



Appendix C
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive
Support Needs

Note on assessing teacher candidates from CalStateTEACH: Having highly qualified, effective teachers in our nation's classrooms matters. This fact is difficult to refute, even given other influences on public schools such as poverty, class size, family struggles, mental health, violence, and lack of funding. However, evaluating teachers and teaching is an imperfect proposition at best, and one we've been struggling with for well over two centuries. Gaining a foothold on the foundations of teacher evaluation – WHY we evaluate teachers, WHAT constitutes teacher quality and quality teaching, and HOW we can effectively implement good teacher evaluation systems – can help us improve this critically important aspect of education and ensure our classrooms are staffed with the best. When we are assessing the person, the process, or the product, ultimately it is a judgment, appraisal, or evaluation; Though faculty may use the core feedback form, many use their own interpretation of the CSTP and or TPE language to provide feedback. However, we are moving forward with a rubric as common language around effective teaching is no small matter. Reaching language consensus around effective teaching opens the door to meaningful and useful feedback, another mainspring of a robust evaluation system.

 (LTPEC) Term 2 Core Sample Feedback

Teacher candidates are evaluated at the end of each module for Coursework and Collaboration. Module coursework accounts for 70% of their module grade and collaboration accounts for 30%. In addition to the various activities and assignments required within each module, teacher candidates are required to complete a Self-Assessment that includes their own evaluation of their progress on the identified Teacher Performance Expectations (TPE's). The self assessment activities can be found at the end of each program module.

Faculty provide feedback on all activities and assignments and include feedback specific to the module dimensions and TPE's using the Module Coursework Rubric. Collaboration is evaluated using the Collaborative Community Rubric.

 (LTPEC) Module Rubric 2024-2025

Observation Cycle

At CalStateTEACH (CST), candidates participate in a clinical supervision course alongside their academic coursework. This structure is designed to connect what they are learning in theory with what they are applying in practice. Each cohort is supported by one faculty member who serves as both the academic instructor and clinical supervisor. This approach helps maintain consistency in expectations, communication, and feedback, allowing the faculty member to support each candidate's growth in alignment with California's Teacher Performance

Expectations (TPEs). The observation cycle is intended to support continuous professional development through a process that encourages reflection and practical application. It includes several key phases: planning, teaching, receiving feedback, reflecting, and evaluating. Each phase contributes to a deeper understanding of effective teaching practices while staying connected to the TPEs.

Planning

Candidates begin by preparing a detailed lesson plan using the program's standard template. This plan is reviewed in advance by both the faculty member and the mentor teacher to ensure that the lesson goals are clearly defined and aligned with the TPEs. A pre-observation meeting is held between the candidate and faculty member to discuss the plan. During this meeting, the faculty member offers feedback on ways to strengthen the lesson, such as improving engagement strategies or refining assessment methods. The candidate then revises the plan based on this feedback and submits the final version to the Canvas Observation (OBV) course. This phase emphasizes thoughtful preparation and responsiveness to professional guidance.

Teach and Assess






In this phase, the candidate teaches the lesson in a classroom setting. The faculty member observes the session, focusing on instructional practices and how effectively the TPEs are being addressed. After the lesson, a post-observation meeting is held to discuss strengths and areas for improvement. Written feedback is also provided and uploaded to the Canvas observation course, helping the candidate reflect on their teaching and plan for continued improvement.





Reflection




Following the teaching session, the candidate completes a written reflection that examines their instructional choices, student responses, and alignment with the TPEs. They also create a follow-up plan, either reteaching or expanding on part of the lesson to better support student learning. In addition, candidates upload a video recording of the lesson and annotate it with reflective comments that are connected to the TPEs. The faculty member reviews the video and adds comments in response, offering further insight into the candidate's teaching practices.


Evaluation



The final phase involves bringing together all the evidence gathered throughout the cycle. The faculty member reviews observation notes, lesson plans, the video and annotations, and the candidate's reflections to complete a comprehensive evaluation. **This evaluation highlights how well the candidate met the relevant TPEs and is uploaded to the Canvas OBV course.** It becomes part of the candidate's professional portfolio and serves as a record of their development and readiness to teach.






7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet	<p><u>Module 7: English language Art- 7.04: Concepts About Print</u></p> <p>Teacher candidates (TC) understand the role concepts about print, letter recognition and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas</p> <p> (LTPEC) Modul...</p>	<p><u>Module 7: English Language</u></p> <p>Candidates conduct the <i>Concepts About Print</i> assessment to apply their knowledge about Phonemic Awareness.</p> <p> (LTPEC) Appen...</p> <p>•Module 10: Literacy Across the Curriculum Activity- 10.08: Decoding</p> <p>The comprehensive case study will begin with participating in a “reading conference” with the student to gain important background and form a positive connection with the student</p> <p> LTPE-Activity 1...</p>	<p><u>Module 7: English Language</u></p> <p>Completed <i>Concept of Print</i> assessment document</p> <p> LTPEC-Activity ...</p> <p><u>Module 10: Literacy Across the Curriculum-10.06</u></p> <p>Introduction to Comprehensive Case Study and Reading Conference Classroom</p> <p>The Literacy Case Study gives TC an opportunity to spend time getting to know a focus student better and gain an in-depth understanding of the student’s reading and writing skills.</p> <p> LTPE-10.06- Di...</p>

<p>b. phonological awareness, including phonemic awareness</p> <p>Note: <i>Competency 6: Understand how to develop students' phonics' knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.</i></p>	<p>In module 7 and 10, teacher candidates (TC) will review phonemic awareness, concepts about print, phonics, and sight words. These are just some of the topics in this ELA "learning code" that will help ensure that students will gain the tools to help them grasp written and spoken language.:</p> <p><u>Activity 7.03- 7.09: Phonemic Awareness</u> TC will review the following videos to see examples of the instructional strategies in the classroom.</p> <ul style="list-style-type: none"> •The Alphabetic Principle https://www.youtube.com/watch?v=rRk_-hEQU •Letters vs. Phonemes https://www.youtube.com/watch?v=J608Dbhs6J8 •Looking at Phonemes https://www.youtube.com/watch?v=8xXf51x_my0 	<p><u>Module 7: Effective Literacy Instruction–Foundational Skills– Phonemic Awareness (Activity 7.03)</u>  (LTPEC) Modul...</p> <p>In this practice learning segment the teacher candidate explores and defines phonological and phonemic awareness through readings and discussions of evidence-based practices. Teacher candidates Identify the elements of phonological and phonemic awareness, including rhyme, word and syllable segmentation, onset-rime blending, and segmenting.</p> <p>Proof: Examples of readings and videos:</p> <p>Direct teaching of Phonemic Awareness (sound identification, sound isolation, sound blending, sound substitution, sound deletion, and sound segmentation)</p>	<p><u>Module 7: Emergent Literacy Case Study</u>  (LTPEC) Modul...</p> <p>Faculty assess TC understanding of phonological and phonemic awareness through the Emergent Literacy Case Study in Module 7. TCs administer targeted assessments like the Yopp-Singer test and use a rubric to evaluate results, analyze student needs, and recommend developmentally appropriate strategies.</p> <p>Literacy Case Study Rubric Evaluation  (LTPEC) Comp...</p> <p><u>Module 7- Rubric Evaluation</u>  (LTPEC) Modul...</p> <p>Faculty use the Module 7 rubric to assess TC understanding of phonological and phonemic awareness through multiple assignments. Evaluation focuses on how well TCs apply instructional strategies, analyze assessment results, and make informed instructional</p>
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	<p>•Phonemic Segmentation https://www.youtube.com/watch?v=hbOpKUapsNY</p> <p>•Phonemic Substitution https://www.youtube.com/watch?v=6Q0LVVfTaxw</p> <p>Additionally, TC will become familiarize with the following tools that can be used to Assess Phonemic Awareness:</p> <p>•Teaching reading- https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-and-word-recognition-instruction-early-reading</p> <p>•Getting your child evaluated - https://www.readingrockets.org/topics/curriculum-and-instruction/articles/11-methods-teaching-reading-help-struggling-readers</p>	<p>• Elkonin Boxes Tompkins pp.152-153</p> <p>• Rhyming Games</p> <p>• Syllable Games Looking at Phonemes https://www.youtube.com/watch?v=8xXf51x_my0</p> <p>• Phonemic Segmentation https://www.youtube.com/watch?v=hbOpKUapsNY</p> <p>In addition, teacher candidates:</p> <ol style="list-style-type: none"> 1. Examine various research-based rationales for effective instructional strategies used to teach and assess all the elements of phonological awareness. 2. Examine how the structure, organization, as well as direct systematic, and explicit instruction impact phonological and phonemic awareness. 3. In this segment, the teacher candidates apply their learning about Phonemic Awareness by conducting the Yopp-Singer Phonemic 	<p>decisions related to early literacy development.</p> <p>Core Feedback Form (Sample)- Term 2  (LTPEC) Term ...</p> <p>Faculty assess candidate performance across all Module 7 activities by providing targeted feedback, guided by module outcomes and essential questions to support growth and understanding.</p> <p>Clinical Experience: Lesson Frame and Observation TPE Development Rubric  (LTPEC) Obser...</p> <p>CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations. TPE 7 is included as a sample.</p> <hr/> <p>Faculty gives written feedback to TC on completion of activity 7.09  (LTPEC)Activity...</p>
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		<p>Awareness Test with a focus student.</p> <p>Module 7 Culminating Project</p> <p>(LTPEC) Modul...</p> <p>The culminating practice activity in Module 7, teacher candidates practice the components of literacy that relate to emergent literacy by administering, assessing, analyzing, and identifying instructional strategies to complete a case study of an emergent reader.</p> <p>Emergent Literacy Case</p> <p>(LTPEC) Modul...</p> <hr/> <p>TC will familiarize his/herself with the San Diego Quick, which is an assessment tool that is administered to determine a student's ability to decode. The outcome will be included in your CE Comprehensive Literacy Case Study.</p> <p> CST3_Apx_7.0...</p>	
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		<p><u>Activity 10.08:</u> <u>Decoding</u></p> <p>TC will review the resources, to familiarize his/herself with the instructional strategies that will support students in Decoding words.</p> <p>TC to check their understanding by administering the phonics quiz linked here:</p> <p> LTPEC-Append...</p> <p>When TC has completed the quiz, he/she will check answers using the phonics quiz answer key.</p> <p> LTPEC-Append...</p> <p>The quiz is intended to determine TCs' need for review. For additional support, TC can use the Glossary in Literacy for the 21st Century by Tompkins or any other of the websites found in the module.</p> <p>TC will take detailed notes about the assessment results and analysis and enter those into the Emergent Case</p>	
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		<p>Study forms that will be completed and submitted after Activity 7.06.:</p> <p>Module 7 Literacy Case Study Report</p> <p> (LTPEC) Modul...</p>	
<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p> <p>Note: <i>This module is designed to help teacher candidates' successfully teach Reading/English Language Arts to their students. They will learn about the components of literacy that relate to emergent literacy. They will complete a case study of an emergent reader. They will work with their mentor teacher to identify a student in their placement class or in another class at the school with whom they can conduct the assessments for this case study.</i></p>	<p>Module 10: Literacy Across the Curriculum-Section 13. Activity 10.09-Spelling</p> <p> (LTPEC) Modul...</p> <p>This learning segment explores and defines phonics, spelling, and word recognition, focusing on letter-sound, spelling-sound, and sound-symbol correspondences through readings and discussions of evidence-based practices.</p> <p>Teacher candidates examine the essential question: <i>What role does spelling play in literacy and Language Arts instruction?</i></p> <hr/> <p>Activity 7.05: Phonics TC will familiarize themselves with the following tools that</p>	<p>•Activity 10.09 Spelling TC will review the following resources to become familiar with instructional strategies that will support them in teaching Spelling:</p> <p>-<i>Literacy for the 21st Century</i>, Tompkins pp. 166-179,<i>Phonics They Use</i>, Cunningham</p> <p>In Activity 10.09, Spelling Study Guide, TC will note what instructional strategies support Planning for Spelling:</p> <p> (LTPEC) Activit...</p> <p>Elementary Spelling Inventory https://www.sfdr-cisd.org/media/iyojbuda/k-2-spellinginventory.pdf</p>	<p>Module 10: Comprehensive Literacy Case Study</p> <p> Module 10 Co...</p> <p>Faculty assess TC understanding of phonics, spelling, and word recognition through the Comprehensive Literacy Case Study in Module 10. TCs administer and analyze assessments such as the Elementary Spelling Inventory and reading fluency measures to identify decoding needs, then plan instruction targeting letter-sound and spelling-sound correspondences.</p> <p>Literacy Case Study Rubric</p> <p> (LTPEC) Comp...</p>

	<p>can be used to Assess Phonics:</p> <ul style="list-style-type: none"> •Letter Recognition Assessment Part 2: (LTPEC) Appen... •Conduct the Letter Recognition Assessment Part 2 with your focus student to apply your new learning of Phonics. (LTPEC) Appen... <p><u>Activity 7.06: Sight Words</u> TC will review the following textbook readings to become familiar with the instructional strategies that will support Sight Words.</p> <ul style="list-style-type: none"> •<i>Literacy for the 21st Century</i> by Tompkins, section on sight words, pages 184-188; Minilesson on p.190 <p><u>Activity 10.11 Vocabulary</u> TC will review the following video for examples of instructional strategies:</p> <ul style="list-style-type: none"> •Academic Vocabulary, with Dr. Kate Kinsella 		<p><u>Module Rubric Evaluation</u> (LTPEC) Modul...</p> <p>Faculty assess TC understanding of phonics, spelling, and word recognition through assignments completed in Module 10. Using the program rubric, faculty evaluate how well TCs interpret assessment data and apply instructional strategies that support decoding, encoding, and sound-symbol correspondence.</p> <p><u>Core Sample Feedback- Module 10</u> (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on TC performance in Module 10, including their work with phonics, spelling, and word recognition. Feedback addresses how well TCs apply assessment data and plan instruction to support decoding, encoding, and sound-symbol correspondence.</p> <hr/> <p>Module 10: The comprehensive case</p>
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	https://www.youtube.com/watch?v=w9jRI4rGyr0 Additionally, TC will familiarize themselves with the following vocabulary assessment tool: “How to Use the Cloze Test to Score Readability” Readability Formulas https://www.readabilityformulas.com/the-cloze-test-readability-assessment.php		study will begin with participating in a “reading conference” with the student to gain important background and form a positive connection with the student; faculty will give feedback on completion of Activity 10.09 (LTPEC) Activit...
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7.5/U7.5 Foundational Skills. Develop students’ skills in the following	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
d. decoding and encoding, including morphological awareness	Module 7: English Language Arts – Effective Literacy Instruction: Foundational Skills – Section 10, Activity 7.05 – Phonics (LTPEC) Modul... This activity introduces encoding alongside phonics by highlighting how sound-symbol knowledge supports both decoding and spelling. TCs explore instructional strategies like	Emergent Literacy Case Study Guide Throughout Module 7, candidates will be adding to their literacy content to your MyLiteracy Study Guides for activities: (LTPEC) 7_Acti... (LTPEC) Modul... (LTPEC) Activit... (LTPEC) Activit... (LTPEC) Activit...	Module 7- Emergent Literacy Case Study Rubric (LTPEC) Emer... Faculty assess the TC understanding, use of literacy assessment formats and implementation of teaching strategies by providing feedback and evaluation using the Emergent Literacy Case Study





	<p>interactive writing and decodable text to connect phonics to early encoding.</p> <p><u>Module 10: Literacy Across the Curriculum – Section 13, Activity 10.09 – Spelling</u>  (LTPEC) Modul...</p> <p>Encoding is introduced through spelling instruction and morphological awareness. TCs analyze how students represent sounds in writing and use tools like the Elementary Spelling Inventory to link spelling to decoding and reading fluency.</p> <hr/> <p><u>Module 10: Literacy Across the Content Areas- Section 12, Activity 10.08-Decoding</u>  (LTPEC) Modul...</p> <p>This introduced segment explores decoding and encoding and literacy and considers the implications for diverse learners. Teacher candidates learn: <i>What role does Decoding play in literacy and Language Arts instruction?</i></p>	<p>TC will create a folder titled “MyLiteracy Study Guide” and add their study guide portions in the documents listed above. The “MyLiteracy Study Guide Folder” serves as a location to find these documents and gives examples:</p> <p> (LTPEC)MyLite...</p> <p><u>Emergent Literacy Case Study</u>  (LTPEC) Modul...</p> <p>TC will submit a Literacy Case Study Report, including the following:</p> <p>-TCs will assess, report data, and analyze results for phonemic awareness, concepts about print, phonics, decoding & encoding and word recognition.</p> <p>-TC will connect assessment data to well-justified instructional strategies and next steps, demonstrating deep understanding of UDL, MTSS and the CA Dyslexia</p>	<p><u>Module 10: Literacy Across the Curriculum – Section 13, Activity 10.09 – Spelling</u>  (LTPEC) Modul...</p> <p>TCs are assessed on encoding through the Comprehensive Literacy Case Study. After administering the Elementary Spelling Inventory, they analyze student spelling for phoneme-grapheme patterns and apply their findings to recommend instruction. This demonstrates candidates’ ability to assess encoding development and connect it to morphological awareness and instructional planning.</p> <p><u>Candidate Self-Assessment-Module 10</u>  (LTPEC) Modul...</p> <p>In this self-assessment, candidates reflect on their growth across the seven Teacher Performance Expectations (TPEs), including effective literacy instruction. They consider how their work in both module and clinical experience activities connects to key</p>
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	<p><u>Activity 7.05: Phonics</u> Teacher Candidates (TC) will review the following textbook readings to become familiar with the instructional strategies that will support Phonics.</p> <ul style="list-style-type: none"> •<i>Literacy for the 21st Century</i> by Tompkins pp. 155-166 •<i>Phonics They Use</i> by Cunningham, chp 6 <p><u>Activity 10.08: Decoding</u> TC will review the following resources, to become familiar with the instructional strategies that will support students in Decoding words:</p> <ul style="list-style-type: none"> •Bear, Donald, <i>Words Their Way</i>, Chapter 6 Word Study for Transitional Learners in the Within Word Pattern Stage or Chapter 7: Word •<i>Study for Intermediate Readers and Writers</i>, Zarrillo, James, Ready for RICA, Chapter 7 	<p><u>Guidelines for foundational skills.</u></p> <p>-TCs will provide recommendations for teachers and caregivers, including suggested literature that is culturally and linguistically affirming.</p> <p><u>Module 10: Literacy Across the Curriculum – Section 13, Activity 10.09 – Spelling</u> (LTPEC) Modul...</p> <p>TCs practice encoding through administration and analysis of the Elementary Spelling Inventory. They examine student spelling for patterns tied to phoneme-grapheme relationships and use the data to plan instruction that supports encoding. Word sorts and multisensory strategies are practiced to reinforce sound-symbol mapping and morphological awareness.</p> <p><u>Module 10: Literacy Across the Content Areas- Section 12.</u></p>	<p>objectives and support elements of each TPE.</p> <p><u>Self-Assessment Rubric- Module 10</u> (LTPEC) Modul...</p> <p>The self-assessment rubric is used by faculty to evaluate how candidates reflect on their instructional practice across multiple TPEs. It includes planning, subject matter knowledge, assessment, and inclusive strategies such as UDL, and incorporates key elements of the Literacy TPEs.</p> <p><u>Clinical Experience: Lesson Frame and Observation TPE Development Rubric</u> (LTPEC) Lesso... (LTPEC) TPE 7...</p> <p>TCs will also be evaluated during clinical experience for lessons that incorporate elements of TPE 7 using the Observation Evaluation</p> <p>CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations. TPE 7</p>
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	<p>Additionally, TC will review the following videos for examples of instructional strategies that can be use in the classroom:</p> <ul style="list-style-type: none"> •Blending: https://www.youtube.com/watch?v=XUqG_EZQZEI •Attack that Word: Reviewing Decoding Strategies: https://www.youtube.com/watch?v=pGsTy4nihM0 •Syllabification to Decode Words: https://www.youtube.com/watch?v=OULvVXkaH6c 	<p>Activity 10.08-Decoding (LTPEC) Modul...</p> <p>In this practice learning segment the teacher candidate explores and defines the understanding of why it is important for students to master decoding skills early in their reading journey?</p> <p>The practice procedure includes the following steps: Teacher candidates will:</p> <ul style="list-style-type: none"> •Complete the readings regarding decoding and literacy development. • Explore instructional strategies that support decoding and encoding development • Learn about assessment tool(s) that can measure decoding skills development • Conduct the assessment with a focus student (3rd grade or above struggling reader) 	<p>is included as a sample.</p> <hr/> <p>Module 10: Comprehensive Literacy Case Study (LTPEC) Module 10 Co...</p> <p>Faculty assess the TC understanding, use of literacy assessment formats and implementation of literacy based teaching strategies by providing feedback and evaluation using the Comprehensive Literacy Case Study TPE 7 Evaluation Rubric.</p> <p>Comprehensive Literacy Case Study –Rubric (LTPEC) Comp...</p> <p>End of the Module Rubric Evaluation (LTPEC) Modul...</p> <p>Faculty assess TC understanding of decoding, encoding, and morphological awareness through evaluated work in Module 10. Assignments are reviewed for how well TCs interpret assessment data and apply strategies to support students'</p>
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		<ul style="list-style-type: none"> • Analyze the results of the assessment data • Complete the MyLiteracy Study Guide by recommending strategies to support the focus student in the area of decoding • Record assessment findings for the focus student in teacher candidates' Comprehensive Literacy Case Study Final Report. In addition, analyze and identify instructional strategies to support the literacy development of the focus student. <p>Examples of readings and videos:</p> <ul style="list-style-type: none"> •Cunningham, Patricia, <i>Phonics They Use</i>, Chapter 12: Decoding and Spelling Big Words •Chapter 14: Phonics and Spelling Intervention for Older Struggling Readers, and Writers Zarrillo, 	<p>word analysis and spelling development.</p> <hr/> <p>Faculty will give feedback to TC on the following submissions:</p> <ul style="list-style-type: none"> -Activity 7.03 (LTPEC)Activity... -Completion of comprehensive Literacy Case study. (LTPEC) Modul...
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		<p>James, Ready for R/CA,Chapter 7.</p> <p>•Blending: https://www.youtube.com/watch?v=XUqGEZQZEI</p> <hr/>	
		<p>TC will apply their learning about Phonemic Awareness by conducting the Yopp-Singer Phonemic Awareness Test with your focus student.</p> <p>https://www.cde.state.co.us/sites/default/files/docs/assessmentresourcebank/ReadingWritingCommunicating/AssessmentReviews/Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1/RWC-YoppSingerTestPhonemeSeg-Grade1-Assessment.pdf</p> <p>-Activity 7.03  (LTPEC) 7_Acti...</p> <p>Additionally In 7.05 - Phonics Study Guide, TCs will note what instructional strategies support Planning for Phonics:</p>	









		-Explicit Instruction: Mini Lesson - Teacher explicitly focuses on a phonics strategy in <i>Literacy for the 21st Century</i> by Tompkins pp.163-164	
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	<p>Module 10: <u>Literacy Across the Curriculum-</u> <u>Section 14. Activity</u> <u>10.10: Fluency</u> This learning segment explores and defines text reading fluency, including accuracy, prosody (expression), and rate through readings and discussions of evidence-based practices.</p> <p>Teacher candidates instructional focus is the essential question of : <i>How does fluency instruction support student learning in Language Arts?</i> <i>What role does fluency play in literacy and Language Arts instruction?</i></p> <p>When students “know the code,” fluency, vocabulary, and comprehension</p>	<p>Candidates get to choose from their ELA curriculum a passage for students to read. (ie https://www.thomas.k12.ga.us/docs/3rd%20Grade%20Skills.pdf)</p> <p>In Activity 10.10 - Fluency of MyRICA Study Guide, TC is to note which instructional strategies support Planning for Fluency:</p> <ul style="list-style-type: none"> • Guided Reading • Readers' Theater • Choral Reading/Repeated Reading <p> (LTPEC) Modul...</p>	<p>Module 10: <u>Comprehensive</u> <u>Literacy Case</u>  Module 10 Co...</p> <p>Faculty assess TC understanding of reading fluency through the Comprehensive Literacy Case Study. TCs gather data on accuracy, rate, and expression, and use that information to plan instruction that supports fluent reading.</p> <p>Comprehensive Literacy Case Study –Rubric  (LTPEC) Comp...</p> <p><u>End of the Module</u> <u>Rubric Evaluation</u>  (LTPEC) Modul...</p> <p>Faculty assess TC work in Module 10 for how well they apply strategies to support reading fluency. Assignments are reviewed for how TCs interpret fluency data—like accuracy,</p>

	<p>begin to work together. For example, students cannot be fluent readers without some level of comprehension and they cannot comprehend what they read without some sort of vocabulary knowledge and development. It is important to note that vocabulary development supports students in making sense of multisyllabic words because they will recognize common word parts like prefixes, suffixes, roots and base words.</p> <p> (LTPEC) Modul...</p> <hr/> <p><u>Activity 7.02:</u> <u>Emergent</u> TC will read:</p> <p>•<i>California Preschool Curriculum Frameworks, Volume 1, Chapter 4: Language and Literacy</i>, to identify the foundational skills and developmental qualities that make</p>		<p>rate, and expression—and how they use it to guide instruction.</p> <p><u>Core Feedback Form-Module 10</u>  (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on TC performance related to reading fluency in Module 10. Comments focus on how well TCs apply assessment data to support student growth in reading accuracy, rate, and expression.</p> <hr/> <p>Faculty gives feedback on TC's submission of activity 10.10</p> <p> (LTPEC) Activit...</p>
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	<p>up the preschool standards.</p> <p>https://www.cde.ca.gov/sp/cd/re/psframework.asp</p> <p>Additionally, in <i>Reading for the 21st Century - A Balanced Approach</i> by Gail Tompkins, read Chapter 4: The Youngest Readers and Writers.</p> <p><u>LiteracyActivity</u> <u>10.05:</u> TC will Read Tompkins, Gail, <i>Literacy for the 21st Century, Part Four Compendium of Instructional Procedures</i>, pp 443-445, 450-452, 463-465, 473-474 and 479-481, to develop your understanding of integrating speaking literacy across the curriculum.</p> <p>As TC develops culturally sustaining practices, they are to read Minero, Emelina "Speaking as a Skill for Success," Edutopia, 15, Sept. 2016, https://www.edutopia.org/practice/public-sp</p>		
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	<p>eaking-oracy-skills-real-world</p> <p><u>Activity 10.10:</u> <u>Fluency</u> TC is to review the following resources to become familiar with the instructional strategies that will support Fluency:</p> <ul style="list-style-type: none"> • Zarrillo, James, <i>Ready for RICA</i>, Chapter 8, and Chapter 9 • Tompkins, Gail, <i>Literacy for the 21 Century</i>, Chapter 6, Sections on Fluency, pp. 184-211 (184-194 Reading Fluency and Prosody; 194-201 Writing Fluency; 201-211 Dysfluent Readers and Writers and support strategies) 		
f. instruction that is structured and organized as well as direct, systematic, and explicit	<p><u>Module 7: English Language Arts, Section 10, Activity 7.05: Phonics</u> <u>LTPEC) Modul...</u></p> <p>TCs are introduced to phonics instruction as a means of building</p>	<p><u>Module 7: English Language Arts, Section 10, Activity 7.05: Phonics</u> <u>LTPEC) Modul...</u></p> <p>TCs practice planning phonics instruction in Activity 7.05 by</p>	<p><u>Module 10: Comprehensive Literacy Case</u> <u>LTPEC) Module 10 Co...</u></p> <p>TCs apply their understanding of decoding and foundational reading instruction by analyzing</p>

	<p>decoding skills. Through readings and strategy videos, they learn how students apply phonics knowledge in context using connected, decodable texts that reinforce accuracy, fluency, and comprehension.</p> <p>Module 10: Literacy Across the Curriculum, Section 12, Activity 10.08- Decoding  (LTPEC) Modul...</p> <p>TCs are introduced to decoding as a foundational reading skill that supports students' ability to read connected text with accuracy and fluency. They explore instructional strategies such as syllabication, structural analysis, and orthographic patterns, and begin applying these ideas through assessment and planning.</p> <hr/> <p>IMPORTANT: In Module 7, TC will</p>	<p>exploring strategies that include the use of connected, decodable text. They conduct a letter recognition assessment and use their results to plan instruction that helps students apply decoding skills in meaningful reading contexts.</p> <hr/> <p><u>MyRica Portfolio</u> Throughout this module candidates will be adding to their study guides for activities 7.03 - 7.07 to a RICA e-portfolio.</p> <ul style="list-style-type: none"> •7.03- Phonemic Awareness Study Guide  (LTPEC)Activity... •7.04- Concepts About Print Study Guide  (LTPEC) Activit... •7.05- Phonics Study Guide  (LTPEC) Activit... •7.06- Sight Words Study Guide 	<p>assessment data and recommending strategies that include connected, decodable texts. Faculty evaluate how well TCs align instructional planning with student needs to support reading fluency and accuracy.</p> <p><u>Literacy Case Study Rubric</u>  (LTPEC) Litera...</p> <p><u>End of the Module Rubric Evaluation</u>  (LTPEC) Modul...</p> <p>Faculty assess TC assignments using the program rubric, reviewing how well TCs incorporate structured, explicit phonics instruction and the use of decodable text to support early reading development.</p> <p><u>Core Feedback Form-Module 10</u>  (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on TC instructional planning related to</p>
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	<p>learn about the components of literacy that relate to emergent literacy. You will complete a case study of an emergent reader. You will work with your mentor teacher to identify a student in your placement class or in another class at the school with whom you can conduct the assessments for this case study. Be sure the student you are working with is not an Emergent Bilingual/Multilingual student.</p> <p>This module is designed to help you successfully teach Reading/English Language Arts to your students. The module activities will develop your knowledge of content and pedagogy.</p>	<p> (LTPEC) Activit...</p> <p>7.07- Communicating Assessment Results</p> <p> (LTPEC) Activit...</p> <p>Module 7 Emergent Literacy Case Study Report</p> <p> (LTPEC) Modul...</p>	<p>decoding and phonics. Comments reflect how effectively TCs support students in transferring decoding skills to connected text reading.</p> <hr/> <p>TC will use the following link to create a folder titled MyRICA Study Guides in his/her Google Drive which they will add copies of the documents in the folder; faculty gives feedback to TC on each of the documents submitted in TC's MyRICA folder:</p> <p> (LTPEC)My RI...</p>
g. connected, decodable text	<p>Module 7: English Language Arts – Effective Literacy Instruction: Foundational Skills – Section 10, Activity 7.05 – Phonics</p> <p> (LTPEC) Modul...</p> <p><i>(highlight shows candidates are introduced to</i></p>	<p>Module 7: English Language Arts – Section 10, Activity 7.05 – Phonics</p> <p> (LTPEC) Modul...</p> <p><i>(highlight shows how candidates practice using decodable texts in phonics-based instruction)</i></p>	<p>Emergent Case Study Rubric (assessed)</p> <p> (LTPEC) Emer...</p> <p>-Emergent Case Study</p> <p> (LTPEC) Clinic...</p> <p>The Emergent Literacy Case Study assesses candidate</p>







	<p><i>decodable texts through assigned reading on phonics instruction)</i></p> <p>TCs are introduced to decodable text as part of phonics instruction. The activity explains that phonics instruction should be structured, explicit, and supported with connected, decodable texts. TCs read foundational texts and explore strategies for helping students apply phonics knowledge when reading short, decodable texts with support.</p> <hr/> <p><u>Module 10: Literacy Across the Curriculum. Section 12. Activity 10.08-Decoding</u>  (LTPEC) Modul...</p> <p>TCs practice planning decoding instruction by exploring strategies such as syllabication, structural analysis, and orthographic patterns. They complete a decoding assessment with their focus student and use the results to</p>	<p>TCs practice using decodable texts as part of phonics instruction. The activity provides application strategies, including interactive writing and the use of decodable texts aligned to phonics goals. These tools support students in applying letter-sound knowledge during connected reading and writing tasks.</p> <p><u>Emergent Literacy Case Study</u>  (LTPEC) Modul...</p> <p>TC will submit a Literacy Case Study Report, including the following:</p> <p>-TCs will assess, report data, and analyze results for phonemic awareness, concepts about print, phonics, decoding & encoding and word recognition.</p> <p>-TC will connect assessment data to well-justified instructional strategies and next steps, demonstrating deep understanding of UDL, MTSS and the CA Dyslexia</p>	<p>application of connected, decodable text introduced in Activity 7.05. Candidates select texts, observe a student's decoding in context, and analyze reading behaviors to plan next steps in phonics instruction.</p> <p>-Activity 7.05 (introduced/practiced)  (LTPEC) Modul...</p> <hr/> <p><u>Module 7: English Language Arts – Section 13. Clinical Experience 7.07 – Emergent Literacy Case Study</u>  (LTPEC) Modul...</p> <p>TCs are assessed through a faculty-reviewed case study in which they evaluate a focus student's early literacy data and recommend instructional strategies, including the use of connected, decodable text. The case study requires candidates to demonstrate understanding of when and how to use decodable texts to support beginning readers, aligned with TPE 7.</p>
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	<p>begin planning instructional next steps.</p> <p><u>Module 7: English Language Arts, Section 6, Activity 7.01: Effective Literacy Instruction for All Students</u>  (LTPEC) Modul...</p> <p>TCs introduced to the components of foundational literacy as outlined in the ELA/ELD Framework and Literacy TPEs. This includes early exposure to connected, decodable texts as a tool for building students' decoding confidence and fluency within structured instruction.</p> <p><u>Module 7: English Language Arts, Section 10, Activity 7.05-Phonics</u>  (LTPEC) Modul...</p> <p>TCs are introduced to phonics instruction as a foundational skill that supports decoding and early reading development. They explore how students apply phonics strategies</p>	<p><u>Guidelines for foundational skills.</u></p> <p>TCs will provide recommendations for teachers and caregivers, including suggested literature that is culturally and linguistically affirming.</p> <hr/> <p><u>Module 10: Literacy Across the Curriculum, Section 12, Activity 10.08-Decoding</u>  (LTPEC) Modul...</p> <p>Faculty assess TC understanding of decoding instruction through the completion of the Decoding section in the MyLiteracy Study Guide. TCs are evaluated on their ability to analyze student decoding data and recommend strategies that support accurate word reading and application within connected texts.</p> <p><u>Module 7: English Language Arts, Section 10, Activity 7.05-Phonics</u></p>	<p>-Emergent Literacy Case Study Rubric  (LTPEC) Emer...</p> <p>-Emergent Literacy Case Study  (LTPEC) Modul...</p> <p><u>Clinical Experience: Lesson Frame and Observation TPE Development Rubric</u>  (LTPEC) TPE 7...  (LTPEC) Lesso...</p> <p>TCs will also be evaluated during clinical experience for lessons that incorporate elements of TPE 7 (7.5-decodable text) using the Observation Evaluation. CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations (further described in narration at the top of the table).</p> <hr/> <p><u>Module 7: English Language Arts – Section 10, Activity 7.05 – Phonics</u>  (LTPEC) Modul...</p> <p>Candidates are assessed on their understanding and application of</p>
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	<p>using connected, decodable texts and interactive writing, with an emphasis on structured, explicit teaching practices.</p> <hr/> <p><u>Activity 7.06: Sight Words</u> TC will learn about the components of literacy that relate to emergent literacy</p> <p> (LTPEC) Modul...</p>	<p> (LTPEC) Modul...</p> <p>TCs practice applying phonics instruction by conducting a letter recognition assessment and exploring strategies that include the use of connected, decodable texts. This supports their ability to plan lessons where students apply decoding skills in context to build fluency and accuracy.</p> <hr/> <p>TC will review the following resources, to become familiar with the instructional strategies that will support students in Decoding words:</p> <ul style="list-style-type: none"> •Bear, Donald, <i>Words Their Way</i>, Chapter 6: Word Study for Transitional Learners in the Within Word Pattern Stage or Chapter 7: Word Study for Intermediate Readers and Writers Zarrillo, James, Ready for RICA, Chapter 7 <p>TC will review the following videos for</p>	<p>decodable text through their Emergent Literacy Case Study. After exploring decodable texts within phonics instruction, TCs apply this knowledge in planning and analyzing instruction for an emergent reader. Faculty evaluate how well candidates integrate phonics strategies, including decodable texts, as part of their case study submission and rubric.</p> <p><u>Module 7- Emergent Literacy Case Study Rubric</u></p> <p> (LTPEC) Emer...</p> <p>Faculty assess the TC understanding, use of literacy assessment formats and implementation of teaching strategies by providing feedback and evaluation using the Emergent Literacy Case Study</p> <p><u>Candidate Self-Assessment- Module 7</u></p> <p> (LTPEC) Modul...</p> <p>In this self-assessment, candidates reflect on their growth across the seven Teacher</p>
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		<p>examples of instructional strategies that you can use in the classroom:</p> <ul style="list-style-type: none"> • Blending: https://www.youtube.com/watch?v=XUqG_EZQZEI • Attack that Word: Reviewing Decoding Strategies: https://www.youtube.com/watch?v=pGsTy4nihM0 • Syllabification to Decode Words: https://www.youtube.com/watch?v=OULvVXkaH6c <p>- Read Rossi, Joanne, and Schipper, Beth, <i>Case Studies in Preparation for the California Reading Competency Test</i>, p. 38 Third Grade Group.</p> <p><u>Activity 10.08</u> TC will note which instructional strategies support Planning for Decoding. Complete the blue section of the MyRICA Study</p>	<p>Performance Expectations (TPEs), including effective literacy instruction. They consider how their work in both module and clinical experience activities connects to key objectives and support elements of each TPE.</p> <p>Self-Assessment Rubric- Module 7  (LTPEC) Modul...</p> <p>The self-assessment rubric is used by faculty to evaluate how candidates reflect on their instructional practice across multiple TPEs. It includes planning, subject matter knowledge, assessment, and inclusive strategies such as UDL, and incorporates key elements of the Literacy TPEs.</p> <p>Clinical Experience: Lesson Frame and Observation TPE Development Rubric  (LTPEC) Lesso...  (LTPEC) TPE 7...</p> <p>TCs will also be evaluated during clinical experience for lessons that incorporate elements of TPE 7 using the</p>
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		<p>Guide for activity 10.08.</p> <p>•Activity 10.08_M10- Decoding MyRICA Study Guide  (LTPEC) Activit...</p>	<p>Observation Evaluation</p> <p>CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations.</p> <hr/> <p>Module 10: Comprehensive Literacy Case  Module 10 Co...</p> <p>TC understanding of how decoding supports reading development through the Comprehensive Literacy Case Study. TCs analyze assessment data and recommend instructional strategies that include opportunities to apply phonics skills using connected, decodable texts.</p> <p>Literacy Case Study Rubric  (LTPEC) Litera...</p> <p>End of the Module Rubric Evaluation  (LTPEC) Modul...</p> <p>Faculty assess TC assignments completed in Module 10 using the program rubric. Assignments</p>
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			<p>are reviewed for how well TCs plan structured, explicit instruction that supports decoding in context through the use of decodable texts.</p> <p>Core Feedback Form-Module 10  (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on how TCs support student decoding and early reading development. Comments reflect how TCs apply strategies that help students transfer phonics knowledge into connected reading experiences.</p> <hr/> <p>Faculty gives feedback to TC on the following submissions:</p> <ul style="list-style-type: none"> •Activity 7.06  (LTPEC) Activit... •Activity 10.08  (LTPEC) Activit...
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and	<p>Module 10: Literacy Across the Curriculum – Section 14. Activity 10.10 – Fluency  (LTPEC) Modul...</p>	<p>Module 10: Literacy Across the Curriculum – Section 12. Activity 10.08 – Decoding  (LTPEC) Modul...</p>	<p>Module 10: Clinical Experience 10.10 – Fluency  (LTPEC) Clinic...</p>






<p>syntax.</p>	<p>This activity introduces text reading fluency through instructional materials and videos focused on accuracy, rate, and prosody. The narrative also introduces morphology (prefixes, suffixes, roots) as key components supporting fluency. While explicit references to spelling, syllable patterns, and syntax are limited, instructional materials linked in this section — especially Zarrillo and Tompkins — do contain those components.</p> <p><u>Module 10: Literacy Across the Curriculum. Clinical Experience 10.11 – Vocabulary</u>  (LTPEC) Modul...</p> <p>Candidates are introduced to syntax through structured observation prompts that direct them to analyze how students use English sentence structure. This reflection connects vocabulary development to fluency instruction and highlights syntax as a component of</p>	<p><i>(highlight shows how candidates practice fluency instruction through application of syllable patterns, spelling, and morphological strategies)</i></p> <p>Candidates practice fluency instruction by applying strategies for decoding multisyllabic words. The activity emphasizes structural analysis, syllable patterns, and orthographic connections to spelling. TCs use these strategies to analyze student performance and plan targeted instruction.</p> <p><u>Module 10: Literacy Across the Curriculum – Section 14, Activity 10.10 – Fluency</u>  (LTPEC) Modul...</p> <p>This activity supports fluency practice using repeated reading, readers' theater, and guided reading. These strategies emphasize vocabulary development and morphology in support of fluent reading.</p> <hr/>	<p>Candidates are assessed on their ability to implement and analyze fluency instruction using a Running Record. They conduct the assessment with a focus student, analyze the results, and add their findings to the Comprehensive Literacy Case Study. This activity directly evaluates the candidate's understanding of fluency instruction with attention to rate, accuracy, and expression, and includes vocabulary and morphology elements.</p> <p><u>Module 10: Literacy Across the Curriculum – Section 14, Activity 10.10 – Fluency</u>  (LTPEC) Modul...</p> <p>Candidates are assessed on fluency instruction through the Comprehensive Literacy Case Study. They administer a running record and analyze reading rate, accuracy, and prosody. The module links fluency to vocabulary and morphology, which are addressed in instructional planning and analysis.</p>
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	<p>student language use.</p> <hr/> <p><u>Module 10: Literacy Across the Curriculum, Section 14, Activity 10.10-Fluency</u>  (LTPEC) Modul...</p> <p>TCs are introduced to the role of fluency in literacy development through Activity 10.10. They explore how fluency connects to vocabulary and comprehension, and review strategies like guided reading, readers' theater, and choral reading. This learning supports their understanding of how text structure and word-level knowledge impact reading fluency.</p> <hr/> <p>The module activities will develop TC's knowledge of content and pedagogy:</p>	<p><u>Module 10: Literacy Across the Curriculum, Section 14, Activity 10.10-Fluency</u>  (LTPEC) Modul...</p> <p>TCs practice planning fluency instruction by completing the Fluency section of the MyLiteracy Study Guide. They identify appropriate strategies—such as guided reading, readers' theater, and choral reading—and connect them to student needs in rate, accuracy, and expression. This work supports the development of instruction that integrates fluency with morphology, syntax, and comprehension.</p> <p><u>Module 10: Literacy Across the Curriculum, Clinical Experience 10.10–Running Records</u>  (LTPEC) Clinic...</p> <p>TCs practice fluency assessment by administering a running record with a</p>	<p>-Comprehensive Literacy Case and Rubric  (LTPEC) Modul...  (LTPEC) Comp...</p> <p><u>Candidate Self-Assessment-Module 10</u>  (LTPEC) Modul...</p> <p>In this self-assessment, candidates reflect on their growth across the seven Teacher Performance Expectations (TPEs), including effective literacy instruction. They consider how their work in both module and clinical experience activities connects to key objectives and support elements of each TPE.</p> <p><u>Self-Assessment Rubric- Module 10</u>  (LTPEC) Modul...</p> <p>The self-assessment rubric is used by faculty to evaluate how candidates reflect on their instructional practice across multiple TPEs. It includes planning, subject matter knowledge, assessment, and inclusive strategies such as UDL, and incorporates key</p>
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	<p>•Activity 7.01: Teaching English Language Arts  (LTPEC) Modul...</p> <p>•Activity 10.02: Reading Across the Curriculum  (LTPEC) Modul...</p>	<p>focus student as part of Clinical Experience 10.10. They analyze results related to accuracy, rate, and prosody, then recommend instructional strategies in the MyLiteracy Study Guide. This activity helps TCs connect fluency data to planning for reading support and contributes to their Comprehensive Literacy Case Study.</p> <hr/> <p>TC will complete the quiz with a focus student and check student's answers using the phonics quiz answer key.</p> <p>•Phonics Quiz Answer Key  Appendix 14.04...</p>	<p>elements of the Literacy TPEs.</p> <p><u>Clinical Experience: Lesson Frame and Observation TPE Development Rubric</u>  (LTPEC) Lesso...  (LTPEC) TPE 7...</p> <p>TCs will also be evaluated during clinical experience for lessons that incorporate elements of TPE 7 using the Observation Evaluation</p> <p>CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations.</p> <hr/> <p><u>Module 10: Comprehensive Literacy Case</u>  Module 10 Co...</p> <p>Faculty assess TC ability to use fluency assessment data to inform instruction through the Comprehensive Literacy Case Study. TCs analyze fluency results and recommend strategies that address student</p>
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			<p>needs in rate, accuracy, and expression, while also supporting word and sentence-level understanding.</p> <p>Literacy Case Study Rubric  (LTPEC) Litera...</p> <p>End of the Module Rubric Evaluation  (LTPEC) Modul...</p> <p>Faculty assess TC work in Module 10 using the program rubric. Assignments are reviewed for how well TCs connect fluency instruction to language structure, including spelling patterns, morphology, and syntax.</p> <p>Core Feedback Form-Module 10  (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on fluency instruction in Module 10. Feedback addresses how TCs apply fluency data and incorporate strategies that build student understanding of text</p>
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			<p>structure and word-level features.</p> <hr/> <p>Faculty gives feedback on the following submissions:</p> <ul style="list-style-type: none"> •Activity 10.14 Assessing Listening and Speaking (LTPEC) Activit... •Activity 10.09 (LTPEC) Activit... •Activit 10.10 (LTPEC) Activit...
<p>i. Advance students' 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.</p>	<p><u>Module 10: Literacy Across the Curriculum. Section 16. Activity 10.12- Comprehension</u> (LTPEC) Modul...</p> <p>TCs are introduced to comprehension as a core component of literacy development. Through readings, classroom examples, and strategy-focused resources, they explore how foundational, language, and cognitive skills work together to support</p>	<p><u>Module 10: Literacy Across the Curriculum – Section 16. Activity 10.12 – Comprehension</u> (LTPEC) Modul...</p> <p>Teacher candidates practice designing instruction that integrates comprehension, foundational reading strategies, and cognitive skills. They apply tools like graphic organizers, close reading, and questioning strategies to support students in accessing and responding to increasingly complex texts. TCs analyze data and select instructional</p>	<p><u>Module 10: Literacy Across the Curriculum – Section 16. Clinical Experience 10.12 – Comprehension</u> (LTPEC) Modul...</p> <p>Candidates are assessed on their ability to support student comprehension through a structured reading assessment using expository text. TCs evaluate a student's understanding of academic vocabulary, oral language, and content comprehension using teacher-selected grade-level materials.</p>

	<p>understanding of complex texts.</p> <hr/> <p><u>Activity 7.05: Phonics</u> TC will review the following textbook readings to familiarize yourself with the instructional strategies that will support Phonics.</p> <ul style="list-style-type: none"> • <i>Literacy for the 21st Century</i> by Tompkins pp. 155-166 Phonics They Use by Cunningham, chp 6 • Ready for RICA-Test Preparation by Zarrillo, p.51 <p><u>Activity 7.05 Phonics Study Guide</u> TC notes what instructional strategies support Planning for Phonics:</p> <ul style="list-style-type: none"> • Explicit Instruction: Mini Lesson - Teacher explicitly focuses on a phonics strategy in Literacy for the 21st Century by Tompkins pp.163-164 <p><u>Activity 10.03: Writing Across the Curriculum</u></p>	<p>strategies to help students make meaning from content-area texts.</p> <hr/> <p><u>Module 10: Literacy Across the Curriculum, Section 16, Activity 10.12-Comprehension</u>  (LTPEC) Modul...</p> <p>In this practice learning segment the teacher candidate explores and defines</p> <p>Making meaningful connections is the central purpose of reading, writing, listening and speaking as connections that are vital to language acquisition and all forms of communication.</p> <p>Examples of readings and videos:</p> <p>The Balance of Informational and Literary Texts in K-5 (https://www.youtube.com/watch?v=k7yQk6a501s, YouTube 2:14)</p>	<p>The assessment focuses on applying cognitive strategies to understand increasingly complex disciplinary texts, and results are submitted in the Comprehensive Literacy Case Study.</p> <p>-Comprehensive Literacy Case and Rubric  (LTPEC) Modul...  (LTPEC) Comp...</p> <p><u>Candidate Self-Assessment-Module 10</u>  (LTPEC) Modul...</p> <p>In this self-assessment, candidates reflect on their growth across the seven Teacher Performance Expectations (TPEs), including effective literacy instruction. They consider how their work in both module and clinical experience activities connects to key objectives and support elements of each TPE.</p> <p><u>Self-Assessment Rubric- Module 10</u>  (LTPEC) Modul...</p> <p>The self-assessment rubric is used by faculty to evaluate how candidates</p>
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	<p>TC will:</p> <ol style="list-style-type: none"> 1. View “5 Activities to Get Every Student Writing,” Edutopia, 5, Feb, 2021. Video is embedded on this website. https://www.edutopia.org/video/5-activities-get-kids-writing-every-subject 2. Read Tompkins, Gail, <i>Literacy for the 21st Century</i>, pp. 405-408, to develop your understanding of integrating writing instruction into content area teaching. 3. Review the following resource link for suggestions on integrate writing to support comprehension and critical thinking: “Writing Across the Curriculum,” Michigan Department of Education, V.1.08 <p><u>Activity 10.12 Comprehension</u></p> <p>TC will:</p> <ul style="list-style-type: none"> • Review the following resources to familiarize yourself with the instructional strategies that will 	<p>View examples of graphic and semantic organizers:</p> <ul style="list-style-type: none"> • Reading Rockets article by Adler, C.R. “Seven Strategies to Teach Students Text Comprehension” https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension • Close Reading overview by Dr. Doug Fisher https://www.youtube.com/watch?v=5w9v6-zUg3Y <hr/> <p><u>MyRICA Study Guide 7.07- Communicating Assessment Results.</u></p> <p>TC will record their notes in</p> <p> (LTPEC) Activit...</p> <hr/> <p><u>Activity 10.12 - Comprehension in MyRICA Study Guide</u></p> <p>TC will note which instructional strategies support Planning for Comprehension:</p> <p> (LTPEC) Activit...</p>	<p>reflect on their instructional practice across multiple TPEs. It includes planning, subject matter knowledge, assessment, and inclusive strategies such as UDL, and incorporates key elements of the Literacy TPEs.</p> <p><u>Clinical Experience: Lesson Frame and Observation TPE Development Rubric</u></p> <p> (LTPEC) Lesso...</p> <p> (LTPEC) TPE 7...</p> <p>TCs will also be evaluated during clinical experience for lessons that incorporate elements of TPE 7 using the Observation Evaluation</p> <p>CST uses a TPE Observation Rubric in Canvas to track candidate growth and provide feedback during clinical observations. TPE 7 is included as a sample.</p> <hr/> <p><u>Module 10: Comprehensive Literacy Case</u></p> <p> Module 10 Co...</p> <p>Faculty assess TC understanding of</p>
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	<p>support Comprehension:</p> <ul style="list-style-type: none"> • ELA/ELD Framework A Compilation of Resources for All Grades Aligned with the ELA/ELD Framework https://www.cde.ca.gov/ci/rl/cf/isresources-allgrades.asp • Tompkins, Gail, <i>Literacy for the 21st Century</i>, Tompkins: Chapter 8 Promoting Comprehension: Reader Factors; Comprehension Strategies, pp. 259-268; • <i>Teaching Students About Reader Factors</i>, pg 268-273 and Vignettes pp 274-278 	<p>They will also read the:</p> <ul style="list-style-type: none"> • ELA/ELD Framework, California Department of Education, Chapter 2 https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf • pp.52-59 Webb's Depth of Knowledge and Bloom's Taxonomy: Figure 2.5 Chapter 2 <p>TC will also review the following articles and video to see examples of the instructional strategies in the classroom:</p> <ul style="list-style-type: none"> • Close Reading overview by Dr. Doug Fisher https://www.youtube.com/watch?v=5w9v6-zUg3Y <p><u>ELA/ELD Framework</u> TC will apply their new learning of Comprehension by reviewing the following task from the <i>ELA/ELD Framework, California Department of</i></p>	<p>reading comprehension through the Comprehensive Literacy Case Study. TCs analyze assessment data and identify strategies to support a student's ability to understand and respond to increasingly complex texts, using evidence from the student's reading behaviors and performance.</p> <p><u>End of the Module Rubric Evaluation</u>  (LTPEC) Modul...</p> <p>Faculty assess TC comprehension work completed in Module 10 using the program rubric. Evaluation focuses on how well TCs use assessment data to plan instruction that supports student understanding of complex texts.</p> <p><u>Core Feedback Form-Module 10</u>  (LTPEC) Modul...</p> <p>Faculty use the Core Feedback Form to provide feedback on TC application of comprehension strategies in Module</p>
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		<p>comprehension assessments for CE 10.12.</p> <p> (LTPEC) Activit...</p> <p>Analyze the data for their Focus Student, identify one possible strategy as a next step. Record this strategy in 10.12 - Comprehension, in MyRICA Study Guide and the comprehensive literacy case study.</p>	
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Standard 7a. Foundational Skills: English Learners

Standard 7a: The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English.

Module 2: Language Development, Section 2.01, Activity 2.01: Emergent Bilingual/Multilingual Learners

 (LPTEC) Module 2, Section 6, Activity 2.01 (2025)


Teacher candidates examine how students acquire academic language over time, including the distinction between BICS and CALP and the stages of oral language development. Through video observation and reflection, candidates consider how young learners progress from listening and one-word production to full sentence-level expression. This activity builds foundational understanding of oral language development, a critical element of simultaneously supporting English proficiency and early literacy instruction.

Module 2: Language Development, Section 2.03, Activity 2.03: Language Assessment

 (LTPEC) Module 2, Section 9, Activity 2.03-2025

Candidates study formal assessment tools like the DRDP-K and the ELPAC to learn how oral English proficiency and primary language literacy can be used to guide instruction. The module emphasizes that literacy strategies such as comparing and contrasting, understanding main ideas, and drawing inferences can transfer across languages, preparing candidates to plan foundational literacy instruction that builds on students' home language experiences using the ELA/ELD Framework.

Emergent Literacy Case Study (Module 7)


 (LTPEC) Module 7- Emergent Literacy Case Study Report

In this assignment, TCs select an early reader and gather background information, including language use at home. They then assess emergent literacy skills and develop a targeted instructional plan that:

- Is grounded in evidence-based foundational skills practices,
- Responds to the child's literacy experiences in the home language, and
- Differentiates instruction using principles from the ELA/ELD Framework.

Comprehensive Literacy Case Study (Module 10)

 Module 10 Comprehensive Literacy Case Study-Complete 2025

 (LTPEC) Literacy Case Study-Rubric

TCs complete a more advanced literacy case study that includes full student assessment, instructional planning, and delivery. Candidates must:

- Analyze how the student's multilingual background impacts reading and writing development.
- Plan differentiated instruction aligned to grade-level expectations and the ELA/ELD Framework.

Emergent Literacy Case Study (Module 7)

 (LTPEC) Module 7- Emergent Literacy Case Study Report

 (LTPEC) Literacy Case Study-Rubric

In this assignment, TCs select an early reader and gather background information, including language use at home. They then assess emergent literacy skills and develop a targeted instructional plan that:

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Comprehensive Literacy Case Study (Module 10)

Module 10 Comprehensive Literacy Case Study-Complete 2025

(LTPEC) Literacy Case Study-Rubric

TCs complete a more advanced literacy case study that includes full student assessment, instructional planning, and delivery. Candidates must:

- Analyze how the student's multilingual background impacts reading and writing development.
- Plan differentiated instruction aligned to grade-level expectations and the ELA/ELD Framework.
- Incorporate evidence-based strategies for cross-language transfer where applicable.





Observation of Lesson Implementation

(LTPEC) Observation Feedback- Canvas Demo

During fieldwork observations, TCs are frequently observed applying evidence-based foundational skills instruction tailored for multilingual and English learner students. Observations focus on how TCs:

- Scaffold instruction to support both English oral language development and literacy.
- Incorporate students' home language backgrounds and leverage cross-language transfer when appropriate.
- Implement strategies aligned with the ELA/ELD Framework to differentiate instruction in real-time.

Section 3.3 Clinical Practice: Foundational Skills

<p>3.3a. Communication/Agreement with Districts regarding clinical practice – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.</p>	
<p>Program Handbook. Pg 55 Program Handbook Pg. 59 Program Handbook Pg. 93</p> <p> CalStateTEACH Program Handbook 20... (updated)</p>	<p>MOU (updated): pages 2-3  CalStateTEACH MOU 2025 (Updated)....</p>
<p> (LTPEC) CalStateTEACH MOU.pdf</p>	<p> (LTPEC) CalStateTEACH MOU.pdf</p>
<p>3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.</p>	

As part of the observation cycle, candidates plan and deliver lessons that include instruction in foundational reading skills such as phonemic awareness, decoding, fluency, and spelling. Using a structured lesson frame, they prepare targeted instruction and submit a video recording of the lesson through Canvas.

Faculty review the video using a rubric that includes performance descriptors aligned with TPE 7.5. Timestamped feedback is added directly to the lesson video, highlighting key moments of instruction. Candidates also annotate their own recordings, reflecting on their instructional decisions and student responses. This interactive feedback process supports candidates in refining their foundational reading practices through direct, formative input.

CTC Handbook

 (LTPEC) CalStateTEACH Clinical Handbook 2025 (UPDATED-IV)

TPE 7.5- Rubric (foundational reading skills)

 (LTPEC) TPE 7.5- Observation Rubric


- Lesson Frame

 (LTPEC) Lesson Frame 3.0 (sm. 2025)

- Canvas Demo (Literacy not show in the demo, but the format is the same for other TPEs/subjects)


 (LTPEC) Observation Feedback- Canvas Demo

Module 10: Section 17. Activity 10.17 – Final Comprehensive Literacy Case Study Submission

 (LTPEC) Module 10, Section 21, Activit...


In this activity, candidates compile and submit their completed Comprehensive Literacy Case Study, including student assessment data, written analysis, and recommended strategies across all areas of literacy development.

-Comprehensive Case Study


 (LTPEC) Module 10 Comprehensive Lit...

The Comprehensive Literacy Case Study is a culminating assignment in Module 10 where candidates assess a focus student using multiple literacy tools. They analyze the student's strengths and needs and recommend instructional strategies to support reading and writing development.





Comprehensive Case Study- Rubric

 (LTPEC) Module 10 Comprehensive Lit...

Faculty assess the case study using a rubric that evaluates candidates on assessment accuracy, data analysis, instructional planning, and alignment to the Literacy TPEs.

 (LTPEC) Observation Feedback- Canva...
(access permission updated)

CalStateTEACH faculty incorporate the California Teaching Performance Expectations (TPEs) as a central framework for providing detailed and constructive feedback on candidates' teaching practices. This approach ensures that observations are aligned with state standards and support candidates in developing reflective, standards-based instructional strategies.

<p> (LTPEC) Observation Feedback- Canva... (access permission updated)</p> <p>CalStateTEACH faculty incorporate the California Teaching Performance Expectations (TPEs) as a central framework for providing detailed and constructive feedback on candidates' teaching practices. This approach ensures that observations are aligned with state standards and support candidates in developing reflective, standards-based instructional strategies.</p> <p><u>Standards-Based Instructional Strategies Assessed</u></p> <p> TPE 3 OBV Rubric</p> <ul style="list-style-type: none"> -TPE 3.1, TPE 3.5, TPE 3.6 Term 1 Clinical Experience -TPE 3.2, TPE 3.4, TPE 3.8 Term 2 Clinical Experience -TPE 3.3, TPE 3.7 Term 3 Clinical Experience 	
<p>CalStateTEACH faculty incorporate the California Teaching Performance Expectations (TPEs) as a central framework for providing detailed and constructive feedback on candidates' teaching practices. This approach ensures that observations are aligned with state standards and support candidates in developing reflective, standards-based instructional strategies.</p> <p> (LTPEC) Observation Feedback- Canva...</p>	<p>CalStateTEACH faculty incorporate the California Teaching Performance Expectations (TPEs) as a central framework for providing detailed and constructive feedback on candidates' teaching practices. This approach ensures that observations are aligned with state standards and support candidates in developing reflective, standards-based instructional strategies.</p> <p> (LTPEC) Observation Feedback- Canva...</p>