lesson](#)

In Class:

Consider the following to design a lesson:

1. Consider the grade level and their standards (3.1)
2. Consider the unit you are building. What will help students comprehend, connect, and apply the content?
3. Determine how to integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
4. Determine how you will consider and build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
5. Select a variety of texts & inputs/media (typically at least one trade book) (7.6)
6. Determine the vocabulary to be taught (7.7)
7. Determine the multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
8. Determine visuals/models/realia needed for student understanding (7.6)
9. Determine how to **advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression**
 - How will you create conditions for students to engage, talk, practice, explore, investigate, and create?
 - How will you create space to listen to students and further their understanding?
10. Determine ways to differentiate the lesson to accommodate student needs (7.2, 7.3)
11. Consider how you will incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
12. Determine how you will assess each student's understanding of the content (multimodal outputs
 - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.5, 7.10)
13. Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

Assignment - Lesson Plan #1

6. Create a visual literacy across the disciplines lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be sure to incorporate the following:

- grade level and disciplinary standards (3.1)
 - a cross-disciplinary inquiry topic for students to explore (3.2, 7.9)
 - integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
 - build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
 - a variety of texts & inputs/media (typically at least one trade book) (7.6)
 - vocabulary to be taught (7.7)
 - multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 - visuals/models/realia needed for student understanding (7.6)
 - How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
 - create conditions for students to engage, talk, practice, explore, investigate, and create
 - What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
 - How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit. (7.5)
 - What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
 - create space to listen to students and further their understanding
 - ways to differentiate the lesson to accommodate student needs (3.6)
 - incorporate integrated ELD to help multilingual students interact in meaningful ways
- (7.11)
- how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
 - Find out what questions still exist after the lesson and build on those for the next lesson (7.10)
7. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)

8. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
9. Implement the lesson in the grade level specified. (7.1, 7.2)
10. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 1

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks , as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum , including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.

6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.	Candidate does not plan and implement a visual literacy inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a visual literacy inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a visual literacy inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.
TPE 3.6. Remove barriers to development	Candidate does not	Candidate plans and	Candidate plans and

and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	plan and implements a visual literacy inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	implements a visual literacy inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	implements a visual literacy inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy

			development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities.
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts.

literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for	Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details,
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		student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not implement a visual literacy inquiry based lesson plan that engages students in meaning making.	Candidate implements a visual literacy inquiry based lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a visual literacy inquiry based lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not incorporate a variety of texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.
TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language	Candidate does not create a lesson plan that includes content and related activities or	Candidate creates a lesson plan that includes content and related activities or	Candidate creates a lesson plan that includes content and

and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	strategies that support the acquisition or use of academic language.	strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write.	related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write.
7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various	Candidate does not create a lesson that incorporates ways for students to use language and effective expression or does not integrate ELD instruction.	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or lesson shows minimal evidence that ELD instruction is integrated to support multilingual students' language development.	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly shows evidence of integrating ELD instruction to promote language development for multilingual students.

genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	Candidate does not create a visual literacy inquiry based lesson that promotes science content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a visual literacy inquiry based lesson that promotes general science content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a visual literacy inquiry based lesson that promotes specific science content knowledge and incorporates reading, writing, listening, and speaking.

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

Disciplinary Literacy Week 7- Integrated Curriculum - Literacy in Social Studies Content & Lesson # 2

Assignment Objectives:

1. Candidates will create a literacy and social studies integrated lesson (to be used as a part of a larger unit for a selected level in the PK-3 range) that:
 - begins with an open-ended question
 - incorporates vocabulary development and comprehension of content through reading,

writing, speaking, and listening

- explicitly teaches students to analyze and compare texts, understand primary and secondary resources, and author perspectives as they talk about Social Studies
- uses appropriate scaffolding to help students develop content knowledge
- features student talk as tool for student learning, developing comprehension, and used for formative assessments
- uses questioning to guide students in their thinking
- uses developmentally appropriate informational text and multimodal inputs & outputs including digital tools
- considers DAP in the classroom (include movement often; be student-centered; how much time can students listen?)
- incorporates hands on activities, realia, and teaching strategies that bring content to life
- is designed to encourage active engagement and participation by all students, including student talk
- advances children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression
- is relevant to students' prior experiences, interests, backgrounds, social-emotional development
- provides multiple ways for students to show understanding and share information
- is based on UDL principles
- includes formative or observational assessment to guide further instruction

2. Candidates will review developmentally & trauma-informed practices

Readings:

Text - Engaging Students p.55-56; p. 86-92

Text - Content Counts p. 91-101

[National Council for the Social Studies - Social Studies and the Young Learner](#) - browse through and read at least 1 (open access) article to share in class

Videos:

[Brann et al.](#)

Example [for Integrating Literacy/Social Studies](#)

[Dr. Fisher on Effectively Teaching Literacy in Social Studies Time](#)

In Class:

- Review trauma-informed practices
- Review DAP

- Developing inquiry questions
- Questioning techniques
- **Developing learning outcomes**
- Discuss Strachan article [Kindergarten students' social studies content literacy learning from interactive read-alouds](#)
- Consider the following to design an integrated literacy/social studies lesson:
 1. Consider the grade level and its literacy and science standards (3.1)
 2. Select a science topic for students to explore (3.2, 7.9)
 3. Determine how to integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
 4. Determine how you will consider and build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
 5. Select a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
 6. Determine the vocabulary to be taught (7.7)
 7. Determine the multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 8. Determine visuals/models/realia needed for student understanding (7.6)
 9. -How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
 - How will you create conditions for students to engage, talk, practice, explore, investigate, and create
 - What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
 - How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
 - What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
 - How will you create space to listen to students and further their understanding
 10. Determine ways to differentiate the lesson to accommodate student needs (7.2, 7.3)
 11. Consider how you will incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)

12. Determine how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
13. Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

Assignment - Lesson Plan #2

6. Create a Social Studies and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.
Be to incorporate the following:
 - grade level and its literacy and Social Studies standards (3.1)
 - a Social Studies topic for students to explore (3.2, 7.9)
 - integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
 - build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
 - a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
 - vocabulary to be taught (7.7)
 - multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 - visuals/models/realia needed for student understanding (7.6)
 - How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
 - create conditions for students to engage, talk, practice, explore, investigate, and create
 - What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
 - How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
 - What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
 - create space to listen to students and further their understanding
 - ways to differentiate the lesson to accommodate student needs (3.6)
 - incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
 - how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
 - Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

7. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)
8. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
9. Implement the lesson in the grade level specified. (7.1, 7.2)
10. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 2

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks , as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum,	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or Social Studies, but not both.	Candidate creates a lesson plan based on applicable content literacy and Social Studies standards.

including a focus on language, literacy, and mathematics.			
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology	Candidate does not create a lesson plan based on principles of UDL.	Candidate creates a lesson plan utilizing some principles of UDL. However, the lesson does not provide multiple means of engagement, representation, action, and expression, and examples of assistive technology.	Candidate creates a lesson plan utilizing principles of UDL, providing multiple means of engagement, representation, action, and expression, and includes examples of assistive technology.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded	Candidate does not plan and implement a literacy and Social Studies inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a literacy and Social Studies inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the	Candidate plans and implements a literacy and Social Studies inquiry based lesson grounded in an understanding of applicable standards, foundations, and

in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.		classroom, they are minimally aligned and lack organization.	frameworks and their integration in the classroom.
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes	Candidate does not plan and implements a literacy and Social Studies inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and Social Studies inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and Social Studies inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities and does not integrate ELD instruction.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging and minimally integrates ELD instruction.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities and clearly integrates ELD instruction for multilingual students.

instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully

recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the
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			cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not implement a Social Studies and literacy integrated lesson plan that engages students in meaning making.	Candidate implements a Social Studies and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a Social Studies and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language or incorporate ways for students to use language and effective expression.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write and incorporates one	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include

by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach		or two ways for students to use language and effective expression. However, student expression is minimal in the lesson.	opportunities for students to listen, speak, read, and write. The lesson incorporates multiple ways for students to use language and effective expression.
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children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly	Candidate does not create a literacy and Social Studies based inquiry lesson that promotes Social Studies content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and Social Studies based inquiry lesson that promotes general Social Studies content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a literacy and Social Studies based inquiry lesson that promotes specific Social Studies content knowledge and incorporates reading, writing, listening, and speaking.

complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Disciplinary Literacy Week 10: Integrated Curriculum - Literacy in Science Content & Lesson # 3

Assignment Objectives:

1. Candidates will create an inquiry-based literacy and science integrated lesson (to be used as a part of a larger unit for a selected level in the PK-3 range) that:

- begins with an open-ended question
- incorporates vocabulary development and comprehension of content through reading, writing, speaking, and listening
- explicitly teaches students the language of hypothesizing, observation, description, and questioning as they talk about
 - Science
- uses appropriate scaffolding to help students develop content knowledge
- features asking students open-ended questions
- uses developmentally appropriate informational text and multimodal inputs & outputs including digital tools
- considers DAP in the classroom (include movement often; be student-centered; how much time can students listen?)
- incorporates hands on activities, realia, and teaching strategies that bring content to life
- is designed to encourage active engagement and participation by all students, including student talk
 - is relevant to students' prior experiences, interests, backgrounds, social-emotional development
 - provides multiple ways for students to show understanding and share information

- is based on UDL principles
- includes formative or observational assessment to guide further instruction

2. Candidates will review developmentally appropriate & trauma-informed practices

Readings:

[Education Week "How Trauma-Informed Practice Made Me a Better Teacher"](#)

Content Counts p. 79-90; p.93-99; & p.115-124

[Sobrato Early Academic Language Model PK-3](#)

Molebash, P. E., Lee, J. K., & Heinecke, W. F. (2019). [Teaching and learning inquiry framework](#). *Journal of Curriculum and Teaching*, 8(1), 20. <https://doi.org/10.5430/jct.v8n1p20>

Videos:

[Thematic Units in PK - SEAL](#) - **Think of thematic units you have seen in the classroom. Were they anchored in the content standards? Consider the learning outcomes and what students need to know and be able to do. How will the standards be met?** Can you use an example of a thematic unit and shift it to an inquiry based unit?

[Edutopia - A Project-based Approach to Teaching Elementary Science](#)

Resource:

[UDL Lesson Plan Template](#)

In Class:

- Review trauma-informed practices
- Review DAP
- Developing inquiry questions
- Questioning techniques
- Developing learning outcomes
- Consider the following to design an integrated literacy/science lesson:
 1. Consider the grade level and its literacy and science standards (3.1)
 2. Select a science topic for students to explore (3.2, 7.9)
 3. Determine how to integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)

4. Determine how you will consider and build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
 5. Select a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
 6. Determine the vocabulary to be taught (7.7)
 7. Determine the multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 8. Determine visuals/models/realia needed for student understanding (7.6)
 - How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
 - create conditions for students to engage, talk, practice, explore, investigate, and create
 - What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
 - How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
 - What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
 - How will you create space to listen to students and further their understanding
 9. Determine ways to differentiate the lesson to accommodate student needs (7.2, 7.3)
 10. Consider how you will incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
 11. Determine how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
 12. Find out what questions still exist after the lesson and build on those for the next lesson (7.10)
- Consider the Teaching and Learning Inquiry Framework from Molebash et al

TLIF Phase	Teaching Implications	Learning Implications
Stage & Engage	Consider the student learning outcomes and anticipated results to develop an engaging introductory activity	Actively participate in an introductory experience that introduces and stages the inquiry
Ask & Pose	Pose questions about how students will engage content and the problems they will encounter during the inquiry	Based on introductory activity, develop compelling questions/problems and supporting questions
Plan & Monitor	Sketch initial ideas for scaffolding student inquiry activities and assessments	With questions in place, determine process for answering questions or solving problems
Search & Gather	Locate sources and information/data needed to implement and scaffold the inquiry	Activate the plan by locating sources and information/data relevant to the questions or problems
Analyze & Create	Determine disciplinary strategies and scaffolds to help novice learners complete expert-like analysis tasks	Apply disciplinary skills and strategies to analyze gathered information/data and to create findings
Communicate & Apply	Establish a range of approaches for students to share and act on what they have learned	Consider implications of the findings and share with relevant audience in ways that resemble real-life work

Figure 3. TLIF Implications for Teaching and Learning

Assignment - Lesson Plan #3

6. Create a science and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and science standards (3.1)
- a science topic for students to explore (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create
- What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
- How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how

you will introduce and practice new vocabulary and complex sentence structures within the context of your unit. (7.5)

-What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)

-create conditions for students to engage, talk, practice, explore, investigate, and create?

-create space to listen to students and further their understanding?

-ways to differentiate the lesson to accommodate student needs (3.6)

-incorporate integrated ELD to help multilingual students interact in meaningful ways

(7.11)

-how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing,

writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1,

7.10)

-Find out what questions still exist after the lesson and build on those for the next lesson

(7.10)

7. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)

8. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)

9. Implement the lesson in the grade level specified. (7.1, 7.2)

10. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 3

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally

Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.		developmentally appropriate cross disciplinary child-led and teacher guided activities.	appropriate cross disciplinary child-led and teacher guided activities.
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology	Candidate does not create a lesson plan based on principles of UDL.	Candidate creates a lesson plan utilizing some principles of UDL. However, the lesson does not provide multiple means of engagement, representation, action, and expression, and examples of assistive technology.	Candidate creates a lesson plan utilizing principles of UDL, providing multiple means of engagement, representation, action, and expression, and includes examples of assistive technology.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection	Candidate evaluates strengths and weaknesses of the lesson and provides

		does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.	Candidate does not plan and implement a literacy and science inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a literacy and science inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a literacy and science inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of	Candidate does not plan and implements a literacy and science inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and science inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and science inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating,	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active,

of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and	engaging experiences and activities and does not integrate ELD instruction.	and engaging and minimally integrates ELD instruction.	motivating, engaging experiences and activities and clearly integrates ELD instruction for multilingual students.
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develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to

syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer	Candidate does not implement a science and literacy integrated lesson plan that engages students in meaning making.	Candidate implements a science and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a science and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.

generating questions about stories, picture books, and other texts.			
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language or does not create a lesson that incorporates ways for students to use language and effective expression.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write or creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write. The lesson incorporates multiple ways for students to use language and effective expression.

conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent	Candidate does not create a literacy and science based inquiry lesson that promotes science content knowledge or does not	Candidate creates a literacy and science based inquiry lesson that promotes general science content knowledge or minimally	Candidate creates a literacy and science based inquiry lesson that promotes specific science content knowledge and

content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	incorporate reading, writing, listening, and speaking.	incorporates elements of reading, writing, listening, and speaking.	incorporates reading, writing, listening, and speaking.
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Disciplinary Literacy Week 11: Integrated Curriculum - Literacy in Math Content & Lesson # 4

Assignment Objectives:

1. Candidates will create a literacy and math integrated lesson (to be used as a part of a larger unit for a selected level in the PK-3 range) that:
 - incorporates vocabulary development and comprehension of content through reading, writing, speaking, and listening
 - uses developmentally appropriate informational text and multimodal inputs

- provides multiple ways for students to show understanding and share information
- connects to previous learning from the literacy/science/social studies lessons

Readings:

[McLennan - Joyful Number Talks in Kindergarten](#)

Content Counts p. 70-78

[Edutopia - 5 Engaging Books for Math Read Alouds](#)

[Wilcox & Monroe](#) - Consider how you could take these examples of writing and math integration and redesign them to the PK-3 grades.

Videos:

[Engaging Students in Inquiry Based Tasks - Geometry: 1st Grade](#)

[Helping Students Make Sense of Story Problems](#)

In Class:

- Review developing inquiry questions & questioning techniques
- Developing learning outcomes

Consider the following to design an integrated literacy/math lesson:

1. The grade level and its literacy and math standards (3.1, 8.1)
2. Select a math topic for students to explore (3.2, 7.9)
3. Develop children's abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts (8.4)
4. Determine how to integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
5. Determine how you will build on students' background knowledge & hook students' interest in topic, fostering positive attitudes toward math (7.3, 7.6, 8.3)
6. Select a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
7. Determine the vocabulary to be taught (7.7)
8. Determine the multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
9. Determine visuals/models/realia needed for student understanding (7.6)
10. Determine how to **advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write**

increasingly complex disciplinary texts with comprehension and effective expression

11. Determine how to incorporate student talk, questioning, hands on experiences/explorations, physical movement, chants, songs, plays, puppet shows, drawing, writing, art, etc to further student understanding of the concept (7.4, 7.5, 7.8)
 - How will you create conditions for students to engage, talk, practice, explore, investigate, and create?
 - How will you create space to listen to students and further their understanding?
12. Determine ways to differentiate the lesson to accommodate student needs (7.2, 7.3, 8.5)
13. Determine how you will support positive student interactions among peers (8.7)
14. Determine ways to ask thought provoking questions that lead to deeper understanding (8.6)
15. Consider how you will incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
16. Determine how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
17. Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

Assignment - Lesson Plan #4

6. Create a math and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.
Be to incorporate the following:
 - grade level and its literacy and math standards (3.1, 8.1)
 - a math topic for students to explore (3.2, 7.9)
 - develop children's abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts (8.4)
 - integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
 - build on students' background knowledge & hook students' interest in topic, fostering positive attitudes toward math (7.3, 7.6, 8.3)
 - a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
 - vocabulary to be taught (7.7)
 - multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
 - visuals/models/realia needed for student understanding (7.6)
 - How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)**
 - create conditions for students to engage, talk, practice, explore, investigate, and create

-What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)

-How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)

-What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)

-create space to listen to students and further their understanding

-ways to differentiate the lesson to accommodate student needs (7.2, 7.3, 8.5)

-how you will support positive student interactions among peers (8.7)

-ways to ask thought provoking questions that lead to deeper understanding (8.6)

-incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)

-how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing,

writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)

-Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

7. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2, 8.2)

8. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)

9. Implement the lesson in the grade level specified. (7.1, 7.2)

10. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan # 4

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g.,	Candidate does not create a lesson plan based on K-3 math and literacy content	Candidate creates a lesson plan that is based on K-3 math and literacy content	Candidate creates a lesson plan that is based on K-3 math and literacy content

Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning. TPE 8.1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's Mathematics Standards and Framework and the Preschool Learning Foundations and Curriculum Framework. TPE 8.4. Consistent with California's Standards for Mathematical Practice, develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to: 1) make sense of problems and persevere in solving them 2) reason abstractly and quantitatively 3) construct viable arguments and critique the reasoning of others 4) model with mathematics 5) use appropriate tools	standards and/or frameworks.	standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities to promote students' abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts.	standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities that promote students' abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math, use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts.
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strategically 6) attend to precision 7) look for and make use of structure 8) look for and express regularity in repeated reasoning 9. Make and test conjectures to solve problems; and 10) recognize relationships within and among concepts.			
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or math, but not both.	Candidate creates a lesson plan based on applicable content literacy and math standards.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded	Candidate does not plan and implement a literacy and math inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom. The lesson	Candidate plans and implements a literacy and math inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the	Candidate plans and implements a literacy and math inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their

in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. TPE 8.6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.	does not include manipulatives or other math tools, and does not use strategies like observation, questioning, and follow up activities to build on student knowledge.	classroom, they are minimally aligned and lack organization. Candidate includes using manipulatives or other math tools, or uses strategies like observation, questioning, and follow up activities to build on student knowledge, but does not address all components.	integration in the classroom and includes using manipulatives or other math tools and strategies like observation, questioning, and follow up activities to build on student knowledge.
TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of	Candidate does not plan and implement a literacy and math inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and math inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and math inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). TPE 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California’s Mathematics Standards and the Preschool Learning Foundations.			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures,	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies, and does not provide differentiated and developmentally appropriate instruction.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge. There is minimal evidence of differentiated or developmentally appropriate instruction.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy

languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs. TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.			development. The lesson clearly incorporates differentiated and developmentally appropriate instruction to meet student needs.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play. TPE 7.11. Provide instruction in English language development	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary, does not incorporate a variety of active, motivating, and engaging experiences and activities, or does not articulate how integrated ELD instruction will occur.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging. The lesson minimally addresses integrated ELD instruction.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities. The lesson clearly articulates how the candidate will provide integrated ELD instruction to multilingual students.

(ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry,

correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
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7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. TPE 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical	Candidate does not implement a math and literacy integrated lesson plan that engages students in meaning making or solving problems.	Candidate implements a math and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, including questioning and discussion, fostering positive attitudes toward math, and developing students' ability to persevere in solving problems.	Candidate implements a math and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion. The lesson helps foster positive attitudes toward math and develops students' ability to persevere in solving problems.
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problems.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that

children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.		to listen, speak, read, or write.	include opportunities for students to listen, speak, read, and write.
7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach	Candidate does not create a lesson that incorporates ways for students to use language and effective expression and does not address supporting positive student interactions among classmates .	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or it is unclear how the candidate will support positive student interactions among classmates.	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly articulates how the candidate will support positive student interactions among classmates.

children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. TPE 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing,	Candidate does not create a literacy and math based inquiry lesson that promotes math content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and math based inquiry lesson that promotes general math content knowledge or minimally incorporates elements of reading, writing, listening,	Candidate creates a literacy and math based inquiry lesson that promotes specific math content knowledge and incorporates reading, writing, listening, and

listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.		and speaking.	speaking.
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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Disciplinary Literacy Week 13: Integrated Curriculum - Arts Integrated Literacy & Lesson # 5

Assignment Objectives:

1. Candidates will create a literacy and arts integrated lesson (to be used as a part of a larger unit for a selected level in the PK-3 range) that:

- incorporates vocabulary development and comprehension of content through reading, writing, speaking, and listening
- uses developmentally appropriate informational text and multimodal inputs
- provides multiple ways for students to show understanding and share information
- connects to previous learning from the literacy/science/social studies/math lessons

Readings and Videos:

Edutopia has multiple articles linked on its [Arts Integration](#) page that can help you imagine ways to incorporate the arts into your content curriculum. Please explore some of their ideas.

Explore [ArtsforAllNYC](#) and the [Mondays with Mé videos on youtube](#). Great examples of integrating a read aloud, thinking aloud, building vocabulary, inviting students to connect the story to themselves, and attend to their social/emotional needs. (The “something more” at the end of the videos are usually arts/literacy integrated tasks for young students.)

Consider [directed draw](#) activities. They build receptive language skills, are easy to incorporate into any content area/unit of study, increase engagement, and allow students to learn some basic art techniques, vocabulary (lots of positional words), and have fun.

The Institute for Arts Integration & STEAM - [Check out the free resources](#) for inspiration
[Example of arts-integrated activities focused on a picture book](#)

[CA Arts Standards](#)

In Class:

Consider the following to design an integrated literacy/arts lesson:

1. Consider the grade level and the standards (3.1)
2. Consider the unit you are building. What will help students comprehend, connect, and apply the content?
3. Determine how to integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
4. Determine how you will consider and build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
5. Select a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
6. Determine the vocabulary to be taught (7.7)
7. Determine the multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
8. Determine visuals/models/realia needed for student understanding (7.6)
9. Determine how to **advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression**
10. Determine how to incorporate student talk, questioning, hands on experiences/explorations, physical movement, chants, songs, plays, puppet shows, drawing, writing, art, etc to further student understanding of the concept (7.4, 7.5, 7.8)

- How will you create conditions for students to engage, talk, practice, explore, investigate, and create?
- How will you create space to listen to students and further their understanding?
- 11. Determine ways to differentiate the lesson to accommodate student needs (7.2, 7.3)
- 12. Consider how you will incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
- 13. Determine how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
- 14. Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

Assignment - Lesson Plan #5

6. Create a literacy and arts integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

- grade level and its literacy and art standards (3.1)
- an arts topic for students to explore (dance, media arts, music, theater/dramatic play, visual arts) (3.2, 7.9)
- integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)
- build on students' background knowledge & hook students' interest in topic (7.3, 7.6)
- a variety of informational texts & inputs/media (typically at least one trade book) (7.6)
- vocabulary to be taught (7.7)
- multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)
- visuals/models/realia needed for student understanding (7.6)
- How to incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)
- create conditions for students to engage, talk, practice, explore, investigate, and create
- What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)
- How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons? Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)
- What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)
- create space to listen to students and further their understanding?

- ways to differentiate the lesson to accommodate student needs (3.6)
 - incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)
 - how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)
 - Find out what questions still exist after the lesson and build on those for the next lesson (7.10)
7. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2)
 8. **Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)**
 9. Implement the lesson in the grade level specified. (7.1, 7.2)
 10. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

Rubric for Lesson Plan #5

TPE	Does Not Meet Criteria (0 Points)	Progressing Towards Expectations (1 Point)	Meets Expectations (2 Points)
TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks) , and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote	Candidate does not create a lesson plan based on K-3 content standards and/or frameworks.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks. However, the lesson does not include developmentally appropriate cross disciplinary child-led and teacher guided activities.	Candidate creates a lesson plan that is based on K-3 content standards and/or frameworks that include developmentally appropriate cross disciplinary child-led and teacher guided activities.

all children's learning.			
TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.	Candidate does not create a lesson plan using applicable content standards.	Candidate creates a lesson plan based on applicable content standards in literacy or science, but not both.	Candidate creates a lesson plan based on applicable content literacy and science standards.
6.1 Reflect on one's own practice and use this information to improve teaching and learning in the ECE context .	Candidate does not provide a reflection with an evaluation of strengths and weaknesses of the lesson.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. However, the reflection does not include specific details about the lesson in order to demonstrate an understanding between content knowledge and effective planning and teaching.	Candidate evaluates strengths and weaknesses of the lesson and provides evidence for the analysis. .The reflection includes specific details about the lesson which demonstrates an understanding between content knowledge and effective planning and teaching.
TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations ; the themes of the English Language Arts/English Language Development Framework	Candidate does not plan and implement a literacy and arts inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom.	Candidate plans and implements a literacy and arts inquiry based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization.	Candidate plans and implements a literacy and arts inquiry based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom.

(Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.			
TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: • using developmentally appropriate instructional technology, • applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression, • using Multi-Tiered System of Supports (MTSS), including assistive technology TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and	Candidate does not plan and implements a literacy and arts inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.	Candidate plans and implements a literacy and arts inquiry based lesson; however the lesson is not developmentally appropriate or is only minimally grounded in UDL principles.	Candidate plans and implements a literacy and arts inquiry based lesson grounded in an understanding of developmentally appropriate instruction and practice and UDL principles.

characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies.	Candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge.	Candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development.
TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young	Candidate does not provide instruction that incorporates multimodal strategies for teaching the vocabulary and does not incorporate a variety of active, motivating, and engaging experiences and activities.	Candidate provides instruction that incorporates minimal strategies for teaching the vocabulary or minimal experiences and activities that are active, motivating, and engaging.	Candidate provides instruction that incorporates multimodal strategies for teaching the vocabulary and a variety of active, motivating, engaging experiences and activities.

children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.			
7.5 Foundational Skills. Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and	The lesson plan shows minimal or no use of student talk, questioning, or hands-on activities. There is a lack of diversity in activities; one or no forms of physical movement, games, chants, or songs are included. Plays, puppet shows, storytelling, books, poetry, and oral storytelling are absent or poorly integrated. Creative arts like drawing, writing, and other art forms are not utilized or are irrelevant to the literacy goals of the lesson. The lesson plan lacks specific activities or strategies for teaching students how to decode words in complex texts. No examples are provided of how new vocabulary or complex sentence structures will be introduced or practiced within the unit. The lesson plan also fails to include strategies for developing cognitive skills such as inferencing, summarizing, and analyzing. The selected passage does not include words or structures that demonstrate specific spelling patterns, syllable combinations, morphological details, or syntax relevant to the cross-disciplinary topic. The	The lesson plan includes some student talk and questioning but lacks depth in engaging students in discussion. A limited number of hands-on experiences, physical movement, and games are present; however, integration is superficial. There is an attempt to include creative activities such as plays, storytelling, or art, but these do not fully engage students or enhance their understanding of print and sound. The use of puppet shows, books, poetry, and oral storytelling is present but does not effectively contribute to literacy objectives. The lesson plan includes some strategies for decoding, but they are either too basic or not fully developed to effectively support reading complex texts. Examples of vocabulary and syntax instruction are provided, but they may not be integrated effectively throughout the unit or might not be sufficient to meet students' needs. The lesson plan mentions some cognitive skill development strategies, but they may be	The lesson plan effectively incorporates student dialogue and questioning, facilitating a rich exchange of ideas. Hands-on experiences and explorations are central to the lesson, promoting active learning. Physical movement, games, chants, and songs are skillfully integrated and relevant to literacy concepts. Plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art are used strategically to captivate children's attention and solidify their understanding of print, phonics, and the alphabet. The lesson plan outlines detailed, effective strategies and activities that are specifically designed to teach and enhance decoding skills in complex texts. Clear, practical examples are provided, showing how new vocabulary and complex sentence structures will be introduced and practiced throughout the unit in a way that is engaging and meaningful to students. Detailed scaffolding is provided for each cognitive skill, showing a

syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	passage lacks complexity or relevance, offering little opportunity for students to engage with the content meaningfully.	incomplete or not clearly connected to the unit's goals. The selected passage includes some elements of spelling patterns, syllable combinations, morphology, or syntax, but these elements are not fully integrated or explicitly connected to the cross-disciplinary topic. The passage provides an opportunity for student engagement but does not fully challenge or utilize students' abilities to explore the topic deeply.	clear progression designed to enhance students' understanding and ability to express complex disciplinary content effectively. The passage meticulously incorporates words and structures that highlight specific spelling patterns, syllable combinations, morphological details, and syntactical structures, all highly relevant to the cross-disciplinary topic. The passage is appropriately challenging and engaging, encouraging deep interaction with the topic through its linguistic features.
7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely	Candidate does not implement a arts and literacy integrated lesson plan that engages students in meaning making.	Candidate implements an arts and literacy integrated lesson plan that engages students in some ways but does not include all of the following to make meaning: building on prior knowledge, incorporate informational texts, and include questioning and discussion.	Candidate implements a arts and literacy integrated lesson plan that engages students in making meaning by doing the following: builds on prior knowledge, incorporates informational texts, and includes questioning and discussion.

to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions,	Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Candidate incorporates a variety of informational texts & inputs/media and visuals/models/realia needed for student understanding in the lesson plan.

retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.			
7.7 Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Candidate does not create a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that minimally includes opportunities for students to listen, speak, read, or write.	Candidate creates a lesson plan that includes content and related activities or strategies that support the acquisition or use of academic language that include opportunities for students to listen, speak, read, and write.
7.8 Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal	Candidate does not create a lesson that incorporates ways for students to use language and effective expression or does not integrate ELD instruction.	Candidate creates a lesson that incorporates one or two ways for students to use language and effective expression. However, student expression is minimal in the lesson or	Candidate creates a lesson that incorporates multiple ways for students to use language and effective expression. The lesson clearly shows evidence of integrating

collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD,		lesson shows minimal evidence that ELD instruction is integrated to support multilingual students' language development.	ELD instruction to promote language development for multilingual students.
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which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			
7.9 Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly	Candidate does not create a literacy and arts based inquiry lesson that promotes science content knowledge or does not incorporate reading, writing, listening, and speaking.	Candidate creates a literacy and arts based inquiry lesson that promotes general science content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Candidate creates a literacy and arts based inquiry lesson that promotes specific science content knowledge and incorporates reading, writing, listening, and speaking.

complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time. TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including	Candidate does not use assessments or the assessments are not developmentally and linguistically appropriate and culturally responsive.	Candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment.	Candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.			
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