

**Appendix C**  
**Literacy Instruction Certification**  
**Teaching Performance Expectations (TPEs)**  
**Preliminary Multiple Subject Credential**

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate’s knowledge of the pedagogical skills related to these concepts are assessed.

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).** Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 Foundational Skills. Develop students’ skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>a. print concepts, including letters of the alphabet</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.5 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a>  <b>Lecture WK 9:</b> <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia: focus on print concepts, alphabetic principle, orthography;</i> see TPE 7.5/U7.5-a comments tagged in the syllabus in “Week 9”</p>	<p><a href="#">EDCI 4010-English Language Development:</a>  <b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>) Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being practiced.  <b>Activity WK 9:</b> Written language analysis- Progression of a child with</p>	<p><a href="#">EDCI 4010-English Language Development:</a>  <b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>): Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being accessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p><b>Assignment WK 15:</b> Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 15" of the course schedule as evidence of the concept being introduced.</p> <p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Lecture WK 8:</b> Teaching Beginning Decoding to Students in diverse K-12 Classrooms: Alphabetic principle/letter-sound correspondence; see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p>	<p>dyslexia: <u><a href="https://learningabledkids.com/learning_disability_id/grade-by-grade-progress.htm">https://learningabledkids.com/learning_disability_id/grade-by-grade-progress.htm</a></u></p> <p>Group activity: focus on letter-sound correspondence, print concepts, alphabetic principle, orthography; see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 9" of the course schedule, p.9, column "activities", as evidence of the concept being practiced</p> <p><b>Assignment WK 15:</b> Early Literacy Case Study-collaborative in class discussion: see TPE 7.5/U7.5 comments tagged in the syllabus in "Week 15" of the course schedule, p.13, as evidence of the concept being practiced</p> <p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Activities 1, 2, 3 WK 8:</b> 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments 2. Video: Teaching phonics and decoding skills 3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Activities" as evidence of the concept being practiced.</p>	<p><b>Assignment WK 15:</b> Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 15", p.13, column "assignments" of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p> <p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Activity 3 WK 8:</b> Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Activities" as evidence of the concept being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>b. phonological awareness, including phonemic awareness</p>	<p><b><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u></b> – see TPE 7.5 Comments tagged on <b><u>“TPE Overview Assignment</u></b> in the assignment</p> <p><b><u>EDCI 4010-English Language Development:</u></b>  <b>Lecture WK 4:</b> Language-Literacy Connection: Early markers of dyslexia across language domains &amp; difficulties with literacy skills development; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><b><u>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</u></b>  <b>Lecture WK 7:</b> Teaching Phonemic Awareness to Students with in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> <li>Phonological and phonemic awareness skills and role in literacy development</li> <li>Evidence based instruction in phonemic awareness</li> <li>Considerations for English</li> </ul>	<p><b><u>EDCI 4010-English Language Development:</u></b>  <b>Assignment WK 4:</b> UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being practiced.</p> <p><b><u>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</u></b>  <b>Activities 2, 3, 4 WK 7:</b>  2.Video: Teaching Phonemic awareness skills  3. Phonemic awareness games  4. Practice distinguishing between L2 development and disability’s impact on phonemic awareness; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 7” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced.</p> <p><b>Signature Assignment WK 8:</b>  <b>Diagnostic Reading Assessment- Part I;</b> see TPE 7.5/U7.5b comments</p>	<p><b><u>EDCI 4010-English Language Development:</u></b>  <b>Assignment WK 4:</b> UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being assessed.</p> <p><b><u>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</u></b>  <b>Assignment WK 7:</b> Compilation of Strategies project. “Add Phonemic Awareness strategies” see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 7” of the course schedule (p.9), column “Readings and Assignments” and p.15 for detailed description of the assignment as evidence of the concept being assessed.</p> <p><b>Signature Assignment WK 8:</b>  <b>Diagnostic Reading</b></p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>learners</p> <p>Interpreting assessment results (phonemic awareness); see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 7" of the course schedule (p.8-9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p>	<p>tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p>	<p><b>Assessment-Part I</b>; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p>
<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p>	<p><b><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u></b> – see TPE 7.5 Comments tagged on "<a href="#">TPE Overview Assignment</a>" in the assignment description and Course Schedule</p> <p><b><u>EDCI 4010-English Language Development:</u></b></p> <p><b>Lecture WK 4:</b> Language-Literacy Connection: Early markers of dyslexia across language domains &amp; difficulties with literacy skills development; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 4" of the course schedule (p.6), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p> <p><a href="#">Lecture</a> in week 4 highlights how phonology skills development predicts and impacts development of</p> <p>a) <b>phonics</b> and letter sound recognition/correspondence,</p>	<p><b><u>EDCI 4010-English Language Development:</u></b></p> <p><b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>) Lesson 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences) see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being practiced.</p> <p><b>Activity WK 9:</b> Written language analysis- Progression of a child with dyslexia: <a href="https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm">https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm</a></p> <p>Group activity: focus on letter-sound correspondence, orthography; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 9" of the</p>	<p><b><u>EDCI 4010-English Language Development:</u></b></p> <p><b>Assignment WK 15: Early Literacy Case Study:</b> see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 15", p.13, column "assignments" of the course schedule: Iris Module: Early Literacy Case Study and p.18 for the detailed description of the Early Literacy Case Study assignment as evidence of the concept being assessed.</p> <p>Early Literacy Case Study Assignment (<a href="#">assignment description</a> and <a href="#">pdf of the IRIS Case Study</a>) is linked here.</p> <p><b><u>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</u></b></p> <p><b>Activity 3 Wk 8:</b> Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5c comments tagged</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>b) <b>spelling including</b> sound recognition,</p> <p>c) sound symbol correspondence</p> <p>d) phonology and morphology skills development and its impact on word recognition.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 8:</b> Evidence-based methods for phonics and beginning decoding instruction</p> <ul style="list-style-type: none"> <li>• Considerations for English learners</li> </ul> <p>Interpreting assessment results (phonics and beginning decoding); see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See <a href="#">Teaching Lab # 3 Spelling</a> Minilessons assignment description and discussion p. 21 in 4160 syllabus; WK 10 introduced (I)</p>	<p>course schedule, p.9, column "activities", as evidence of the concept being practiced</p> <p>Refer to the Graphic Organizer provided for the activity as it addresses spelling and other writing skills (<a href="#">link here: EDCI 4010 Week 9 Group activity template</a>). The graphic organizer is linked <a href="#">[here]</a>.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activities 1, 2, 3 WK 8:</b> 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments</p> <p>2. Video: Teaching phonics and decoding skills</p> <p>3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Activities" as evidence of the concept being practiced.</p> <p><b>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I;</b> see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p>	<p>in the syllabus in "Week 8" of the course schedule (p.9), column "Activities" as evidence of the concept being assessed.</p> <p><b>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I;</b> see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See <a href="#">Teaching Lab # 3 Spelling</a> Minilessons <a href="#">WK 10</a> Appendix C in syllabus covering scoring checklist, reflection, sample analysis sheet, Peer Feedback evaluation &amp; Crosswalk listed in Appendix C -- (A) WK 10 Analyze student spelling samples to identify strengths, errors, and instructional implications-- in class discussion/session Week 10 (A, P)</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See <a href="#">Teaching Lab # 3 Spelling</a> Minilesson Appendix C in syllabus covering scoring checklist, reflection, sample analysis sheet, Peer Feedback evaluation &amp; Crosswalk listed in Appendix C - (P)</p>	
<p>d. decoding and encoding, including morphological awareness</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.5 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a>  <b>Lecture WK 4:</b> phonology, syntax, &amp; <b>morphology</b> development;  <b>Language-Literacy Connection:</b> Early markers of dyslexia across language domains &amp; difficulties with literacy skills development.  Lecture in week 4 highlights how phonological and morphological skills development predicts and impacts encoding and decoding. Sample lecture slides and an article to which the lecture refers are linked <a href="#">[here]</a>.</p>	<p><a href="#">EDCI 4010-English Language Development:</a>  UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>):  <b>Lesson 4:</b> Early Markers of Dyslexia and predictors of literacy skills  Lesson 4 presents language skills across domains of phonology, orthography, morphology, syntax, semantics, and pragmatics, as predictors of literacy skills.  Specifically, it looks at phonology and morphology as predictors of decoding and encoding (spelling). Screenshots of the lesson 4 from the UC/CSU dyslexia module are provided. The lesson also features reflection questions (<a href="#">also in screenshots</a>) that elevate the assignment to “practice level”</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Assignment WK8:</b> Add <b>beginning decoding</b> strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and p.15 for detailed description of the assignment and as evidence of the concept being assessed.  EDEL 4150 “Compilation of Strategies” Assignment (pp.15-16 of the syllabus) Description, Directions, and Rubric from Canvas have been copied and linked <a href="#">[here]</a>.  <b>Assignment WK 9:</b> Add <b>multisyllabic decoding</b> strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Assignments” and</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Lecture WK8:</b> Beginning <b>decoding and encoding</b> and role in comprehension of text</p> <ul style="list-style-type: none"> <li>Evidence-based methods for phonics and beginning <b>decoding</b> instruction</li> <li>Interpreting assessment results (phonics and beginning <b>decoding</b>); see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced. <p><b>Lecture WK 9:</b> Teaching Advanced/Multisyllabic Decoding to Students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> <li>Role of advanced decoding in promoting comprehension</li> <li>Structural/morphemic analysis</li> <li>Syllable types and syllable division patterns</li> <li>Etymology</li> <li>Evidence based strategies for advanced word reading instruction</li> <li>Interpreting assessment results (advanced decoding); see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 9" of the course schedule (p.10), column</li> </ul> </li></ul>	<p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Assignment WK8:</b> Add <b>beginning decoding</b> strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "Assignments" as evidence of the concept being practiced.</p> <p><b>Activity 2 WK 9:</b> Partner Work: Practice routines for teaching advanced decoding skills; see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 9" of the course schedule (p.10), column "Activities" as evidence of the concept being practiced</p>	<p>p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p><b>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I;</b> see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	"Learning Topics/Lecture Content" as evidence of the concept being introduced		
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	<p><b>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</b> – see TPE 7.5 Comments tagged on "<a href="#">TPE Overview Assignment</a>" in the assignment description and Course Schedule</p> <p><b>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</b></p> <p><b>Lecture WK 10:</b> Role of fluency and its components (accuracy, prosody) in promoting reading comprehension</p> <ul style="list-style-type: none"> <li>• Developing sight word fluency and fluency in reading connected text</li> <li>• Selection of appropriate texts for reading/readability formulas</li> <li>• Evidence-based instruction for developing fluency (rate, accuracy, and prosody)</li> <li>• Considerations for English learners</li> <li>• Interpreting assessment results (fluency); see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</li> </ul>	<p><b>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</b></p> <p><b>Activities 1-4 WK 10:</b></p> <ol style="list-style-type: none"> <li>1. Analyze and practice fluency assessments</li> <li>2. Partner work: pre-watch video (10':20" and on) at home, focus on strategies for accuracy, rate, and prosody: <a href="https://www.youtube.com/watch?v=ag1vi7OU">https://www.youtube.com/watch?v=ag1vi7OU</a>; in class practice teaching fluency skills focusing on accuracy, rate, and prosody(27':44") See screenshots of the video to illustrate the activities that candidates will practice <a href="#">here!</a></li> <li>3. Practice working with DIBELS</li> <li>4. Fluency case study analysis; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Activities" as evidence of the concept being practiced</li> </ol>	<p><b>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</b></p> <p><b>Assignment WK 10:</b> Add fluency strategies to your Compilation of Strategies project; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Assignments" and p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p>EDEL 4150 "Compilation of Strategies" Assignment (pp.15-16 of the syllabus) Description, Directions, and Rubric from Canvas have been copied and linked <a href="#">here!</a></p> <p><b>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I;</b> see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>f. instruction that is structured and organized as well as direct, systematic, and explicit</p>	<p><u><a href="#">EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Assignment Week 9:</a></u> UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>): Lesson 5: Classroom based supports and interventions; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p>In week 9, both lecture and the assignment (Lesson 5) address principles of effective instruction that include: Structured, organized, direct, explicit, and systematic. The following evidence is provided and linked <a href="#">here</a>:</p> <p>1.A lecture title in bold was added to the syllabus for week 9 "Principles of Effective Instruction;" and a sample slide from the lecture is provided in the document titled response to 7.5/U7.5.f.1 which is linked here</p> <p>2.In the same document Screenshots from UC/CSU Early Childhood and Dyslexia Module Lesson 5 are provided as evidence of content being introduced</p>	<p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u> <b>Activity WK 14:</b> Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 14" of the course schedule (p.12), column "Activities" and pp. 19-21 for the detailed description of the assignment as evidence of the concept being practiced</p> <p>A sample lesson planning activity from week 14 (EDEL 4050 response to 7.5/U7.5.f.P) is linked here to demonstrate evidence. Because lesson planning happens at least 3 times during the semester (weeks 13, 14, and as a part of final signature project) it is listed as evidence for practice. <a href="#">Sample lesson planning activity is linked here</a></p>	<p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u> <b>Activity WK 14:</b> Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 14" of the course schedule (p.12), column "Activities" and pp. 19-21 for the detailed description of the assignment as evidence of the concept being assessed</p> <p>Lesson planning activity completed as a part of signature Diagnostic Reading Assessment Project is more demanding than the lesson planning activity in weeks 13 &amp; 14 and requires planning, implementing, and filming the lesson (description of the lesson plan is on p 21-22 of the syllabus). The activity description along with 2 assessment rubrics (candidate's self-reflection and course instructor assessment) is linked <a href="#">here</a> to demonstrate evidence of how 7.5./U7.5.f.A being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></u></p> <p><b>Lecture WK 2:</b> Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 2" of the course schedule (p.5), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p><b>Reading WK 2:</b> Bursuck &amp; Damer. Ch.1: Introduction to Explicit Systematic Instruction; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 2" of the course schedule (p.5), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p>		

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
g. connected, decodable text	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.5 Comments tagged on <a href="#">“TPE Overview Assignment</a> in the assignment description and Course Schedule</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 10:</b> Developing sight word fluency and fluency in reading connected text; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activities 2 &amp; 3 WK 10:</b></p> <p>2. Partner work: watch video and practice teaching fluency skills</p> <p>3. Practice working with DIBELS; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Assignment WK 10:</b> Add fluency strategies to your Compilation of Strategies project; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Assignments and Readings” and p. 16 (Strategies Compilation Project) for the detailed description of the assignment and as evidence of the concept being assessed</p> <p>The content that is assessed during week 10 is word fluency and text level fluency. The course teaches text level fluency in the context of connected decodable text. During week 10, candidates record examples of word and text level fluency strategies in their Strategy Compilation Project (p.16). They are required to discuss the type of text (connected, decodable) and its level that is appropriate for the student (instructional level), they are also asked to provide examples of the materials used in the strategies. Strategies Compilation Assignment and accompanying rubric are linked <a href="#">(here)</a>.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.5 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 10:</b> Tying It All Together Through Fluency: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activity 5 WK 10:</b> Partner Work: Fluency Training With a Decodable Text; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Assignment Week 10:</b></p> <p>1. Add fluency strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Assignments and Readings” as evidence of the concept being assessed</p>
<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><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.5 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a></p> <p><b>Lecture WK 9:</b> <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI</i>; see TPE</p>	<p><a href="#">EDCI 4010-English Language Development:</a></p> <p><b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>) Lesson 6: Classroom Instruction and Interventions (focus on connecting cognitive and language skills to development of foundational skills in phonics, letter-sound, sound-symbol correspondences and further development of reading and writing</p>	<p><a href="#">EDCI 4010-English Language Development:</a></p> <p><b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>) Lesson 6: Classroom Instruction and Interventions (focus on connecting cognitive and language skills to development of foundational skills in phonics, letter-sound, sound-symbol correspondences and further development of reading and</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced Sample lecture slides from week 9 are linked <a href="#">[here]</a>.</p> <p><b>Assignment WK 15:</b> Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 15" of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 2:</b> Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 2" of the course schedule as evidence of the concept being introduced.</p>	<p>skills) see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being practiced. Explicit Assignment Description and Screenshots from lesson 6 are linked <a href="#">[here]</a>.</p> <p><b>Assignment WK 15:</b> Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 15", p.13, column "assignments" of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Signature Assignment WK 9:</b> <b>Diagnostic Reading Assessment-Part II;</b> see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 8" of the course schedule (p.10), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p>	<p>writing skills) see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being assessed Explicit Assignment Description with Evaluation Task (table) and Screenshots are linked to the <a href="#">matrix</a>.</p> <p>Please note <b>same document</b> titled EDCI 4010_Response to 7.5_U7.5.i.P and A addresses reviewers' comments for P and A</p> <p><b>Assignment WK 15:</b> Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 15", p.13, column "assignments" of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Signature Assignment WK 8:</b> <b>Diagnostic Reading Assessment-Part II;</b> see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 14" of the course schedule (p.12), column "Assignments" and detailed description of the assignment on</p>

<b>7.5/U7.5 Foundational Skills.</b> Develop students' skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
			pp. 16-19 as evidence of the concept being assessed

**Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.**

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
<p><b>7.6/U7.6 Meaning Making.</b> Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.6 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture WK 12:</b> Complexity of academic language: developing academic language proficiency and fluency through structured oral interactions; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced <b>Lecture WK 14:</b> Classroom strategies to support academic language development for L1 and</p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Activity WK 12: Individual Response:</b> <b>Prompt 1:</b> Based on this week’s readings and video, discuss 3-4 evidence-based strategies that teachers and parents might use to help their child to promote structured oral interaction, develop English, and especially academic English, and provide a rationale for your recommendations. <b>Prompt 2:</b> What difficulties besides unfamiliar vocabulary do students encounter when working with an academic text? How</p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Assignment 3 WK 12:</b> Individual Response Prompts 1 &amp; 2; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule, column “Assignments and Readings” EDCI 4010 Assignment 3 from week 12 is linked <a href="#">[here]</a>. <b>Signature Assignment:</b> <b>Language Sample:</b> Sections Communicative Content and Proposed Support Measures (pp. 21-22); TPE 7.6/U7.6 comments tagged in the syllabus in “Week 11” of the course schedule, column “Assignments and Readings” and p. 21-22 for the detailed description of the assignment and as evidence of</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>L2 students with disabilities; Academic language targets for ELD instruction; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p><b>Lecture WK 15:</b> Relationship between language and literacy in monolingual and multilingual students; academic language development; Lesson planning for academic language support; Early reading and oral language development; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 12:</b> Teaching Reading Comprehension to Students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> <li>• Factors contributing to reading comprehension</li> <li>• Building background knowledge and motivation to promote reading comprehension</li> <li>• Close reading and analysis of text</li> <li>• Analyzing narrative and informational text structures</li> <li>• Considerations for English learners</li> </ul>	<p>would you support the learners and adapt subject matter curriculum? see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12,” column “Activities” as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activities 1-6 WK 12:</b></p> <ol style="list-style-type: none"> <li>1. Reading comprehension video and critique</li> <li>2. Review text complexity Resources.</li> <li>3. Nonfiction graphic organizer.</li> <li>4. Discuss progress on DRA project Part II.5 SQ3R video/QAR activity.</li> <li>6. Practicing creating prompts to guide reading comprehension</li> <li>7. Practice distinguishing between L2 development and disability’s impact on comprehension; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12,” column “Activities” as evidence of the concept being practiced.</li> </ol> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 See “Community Discussions –</p>	<p>the concept being assessed</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Assignment 2 WK 12:</b> 2. Add comprehension strategies to your Compilation of Strategies project; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule (p.11), column “Assignments and Readings” and p. 15 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on “Case Study of a Writer” assignment description</p> <p>See Case Study of a Writer Rubric Assignment Self Reflection questions in course syllabus, 7.6 (A)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6</p> <p>See <a href="#">Teacher lab mini lesson # 4</a> and directions focus on ‘Meaning making and mentoring of texts’ “see assignment and description Appendix D (A)</p> <p>See Assignment ‘Portfolio as a Writer &amp; Teacher of</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<ul style="list-style-type: none"> <li>Evidence-based strategies for reading comprehension (including inference)</li> <li>Assessment of reading comprehension; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced</li> </ul> <p>Lectures <b>WK 14&amp; 15</b>: engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14 and 15” of the course schedule as evidence of the concept being introduced.</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – TPE 7.6 -- See Appendix D for <a href="#">Teaching Lab Mini Lesson #4 Meaning Making</a>, (I) introduced assignment description in Class Discussion in course syllabus p. 22 introduced (I) Week 5 course schedule</p>	<p><a href="#">the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>”</p> <p>See explanation of ‘Community Discussions and Writer’s Workshop’ and ToW topics developing student’s literal and inferential comprehension practiced – See course schedule and assignment description and questions on p. 12-13 in course syllabus. Week 5, 7.6 (P)</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – See TPE 7.6 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – See TPE 7.6 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <p>See ‘Case Study of a Writer’ rubric 7.6 assignment discussion and description in syllabus and Appendix E</p>	<p>Writing’- see reflection questions WK 16</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – See TPE 7.6 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <p>See ‘Portfolio of a Writer and Teacher of Writer’ quick-writes and shares, Weeks 4, 7, 8 ,11 (7.6)</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Lecture WK 13: Academic Literacy:</b> Teaching Written Expression to Students in diverse K-12 Classrooms Through Engaging in Reading, Listening and Academic Oral Discourse</p> <ul style="list-style-type: none"> <li>• CCSS and writing</li> <li>• Genres of writing: analysis, reflection, research</li> <li>• Asking and Answering Questions Through Writing</li> <li>• Writing process</li> <li>• Writer’s workshop</li> <li>• Academic Writing: reading, listening, speaking, writing while using evidence from texts;  <b>Sample EDEL 4150 Lecture 13 Slides are linked <a href="#">here</a></b></li> </ul> <p>see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a>  – See TPE 7.6 tagged in the last column in the Course Schedule - all weeks  See Writer’s Workshop introduced in <a href="#">Week 4</a>, and Community Discussions in Week 1 on the syllabus schedule.  7.6 (l)</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Activities WK 13:</b> 1.SRSD Videos and practice; 2.IRIS Module;  3.Digital Jumpstarts;  4. Writer’s Workshop video and simulation, with the focus strategies practice  5. Lesson planning; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 13,” column “Activities” as evidence of the concept being practiced.  <b>Lesson planning activity for week 13 is linked <a href="#">here</a>.</b>  <b>The lesson focus (reading, listening, speaking, writing, and examining the text/text features closely) are highlighted in green.</b></p> <p><b>Signature Assignment: <a href="#">Diagnostic Reading Assessment Project</a></b>, Part II, Lesson Plan (p.20); see TPE 7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and</a></p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Signature Assignment: <a href="#">Diagnostic Reading Assessment Project</a></b>, Part II, Lesson Plan (p.20); see TPE 7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being assessed.  <b>Lesson planning activity as a part of the <a href="#">Diagnostic Reading Assessment Project</a> is linked <a href="#">here</a> with the evidence elements in green highlights</b></p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<p><a href="#">the Teacher of Writing Module Discussions</a></p> <p>See' Explanation of Community Discussion and Writer's Workshop' and ToW in Appendix G (P)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on "<a href="#">Teaching Lab Minilessons</a>" assignment descriptions</p> <p>See Teacher lab minilesson directions asks students to prepare and implement a lesson with feedback requiring interaction in small groups with peers Appendices A, B, C, D.(P)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.6 Comment tagged on "<a href="#">Case Study of a Writer</a>" assignment description</p> <p>See Case Study of a Writer rubric ongoing practice (P)</p>	
<p><b>7.7/U7.7 Language Development.</b> Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g.,</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.2 Comments tagged on "<a href="#">TPE Overview Assignment</a>" in the assignment description and Course Schedule</p>	<p><a href="#">EDCI 4010-English Language Development: Activity 3 WK 10:</a> Language sample demonstration/practice (<b>communicative use, content (including vocabulary), form</b>)</p>	<p><a href="#">EDCI 4010-English Language Development: Signature Assignment Language Sample Analysis (p.20-22)</a>; see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.</p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture WK 3: Linguistic Development:</b> Language’s <b>content, use and form:</b> vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level language development as students read, listen, speak, and write; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 3” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Lecture WK 11:</b> Teaching Vocabulary and Academic Language to Students in diverse in K-12 Classrooms; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 11” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 tagged in the last column in the Course Schedule - weeks 2-11 &amp; 14-15</p> <p>Community Discussions activities are aligned to TPEs 7.7 with multiple opportunities to be engaged in discussions and writing experiences threaded throughout the course first</p>	<p><b>(grammatical structures))</b> and discourse level development as students read, listen, write and speak; <b>Note for the reviewers:</b> Language Sample Analysis is an analysis/comparison of a student’s oral (speaking) and written language. The <b>samples</b> are in response to verbal prompts (based on the student’s listening) and written prompts for the writing sample. see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being practiced</p> <p><b>Signature Assignment Language Sample Analysis (p.20-22);</b> see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being practiced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Activities 2 &amp; 3 WK 11:</b> 2.practice teaching vocabulary strategies to students with different instructional challenges</p>	<p><b>Note for the reviewers:</b> Language Sample Analysis is an analysis/comparison of 2 students <b>oral (speaking) language</b>. The samples are in response to verbal prompts (based on <b>the student’s listening</b>). Assignment’s directions are linked <a href="#">[here]</a>. References to speaking and listening as well as questions targeting candidate’s understanding of the speaking-listening interconnectedness are highlighted in green.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment 1 WK 11:</b> 1. Add vocabulary strategies at word, sentence, and discourse level in reading and writing to your Compilation of Strategies project; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 Column “Assignments and Readings” as evidence of the concept being assessed.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <p>Evidence of candidate competence is collected through:</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>introduced (I) Week 1</p> <p>Candidates are introduced to strategies for promoting students' oral and written language development beginning in Week 3 (Science of Reading and Early Literacy Skills) and reinforced in Weeks 7, 8, 10, 11, 14 through targeted lessons on vocabulary development, syntax, and discourse-level comprehension. Instruction draws from the CA ELA/ELD Framework, Fisher et al. textbook, and course lectures emphasizing academic language, effective expression, and culturally responsive practices.</p>	<p>3. Vocabulary case study analysis; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 as evidence of the concept being practiced</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – TPE 7.7 delete threaded throughout the Comment tagged on "<a href="#">Community Discussions – the Writer's Workshop Discussions and the Teacher of Writing Module Discussions</a>" assignment descriptions See Writers' workshop assignment where on-going discussions are introduced (I) as a collaborative platform in Week 1 and used in weekly practice (P) content application through peer interaction and reflection across varied literacy topics and indirectly assessed (A) through detailed rubrics that evaluate writing, engagement, and communication. TPEs are addressed described on p. 12-13 in course syllabus 7.7 (P) See Appendix G in the</p>	<ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) – includes explicit oral/written language objectives and implementation plans.</li> <li>• Lesson Plan submissions – assessed for inclusion of language development targets (vocabulary, syntax, discourse).</li> <li>• Reflection Journals – candidates analyze their effectiveness in supporting oral and written language development.</li> <li>• Observation Feedback from Mentor Teachers – notes on candidate ability to promote student oral and written language in fieldwork settings.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on "<a href="#">Case Study of a Writer</a>" assignment description</p> <p>Evidence of candidate competence is collected through:</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) – includes explicit</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<p>course syllabus</p> <p>See Writer's Workshop listed in Week 4 for on the schedule, 'Community Discussions Week 1 on the syllabus schedule. (7.7) A</p> <p>Candidates apply these strategies in:</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) where they identify and plan instruction for a student's language development needs in vocabulary, syntax, and discourse.</li> <li>• Lesson Planning assignments that include differentiation for multilingual learners and integration of oral/written language objectives.</li> <li>• Discussion Boards and in-class activities where they design anticipatory sets, sentence frames, and oral rehearsal</li> </ul>	<p>oral/written language objectives and implementation plans.</p> <ul style="list-style-type: none"> <li>• Lesson Plan submissions – assessed for inclusion of language development targets (vocabulary, syntax, discourse).</li> <li>• Reflection Journals – candidates analyze their effectiveness in supporting oral and written language development.</li> <li>• Observation Feedback from Mentor Teachers – notes on candidate ability to promote student oral and written language in fieldwork settings.</li> </ul>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>strategies.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <p>Teaching mini lessons asks students to teach language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax) See mini Spelling lesson in Appendix C</p> <p>Candidates apply these strategies in:</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) where they identify and plan instruction for a student’s language development needs in vocabulary, syntax, and discourse.</li> <li>• Lesson Planning assignments that include differentiation for multilingual learners and integration of oral/written</li> </ul>	

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>language objectives.</p> <ul style="list-style-type: none"> <li>• Discussion Boards and in-class activities where they design anticipatory sets, sentence frames, and oral rehearsal strategies.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on "<a href="#">Case Study of a Writer</a>" assignment description</p> <p>Candidates apply these strategies in:</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) where they identify and plan instruction for a student's language development needs in vocabulary, syntax, and discourse.</li> <li>• Lesson Planning assignments that include differentiation for</li> </ul>	

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<p>multilingual learners and integration of oral/written language objectives.</p> <ul style="list-style-type: none"> <li>• Discussion Boards and in-class activities where they design anticipatory sets, sentence frames, and oral rehearsal strategies.</li> </ul>	
Create environments that foster students’ oral and written language development, including discipline-specific academic language.	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.2 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture WK 13:</b> Developing communication rich-environment for ELs with and without disabilities; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Activity WK 13:</b> ELL Module 5 Specially Designed Academic Instruction in English (collaboratively identify ways to create communication-rich environment); see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced</p> <p><b>Assignment 1 WK 13:</b> Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich</p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Assignment 1 WK 13:</b> Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment...; see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being assessed</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment, Part II, Lesson Plan (p.21), Reflection:</a> Discuss</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p><b>Lecture WK 4:</b> Planning and Delivery of Effective K-12 ELA Instruction for Learners with Disabilities: Establishing Literacy-rich and communication rich inclusive environments; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being introduced.</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – See TPE 7.7 tagged in the last column in the Course Schedule - <a href="#">weeks 2-11</a> &amp; <a href="#">14-15</a></p> <p>Candidates are introduced to methods for creating supportive oral and written language environments beginning in Week 1 through the review of the CA ELA/ELD Framework and course orientation to academic language demands. This continues in Weeks 7, 10, 11, and 14, where readings from Fisher, Frey, &amp; Lapp, the CA Dyslexia Guidelines, and modeled minilessons explicitly address strategies for embedding oral and written language supports in literacy instruction.</p>	<p>environment...; see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced</p> <p><b>EDEL 4150- Curriculum and Teaching of Reading and Language Arts</b> <b>Activity WK 4:</b> 1.Evaluating effective print-rich and communication-rich classroom environments; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being practiced.</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> See TPE 7.7 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>” assignment descriptions See Appendix G Writer’s Workshop in the course syllabus TPE.7.7 Listed in Week 4 on the schedule, and ‘Community Discussions ‘Week 1 (I) in the syllabus schedule. (7.7) (P) and ‘Writers Workshop’ p. 12 –13 in course syllabus</p>	<p>whether you were able to create literacy-rich and communication rich environment for this lesson; see TPE 7.7/U7.7 comments tagged in the syllabus on. P.21 as evidence of the concept being assessed.</p> <p><b>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</b> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <p>These competencies are assessed through:</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D), requiring explicit explanation of how the instructional environment fosters oral and written language development.</li> <li>• Lesson Plan assignments graded for inclusion of discipline-specific vocabulary, grammar structures, and opportunities for student talk.</li> <li>• Reflection Journal entries, in which candidates analyze the effectiveness of their instructional environment for</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		description Candidates practice these skills by: <ul style="list-style-type: none"> <li>• Designing lesson plans that integrate academic vocabulary, syntax instruction, and discourse protocols into reading, writing, speaking, and listening activities.</li> <li>• Implementing these plans during fieldwork and collecting student work samples that reflect oral and written language growth.</li> <li>• Participating in microteaching and peer feedback sessions focused on promoting academic discourse and collaborative learning structures.</li> </ul>	promoting oral/written language. <ul style="list-style-type: none"> <li>• Observation feedback from mentor teachers and course instructors noting candidate facilitation of academic language use during lessons</li> </ul>
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	<a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7. Comments tagged on “ <a href="#">TPE Overview Assignment</a> ” in the assignment description and Course Schedule.  <a href="#">EDCI 4010-English Language Development:</a>	<a href="#">EDCI 4010-English Language Development:</a> <b>Signature Assignment:</b> <a href="#">Language Sample</a> ; see TPE 7.7/U7.7 comments tagged in the syllabus on p. 20 as evidence of the concept being practiced	<a href="#">EDCI 4010-English Language Development:</a> <b>Signature Assignment:</b> <a href="#">Language Sample</a> ; see TPE 7.7/U7.7 comments tagged in the syllabus on p.20 as evidence of the concept being assessed  Below please find the description

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p><b>Lecture WK 13:</b> Promoting Language Development Through Supporting Students in Creation of Oral Narratives; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 14:</b> engaging students in the creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p><b>Lecture WK 15:</b> Assistive Technology, Apps, and Resources for Literacy Development; engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 tagged in the last column in the Course Schedule - <a href="#">weeks 2-11</a> &amp; <a href="#">14-15</a></p> <p>Candidates are introduced to strategies for integrating diverse text creation in Week 8 (Lesson Planning</p>	<p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>”</p> <ul style="list-style-type: none"> <li>• Designing lesson plans that incorporate opportunities for students to create varied text formats (e.g., informational reports, oral presentations, digital storybooks, multimedia posters).</li> <li>• Implementing these lessons during fieldwork with multilingual learners, supporting them in combining text, images, audio, and/or video to demonstrate comprehension and academic language use.</li> <li>• Peer review and collaborative work in class</li> </ul>	<p>of Tasks for the Signature Assignment with references to digital and multimedia texts highlighted and bolded.</p> <p><b>Tasks:</b> 1. Develop interview questions. Make sure that you target higher order thinking skills 2. Select 2 focus children for the study; 3. Develop interview questions to learn more about the focus children (take a look at issues you need to reflect on in the introduction section below); interview the children’s parents/teachers (request access to copies of <b>the child’s samples of written, word processed, digital and multimedia written and spoken work samples</b>), the children, and transcribe the interviews; 4. Analyze the interview responses following the format presented in class; 5. Develop IEP goals based on students’ needs. 6. Provide <b>recommendations for caretakers and school team to support language and literacy development of the focus children, discussing how a student’s language development can be enhanced by engaging the student in creating a variety of diverse oral, print, digital, and multimedia texts</b> in English and student’s other languages. 7.</p>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
	<p>Models), Week 11 (Minilessons and Comprehension), and Week 14 (Informational Texts &amp; Vocabulary). Readings from Teaching Reading (Fisher, Frey, &amp; Lapp), the CA ELA/ELD Framework, and modeled instructional plans highlight how to design activities that require students to produce written, spoken, digital, and multimedia compositions.</p>	<p>where candidates share and critique diverse student-created text examples.</p>	<p>Reflect on what you learned in this project.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D) requires candidates to document how their instructional plan supports students in producing print, oral, digital, and multimedia texts.</li> <li>• Lesson Plan submissions are graded for inclusion of multiple modalities for student expression.</li> <li>• Reflection Journal entries prompt candidates to evaluate the impact of varied text creation on students’ oral and written language development.</li> <li>• Instructor and mentor teacher observation feedback includes evaluation of candidates’ facilitation of student work in diverse media</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a></p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections C &amp; D)</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
			<p>requires candidates to document how their instructional plan supports students in producing print, oral, digital, and multimedia texts.</p> <ul style="list-style-type: none"> <li>• Lesson Plan submissions are graded for inclusion of multiple modalities for student expression.</li> <li>• Reflection Journal entries prompt candidates to evaluate the impact of varied text creation on students' oral and written language development.</li> <li>• Instructor and mentor teacher observation feedback includes evaluation of candidates' facilitation of student work in diverse media</li> </ul>
<p>Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.2 Comments tagged on "<a href="#">TPE Overview Assignment</a>" in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Class Content WK 12:</b> Leveraging students' linguistic repertoires, including home languages and dialects,</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20):</b> Discuss how you will leverage students' existing linguistic repertoires, including translanguaging in your instruction;</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20):</b> Discuss how you will leverage students' existing linguistic repertoires, including translanguaging in your instruction; see TPE 7.7/U7.7 comments tagged in the syllabus on. P.20 as</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 5:</b> Deliver instruction that leverages students’ existing linguistic repertoires, including translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 5” of the course schedule as evidence of the concept being introduced</p>	<p>see TPE 7.7/U7.7 comments tagged in the syllabus on. P.20 as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>• Developing lesson plans that intentionally allow students to use home languages and dialects during brainstorming, drafting, and oral discussions.</li> <li>• Incorporating bilingual resources (e.g., dual-language texts, multilingual word walls) into instruction during fieldwork.</li> <li>• Role-playing instructional scenarios in class where candidates facilitate small-group work that includes cross-</li> </ul>	<p>evidence of the concept being assessed.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections B &amp; C) requires candidates to document and analyze the student’s language background and describe instructional strategies that encourage translanguaging.</li> <li>• Lesson Plan assignments are graded for inclusion of activities that leverage home languages and dialects.</li> <li>• Reflection Journal entries prompt candidates to reflect on the effectiveness and student engagement when home languages are incorporated.</li> <li>• Mentor teacher feedback forms and instructor observation notes evaluate how candidates integrate students’ linguistic resources into instruction.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language</a></p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>language transfer strategies.</p> <ul style="list-style-type: none"> <li>• Designing Needs Assessment in the Case Study (Section B) that identifies students' linguistic repertoires and plans instruction accordingly.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>• Developing lesson plans that intentionally allow students to use home languages and dialects during brainstorming, drafting, and oral discussions.</li> <li>• Incorporating bilingual resources (e.g., dual-language texts, multilingual word walls) into instruction during fieldwork.</li> <li>• Role-playing instructional scenarios in class</li> </ul>	<p><a href="#">Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <ul style="list-style-type: none"> <li>• Case Study of a Reader (Sections B &amp; C) requires candidates to document and analyze the student's language background and describe instructional strategies that encourage translanguaging.</li> <li>• Lesson Plan assignments are graded for inclusion of activities that leverage home languages and dialects.</li> <li>• Reflection Journal entries prompt candidates to reflect on the effectiveness and student engagement when home languages are incorporated.</li> <li>• Mentor teacher feedback forms and instructor observation notes evaluate how candidates integrate students' linguistic resources into instruction.</li> </ul>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>where candidates facilitate small-group work that includes cross-language transfer strategies.</p> <ul style="list-style-type: none"> <li>• Designing Needs Assessment in the Case Study (Section B) that identifies students' linguistic repertoires and plans instruction accordingly.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.7 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <ul style="list-style-type: none"> <li>• Developing lesson plans that intentionally allow students to use home languages and dialects during brainstorming, drafting, and oral discussions.</li> <li>• Incorporating bilingual resources (e.g., dual-language texts, multilingual word walls) into instruction during fieldwork.</li> </ul>	

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<ul style="list-style-type: none"> <li>• Role-playing instructional scenarios in class where candidates facilitate small-group work that includes cross-language transfer strategies.</li> <li>• Designing Needs Assessment in the Case Study (Section B) that identifies students' linguistic repertoires and plans instruction accordingly.</li> </ul>	
<p><b>7.8/U7.8 Effective Expression.</b> Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.8 Comments tagged on <a href="#">“TPE Overview Assignment”</a> in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development: Content WK 14:</a> Supporting students' effective oral communication; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 See assignment to engage students in frequent formal</p>	<p><a href="#">EDCI 4010-English Language Development: Activity WK 15:</a> Proposed Support Measures (including home supports, school supports (supporting effective communication and expression), and community resources); see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on <a href="#">“Community Discussions – the Writer’s</a></p>	<p><a href="#">EDCI 4010-English Language Development: Signature Assignment: Language Sample:</a> Section Proposed Support Measures (p.22); TPE 7.8/U7.8 comments tagged in the syllabus on p. 22 for the detailed description of the assignment and as evidence of the concept being assessed ; TPE 7.8/U7.8 comments tagged in the syllabus on p. 22 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on <a href="#">“Teaching Lab</a></p>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
	<p>and informal collaborative discussions, extended conversations writing for various purposes, See Writers Workshop Website link (I) listed on course schedule Week 4.</p>	<p><a href="#">Workshop Discussions and the Teacher of Writing Module Discussions</a></p> <p>See assignment descriptions for 'Community discussion and Workshop discussions and "Teacher of Writing in course syllabus, and Appendix G (P)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on "<a href="#">Teaching Lab Minilessons</a>" assignment descriptions</p> <p>See Teaching Lab Mini lesson # 3 Appendix C focus on write, discuss, present, and use language conventions, 7.8, (P)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on "<a href="#">Published Story</a>" assignment description</p> <p>See assignment 'Published Story' where students Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts (P) &amp; checklist (A)</p>	<p><a href="#">Minilessons</a>" assignment descriptions</p> <p>See Teaching Lab Mini lesson # 3 Appendix C focus on write, discuss, present, and use language conventions (7.8) (A)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on "<a href="#">Case Study of a Writer</a>" assignment description</p>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “ <a href="#">Case Study of a Writer</a> ” assignment description.	
Teach students 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/ argumentation, information, and narration.	<p> <a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.8 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule         </p> <p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 See Teaching Labs mini- lessons in Appendices A, B, C, D in the course schedule at the bottom of the syllabus for assignment on peer feedback &amp; evaluation for all 4 mini lessons listed in A.         </p>	<p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>” assignment descriptions         </p> <p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions         </p> <p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Published Story</a>” assignment         </p>	<p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions         </p> <p>           See Teaching Lab Mini lesson # directions #3 in Appendix C provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, -- (7.8) (A)         </p> <p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description         </p>
Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions	<p> <a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.8 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule         </p>	<p> <a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts Activity WK 15:</a>            Demonstration and practice of assistive technology applications; see TPE         </p>	<p> <a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions         </p> <ul style="list-style-type: none"> <li>Case Study of a Reader</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
to support writing and presentations.	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Lecture WK 15:</b> Assistive Technology, Apps, and Resources for Literacy Development</p> <ul style="list-style-type: none"> <li>Assistive technology instruction: AT as a tool planning, spelling, research to support writing and presentations</li> </ul> <p>See TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a>  – See TPE 7.8 tagged in the last column in the Course Schedule - weeks 2-15. See Teaching Lab mini spelling lesson description in Appendix C Week 10, 7.8</p> <p>Candidates are introduced to integrating technology and multimedia into literacy instruction in Week 8 (Lesson Planning Models) and Week 14 (Informational Texts &amp; Vocabulary) through course readings, ELA/ELD Framework guidance, and modeling by the instructor. Explicit instruction includes:</p> <ul style="list-style-type: none"> <li>Strategies for teaching keyboarding and digital writing tools.</li> <li>Incorporating multimedia elements (e.g., images, audio, video) to enhance communication.</li> </ul>	<p>7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</a>” See Explanation of Community Discussion in Appendix G assignment descriptions (P)</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>Designing lesson plans that integrate typing practice, collaborative Google Docs writing, and multimedia components.</li> <li>Using spelling and conventions mini-lessons that include both traditional handwriting</li> </ul>	<p>(Sections C &amp; D) requires candidates to design a reading/writing lesson that incorporates technology and conventions instruction.</p> <ul style="list-style-type: none"> <li>Lesson Plan assignments are evaluated for alignment with TPE 4.4, including explicit spelling, handwriting, and technology components.</li> <li>Reflection Journal entries document candidates’ experiences teaching with technology and supporting students’ writing mechanics.</li> <li>Peer and instructor feedback on mini-lesson presentations includes evaluation of effective integration of multimedia and conventions instruction</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <ul style="list-style-type: none"> <li>Case Study of a Reader (Sections C &amp; D) requires candidates to design a reading/writing lesson that incorporates technology and conventions instruction.</li> <li>Lesson Plan assignments are evaluated for alignment with TPE 4.4,</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
	<ul style="list-style-type: none"> <li>Reinforcing fluency in spelling, handwriting, capitalization, and punctuation in alignment with developmental stages of writing. The CA Dyslexia Guidelines and UDL principles are also used to show how technology can support students with literacy-related disabilities.</li> </ul>	<p>practice and digital formats.</p> <ul style="list-style-type: none"> <li>Fieldwork activities where candidates support students in publishing digital or multimedia presentations of their writing</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Published Story</a>” assignment description</p> <p>See directions for Published Story in Appendix F in course syllabus. (P) Week 11</p> <ul style="list-style-type: none"> <li>Designing lesson plans that integrate typing practice, collaborative Google Docs writing, and multimedia components.</li> <li>Using spelling and conventions mini-lessons that include both traditional handwriting practice and digital formats.</li> <li>Fieldwork activities where candidates support students in</li> </ul>	<p>including explicit spelling, handwriting, and technology components.</p> <ul style="list-style-type: none"> <li>Reflection Journal entries document candidates’ experiences teaching with technology and supporting students’ writing mechanics.</li> <li>Peer and instructor feedback on mini-lesson presentations includes evaluation of effective integration of multimedia and conventions instruction</li> </ul>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>publishing digital or multimedia presentations of their writing</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description</p> <ul style="list-style-type: none"> <li>• Designing lesson plans that integrate typing practice, collaborative Google Docs writing, and multimedia components.</li> <li>• Using spelling and conventions mini-lessons that include both traditional handwriting practice and digital formats.</li> <li>• Fieldwork activities where candidates support students in publishing digital or multimedia presentations of their writing</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on</p>	

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		<p><a href="#">“Case Study of a Writer”</a> See assignment description and Case Study of a Writer rubric in Appendix E in syllabus</p>	
<p>Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.8 Comments tagged on <a href="#">“TPE Overview Assignment”</a> in the assignment description and Course Schedule</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Lecture WK 13:</b> Teaching Written Expression to Students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> <li>letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 tagged in the last column in the Course Schedule - <a href="#">weeks 2-15</a></p> <ul style="list-style-type: none"> <li>Introduced in Week 3 (Science of Reading &amp; Early Literacy Skills) and Week 4 (Word Analysis &amp; Phonics) through course readings (Fisher, Frey, &amp;</li> </ul>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activity 5 WK 13:</b> Analysis and practice: instructional resources for letter formation, writing conventions; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being practiced</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on <a href="#">“Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions”</a> assignment descriptions</p> <ul style="list-style-type: none"> <li>In lesson planning activities and Case Study of a Reader (Sections B &amp; C), candidates practice designing activities where letter formation is reinforced alongside decoding instruction.</li> <li>Fieldwork</li> </ul>	<p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on <a href="#">“Teaching Lab Minilessons”</a> assignment descriptions</p> <ul style="list-style-type: none"> <li>Case Study of a Reader (Section C) requires lesson plans that integrate letter formation and conventions instruction in connection with decoding skills.</li> <li>Early Development Foundational Skills Lesson Plan is assessed for inclusion of handwriting, capitalization, and punctuation instruction within phonics-based lessons.</li> </ul> <p>The Reflection Journal documents candidates’ experiences applying letter formation and conventions teaching in real or simulated settings.</p> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.8 Comment tagged on <a href="#">“Case Study of a Writer”</a> assignment description</p> <ul style="list-style-type: none"> <li>Case Study of a Reader (Section C) requires lesson plans that integrate letter formation and conventions instruction in connection with</li> </ul>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
	<p>Lapp; CA Dyslexia Guidelines) and modeling in class.</p> <ul style="list-style-type: none"> <li>• Candidates receive explicit instruction on connecting letter formation and handwriting to phonics and decoding instruction, including when and how to introduce capitalization and punctuation for young readers/writers.</li> <li>• The Foundational Skills Competency Checklist (Appendix A) explicitly includes handwriting, spelling, capitalization, and punctuation to ensure candidates are introduced to these conventions as part of early literacy instruction.</li> </ul>	<p>opportunities include observing and teaching mini-lessons on proper letter formation, printing skills, and related conventions.</p> <ul style="list-style-type: none"> <li>• Candidates create developmentally appropriate writing tasks that integrate phonics-based decoding with correct use of capital letters and punctuation.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a> – See TPE 7.88 Comment tagged on “<a href="#">Teaching Lab Minilessons</a>” assignment descriptions</p> <ul style="list-style-type: none"> <li>• Check this link below <ul style="list-style-type: none"> <li>• In lesson planning activities and Case Study of a Reader (Sections B &amp; C), candidates practice designing activities where letter formation is reinforced alongside decoding instruction.</li> <li>• Fieldwork opportunities include observing and teaching mini-lessons on proper</li> </ul> </li> </ul>	<p>decoding skills.</p> <ul style="list-style-type: none"> <li>• Early Development Foundational Skills Lesson Plan is assessed for inclusion of handwriting, capitalization, and punctuation instruction within phonics-based lessons.</li> <li>• The Reflection Journal documents candidates’ experiences applying letter formation and conventions teaching in real or simulated settings.</li> </ul>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>letter formation, printing skills, and related conventions.</p> <ul style="list-style-type: none"> <li>• Candidates create developmentally appropriate writing tasks that integrate phonics-based decoding with correct use of capital letters and punctuation.</li> </ul> <p><a href="#">EDEL 4160 Curriculum and Teaching of Writing/Language Arts</a></p> <p>See TPE 7.8 Comment tagged on "<a href="#">Case Study of a Writer</a>" assignment description</p> <ul style="list-style-type: none"> <li>• In lesson planning activities and Case Study of a Reader (Sections B &amp; C), candidates practice designing activities where letter formation is reinforced alongside decoding instruction.</li> <li>• Fieldwork opportunities include observing and teaching mini-lessons on proper letter formation, printing skills, and related conventions.</li> </ul>	

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
		Candidates create developmentally appropriate writing tasks that integrate phonics-based decoding with correct use of capital letters and punctuation.	

**Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques**

\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p><b>TPE 7.2</b> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.2 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule.</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture Wks 4, 7, 8, 9, 13:</b> UDL and MTSS principles of support; see TPE 7.2 comments tagged in the syllabus in “Week 4, 7, 8, 9, 13” of the course schedule as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Lecture WK 4:</b> Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); see TPE 7.2 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4020 Introduction to Instructional Design, Assessment,</a></p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Assignment 1 WK 13:</b> Group Write Up of EL Module 5: Collaboratively develop a lesson plan...activity examples within UDL framework, see TPE 7.2 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being practiced <b>Signature Assignment:</b> <a href="#">Language Sample:</a> Section Proposed Support Measures (p. 22); see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being practiced; see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being practiced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment 1, WK 4:</b> 1.Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as</p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Assignment 1 WK 13:</b> Group Write Up of EL Module 5: Collaboratively develop a lesson plan...activity examples within UDL framework, see TPE 7.2 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being assessed. <b>Signature Assignment:</b> <a href="#">Language Sample:</a> Section Proposed Support Measures (p. 22); see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being assessed; see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being assessed</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment 1, WK 4:</b></p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
	<p><a href="#">and Classroom Management</a> - see 7.2 Comments tagged in syllabus under “<a href="#">Course Assignment #9- Universal Design for Learning (UDL)</a>” and Week 12 in the Course Schedule</p> <p><a href="#">EDSP 4000 Foundations of Special Education</a> – see TPE 7.2 Comments tagged in the Syllabus in “<a href="#">Week 5</a>” of the Course Schedule and under the “<a href="#">Observation and Interview Summary</a>” assignment and the “<a href="#">Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students”</a>” assignment</p>	<p>evidence of the concept being practiced</p> <p><b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</a> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced</p>	<p>1. Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed</p> <p><b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</a> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed.</p>
<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);</p>	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.2 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Lecture WK 4:</b> Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); Assessments in MTSS; see TPE 7.2 comments tagged in the syllabus in “<a href="#">Week 4</a>” of the course schedule as</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</a> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced.</p> <p><b>Add this course</b> EDCI 4160 Curriculum &amp;</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</a> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed.</p> <p><b>Add this course</b> EDCI 4160 Curriculum &amp;</p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
	<p>evidence of the concept being introduced.</p> <p><a href="#">EDEL 4020 Introduction to Instructional Design, Assessment, and Classroom Management</a> - see 7.2 Comments tagged in syllabus to <a href="#">Course Assignment #4 - Multi-Tiered Systems of Support (MTSS)</a> in syllabus and Week 4 in the Course Schedule</p> <p><a href="#">EDSP 4000 Foundations of Special Education</a> – see TPE 7.2 Comments tagged in the Syllabus in “<a href="#">Week 5</a>” of the Course Schedule and under the “<a href="#">Observation and Interview Summary</a>” assignment description</p>	<p><b>Teaching of Writing/Language Arts</b> See CA Dyslexia website links under required readings p. 1 of the syllabus under ‘Community Discussions’ under shared quick writes and shared readings 7.2 (P)</p>	<p><b>Teaching of Writing/Language Arts</b> See CA Dyslexia website links under required readings p. 1 of the syllabus and assignment under ‘Community Discussions’ shared quick writes and shared readings (A) 7.2</p>
<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activity 4 WK 3:</b> Introduction of CA Dyslexia Guidelines: overview of the structure of the resource (with the focus on Ch. 9,11, 12 and Appendices A and B); see TPE 7.2 Comments tagged in the Syllabus in “<a href="#">Week 3</a>” as evidence of the concept being introduced.</p> <p><a href="#">EDSP 4000 Foundations of Special Education</a> – see TPE 7.2 Comments tagged in the Syllabus in “<a href="#">Week 5</a>” of the Course Schedule and under the “<a href="#">Observation and Interview Summary</a>” assignment description</p>	<p><a href="#">EDCI 4010-English Language Development:</a></p> <p><b>Assignment WK 9:</b> UC/CSU Collaborative Early Childhood Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules</a>) Lesson 5 and Lesson 6: Classroom Instruction; see TPA 7.2 comments as evidence of the concept being practiced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Activity WK 14:</b> Lesson plan; see TPE 7.2. comments tagged in the syllabus in “<a href="#">Week 14</a>” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a></p> <p><b>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20):</b> candidates develop activities and cite sources for the intervention plan. One of the required sources is CA Dyslexia Guidelines (Ch.11 and other applicable chapters); see TPA 7.2 comments as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		assignment as evidence of the concept being practiced A sample lesson planning activity from week 14 (EDEL 4150response to table 5.1. Item 7.2.) is linked here to demonstrate evidence. Because lesson planning happens at least 3 times during the semester (weeks 13, 14, and as a part of final signature project) it is listed as evidence for practice. <a href="#">Sample lesson planning activity is linked here</a>	
<b>TPE 7.10</b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	<a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.10 Comments tagged on " <a href="#">TPE Overview Assignment</a> " in the assignment description and Course Schedule  <a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Lecture WK 4:</b> Assessments in MTSS: Universal screening, progress monitoring; see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 4" as evidence of the concept being introduced.  <a href="#">EDSP 4000 Foundations of Special Education</a> – see TPE 7.10 Comments tagged in the Syllabus in " <a href="#">Week 5</a> " of the Course Schedule and under the " <a href="#">Observation and Interview Summary</a> " assignment description.	<a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment Part II, B and C Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21):</a> candidates describe an evidence-based plan of reading intervention and progress; see comments tagged in the Syllabus on p.20 and p. 21 as evidence of the concept being practiced.	<a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment:</b> <a href="#">Diagnostic Reading Assessment Part II, B and C. Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21):</a> candidates describe an evidence-based plan of reading intervention and progress; Comments tagged in the Syllabus on p.20 and 21 as evidence of the concept being assessed.

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see TPE 7.10 Comments tagged on “<a href="#">TPE Overview Assignment</a>” in the assignment description and Course Schedule</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture WK 1:</b> Language assessment (including screening) see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 1” as evidence of the concept being introduced.</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Lecture WK 6:</b> Assessments and Accommodations in K-12 ELA for Students with different instructional challenges CA Dyslexia Guidelines: Assessment and Screening (Ch. 9, Appendix A); see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 6” as evidence of the concept being introduced.</p> <p><a href="#">EDSP 4000 Foundations of Special Education</a> – see TPE 7.10 Comments tagged in the Syllabus in “<a href="#">Week 5</a>” of the Course Schedule and under the “Observation and Interview Summary” assignment description</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment WK 6:</b> Complete UC/CSU Collaborative Dyslexia Module on Assessment: <a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/</a>; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 6 for a detailed description of the assignment as evidence of the concept being practiced.</p> <p><a href="#">EDEL 4160 Curriculum &amp; Teaching of Reading/ Language Arts</a> – See TPE 7.10 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description See Case Study of a Writer assignment and Rubric in Appendix E, 7.10 (P)</p>	<p><a href="#">EDEL 4160 Curriculum &amp; Teaching of Reading/ Language Arts</a> – See TPE 7.10 Comment tagged on “<a href="#">Case Study of a Writer</a>” assignment description See Case Study of a Writer assignment and Rubric in Appendix E, 7.10 (A)</p>
Understand how to appropriately assess and	<p><a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see</p>	<p><a href="#">EDCI 4010-English Language Development:</a></p>	<p><a href="#">EDCI 4010-English Language Development:</a> <b>Signature Assignment:</b></p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
interpret results for English learner students.	<p>TPE 7.10 Comments tagged on "<a href="#">TPE Overview Assignment</a>" in the assignment description and Course Schedule.</p> <p><a href="#">EDCI 4010-English Language Development:</a> <b>Lecture WK 10: Focus on ELLs:</b> Identification and classification of ELLs; Assessment and language intervention for EL and non EL learners; see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 10" as evidence of the concept being introduced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Activity 1 WK 6:</b> 1. Discuss key ideas from Abedi's article regarding ELs. Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility; see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 6" as evidence of the concept being introduced.</p> <p><a href="#">EDSP 4000 Foundations of Special Education</a> – Assignment Project A: "Observation and Interview Summary"; see TPE 7.10 Comments tagged in the Syllabus on pp. 27-28 for a detailed assignment description; as evidence of the concept being introduced</p>	<p><b>Activity WK 10:</b> ELL Module 3: group discussion; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 10 for a detailed description of the assignment as evidence of the concept being practiced</p> <p><b>Activity 1 WK 11:</b> Analysis of student work samples and ELD standards; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 10 for a detailed description of the assignment as evidence of the concept being practiced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part A;</b> see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being practiced.</p>	<p><a href="#">Language Sample:</a> Sections Communicative Content (pp. 21); see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being assessed</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part A,</b> see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being assessed</p>
If indicated, collaborate with families and guardians as well	<a href="#">EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</a> – see	<a href="#">EDCI 4010-English Language Development:</a>	<a href="#">EDCI 4010-English Language Development:</a>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
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 students who need more intensive support.	TPE 7.10 Comments tagged on " <a href="#">TPE Overview Assignment</a> " in the assignment description and Course Schedule	<p><b>Signature Assignment:</b>  <a href="#">Language Sample:</a> Introduction (p.21) &amp; Proposed Support Measures (p.22); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &amp;22 as evidence of the concept being practiced</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Signature Assignment:</b>  <b>Diagnostic Reading Assessment Part I; Assignment <a href="#">Wk 6</a> (p.8: Interview Family);</b> see TPE 7.10 Comments tagged in the Syllabus course schedule WK 6 as evidence of the concept being practiced</p>	<p><b>Signature Assignment:</b>  <a href="#">Language Sample:</a> : Introduction (p.21) &amp; Proposed Support Measures (p.22); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &amp;22 as evidence of the concept being assessed</p> <p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a>  <b>Signature Assignment:</b>  <b>Diagnostic Reading Assessment Part IA;</b> Background Information; see TPE 7.10 Comments tagged in the Syllabus p. 18 as evidence of the concept being assessed.</p>

**All Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following additional tables as appropriate to the credential offered.**

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>MM/EX 7.1</b> Apply the knowledge of students' assets and learning needs and use the results of	<a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Activity <a href="#">Week 13</a>, Iris Module on RTI, see MM/EX 7.1 comments as</b>	<a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment: Signature Assignment <a href="#">Diagnostic</a></b>	<a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment <a href="#">Diagnostic Reading Assessment (pp.17-22);</a></b>

<p>screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development</p>	<p>evidence that the concept is being introduced.</p>	<p><a href="#">Reading Assessment (pp.17-22)</a>: see TPE MM/EX 7.1 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being practiced</p>	<p>see TPE MM/EX 7.1 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being assessed</p>
<p><b>MM/EX 7.2</b> Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Activity WK 4:</b> CA Dyslexia Guidelines Ch. 11: compile the list of effective strategies; compile the list of accommodations; see MM/EX 7.2 comments as evidence that the concept is being introduced.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Assignment: Signature Assignment Diagnostic Reading Assessment (pp.17-22)</b>: see TPE MM/EX 7.2 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being practiced.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> Signature Assignment <a href="#">Diagnostic Reading Assessment (pp.17-22)</a>: see TPE MM/EX 7.2 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being assessed</p>
<p><b>MM/EX 7.3</b> Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> Activities in <a href="#">WK 13</a> and <a href="#">14</a>: Lesson Planning; see MM/EX TPE 7.3 comments as evidence that the concept is being introduced.</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.21)</b>: see TPE MM/EX</p>	<p><a href="#">EDEL 4150- Curriculum and Teaching of Reading and Language Arts</a> <b>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.21)</b>: see TPE MM/EX 7.3 comments tagged in the syllabus on</p>

<p>teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.</p>		<p>7.3 comments tagged in the syllabus on p. 21 as evidence of the concept being practiced</p>	<p>p. 21 as evidence of the concept being assessed</p>
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