

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

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 concepts/competencies 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 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>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Print concepts and alphabet knowledge are introduced (I) in Week 3 of instruction, titled “<i>Science of Reading & Early Reading Development</i>,” as shown in the EDEL 4150 Weekly Course Schedule with I/P/A Alignment. These foundational skills are marked as Introduced (I) and Practiced (P) during this week. Candidates engage with course readings and discussions that emphasize concepts such as left-to-right progression, letter identification, and environmental print. Week 4 shared reading mini-lesson and module content. Week 4: Shared</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Live session: shared reading demo, alphabet chart activity. (P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Case Study Section A: print concepts analysis. Midterm Questions on early literacy concepts. (A)</p>

	<p>reading mini-lesson, print awareness, textbook reading (Pressley & Allington Ch. 2).(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>		
<p>b. phonological awareness, including phonemic awareness</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Week 4 phonemic awareness activities and assessments, including Elkonin Boxes; textbook chapter readings(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>See phonemic practice with sound boxes in Zoom session. Live session: Elkonin boxes, sound blending & segmentation.(P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Case Study Section B IRI task and student reflection. Midterm and final exam.(A)</p>
<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Week 5: Phonics media resources, Pressley & Allington Ch. 4, decoding strategies. (I)</p> <p>Candidates are introduced to teaching foundational reading skills in Weeks 2–5 through lectures, Canvas modules, and readings (Fisher et al., CA ELA/ELD Framework, CA</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Zoom activity: modeling phonics mini-lessons, word sorts.(P)</p> <p>During clinical practice placements, candidates implement these skills with K–3 students. Practice occurs in the Case Study of a Reader assignment, where candidates conduct reading</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Case Study Section B: decoding instruction plan. Final exam. (A)</p> <p>Candidates are evaluated through formative feedback from mentor teachers and course instructors. Evidence is collected in:</p>

	<p>Dyslexia Guidelines). These sessions include modeling of phonemic awareness, phonics, decoding, fluency, and vocabulary instruction, with specific strategies for multilingual learners.</p> <p>EDCI 4160 Curriculum and Teaching of Writing/Language Arts (I) 7.5 c.</p> <p>See Teaching Lab # 3 Mini Lesson Spelling introduced (I) in EDCI 4160 in Appendix C in revised course syllabus.</p> <p>See Foundations of Spelling Watch You Tube Video Foundations of Spelling https://howtospell.co.uk/spelling-lessons/the-five-foundation-blocks-of-spelling See comments tagged in the syllabus in “Assignments and Descriptions” item # 2 of the course schedule, as evidence of the concept being introduced (I). TPE Foundation Skills 7.5.c. (I) Week 10.</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>	<p>assessments (Section B), identify strengths and needs, and plan instruction that targets foundational skills (Section C). Fieldwork observation tools, such as cooperating teacher feedback forms and candidate self-reflection notes, document these opportunities.</p> <p>EDCI 4160 Curriculum and Teaching of Writing/Language Arts (P) 7.5 c.</p> <p>See Teaching Lab #3 Minilesson Spelling assignment week 11 in EDCI 4160 syllabus in Appendix C in revised course syllabus. See comments tagged in the syllabus in “Assignment and Directions” item # 2 of the revised course schedule, as evidence of the concept being practiced (P). TPE Foundation Skills 7.5.c Week 10. (P)</p>	<ul style="list-style-type: none"> • Case Study of a Reader (Sections B & C) • Early Development Foundational Skills Lesson Plan • Reflection Journals (focused on instructional decision-making and student outcomes) • Fieldwork Observation Forms (mentor teacher evaluations noting candidate effectiveness in teaching foundational skills) <p>EDCI 4160 Curriculum and Teaching of Writing/Language Arts (A) 7.5 c.</p> <p>Scoring checklist & Peer feedback (A) TPE 7.5.c. Spelling assignment and evaluations in revised EDCI 4160 syllabus in Appendix C in revised course syllabus. Week 10 See comments tagged in the syllabus in “Assignments and Descriptions” item # 2 of the revised course schedule, as evidence of the concept being assessed (A).</p>
<p>d. decoding and encoding, including morphological awareness</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader”</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader”</p>

	<p>Week 6: Morphology-focused readings and word study activities. (I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>	<p>assignments and in Course Schedule</p> <p>Live session: morpheme-based decoding and spelling instruction (P).</p>	<p>assignments and in Course Schedule</p> <p>Case Study Section F; vocabulary and morphology strategies explained (A)</p>
<p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Week 6: Running Records introduction, Pressley & Allington Ch. 5.(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Live session: timed readings, fluency data collection in groups.(P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Case Study Section B; Fluency charting and interpretation. Midterm exam.(A)</p>
<p>f. instruction that is structured and organized as well as direct, systematic, and explicit</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Week 3: Backwards planning, gradual release model (I Do, We Do, You Do), Shelly Moore video. explicit, systematic phonics instructions (weeks 3-4).(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Live session: lesson planning workshop with strategy selection.(P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for “Early Reading Development Foundational Skills” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Case Study Sections C and D; Midterm case-based planning item.(A)</p>

	Comments tagged on " TPE Overview Assignment " in the assignment description and Course Schedule		
g. connected, decodable text	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Reflection Journal" assignment and in Course Schedule Week 5: Explanation of text types, use of decodable text with struggling readers.(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on "TPE Overview Assignment" in the assignment description and Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule Peer scoring/group work and Zoom reflection of IRI. Class discussion and modeling of connected text use.(P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule Case Study Section B; selection of texts for phonics application (A)</p>
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Reflection Journal" assignment and in Course Schedule Week 6: Syntax and morphology in fluency from educator guide.(I)</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on "TPE Overview Assignment" in the assignment description and Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule Group text analysis and layered fluency modeling. (P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule case Study Section E; Final exam scenario-based questions.(A)</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	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Reflection Journal" assignment and in Course Schedule Week 7 and 11: Strategy integration with comprehension and</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.5 Comments tagged in syllabus for "Early Reading Development Foundational Skills" and "Case Study of a Reader" assignments and in Course Schedule</p>

<p>comprehension and effective expression.</p>	<p>vocabulary.(I) EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.5 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p>	<p>Live session: strategy grouping, reading complex texts.(P)</p>	<p>Case Study Sections C, D, G; Final exam: instructional application.(A)</p>
--	--	---	---

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).

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>7.6 Meaning Making. 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>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.6 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.6 Comment tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>See Week 7 and Week 10: Students are introduced to schema theory and background knowledge activation strategies through lectures and readings from the <i>California Educator's Guide</i>. Complex text structures are modeled using DRTA and Reciprocal Teaching (I).</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 tagged in the last column in the Course Schedule - all weeks</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.6 See syllabus for “Case Study of a Reader” assignment and in Course Schedule</p> <p>During live learning sessions, students participate in collaborative discussions, apply perspective-taking techniques, and analyze grade-level texts for structure and purpose. They develop comprehension questions tied to inferencing and reasoning.(P)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Community Discussions – the Writer's Workshop Discussions and the Teacher of Writing Module Discussions” assignment descriptions</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>See Teaching Lab #4 mini lesson 'Meaning Making' description in revised syllabus in Appendix D in</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.6 Evidence tagged in syllabus for “Case Study of a Reader” assignment and in Course Schedule</p> <p>Case Study Section C includes strategy implementation for developing inferential comprehension. The Final Exam asks students to identify and apply higher-order thinking strategies using complex texts. Reflection journals include prompts related to reasoning and perspective taking.(A)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Case Study of a Writer” assignment description</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>See Teaching labs mini lesson in 4160 revised syllabus Lab # 4, "Meaning making" in Appendix D. See rubric and self-reflection 7.6 (A) Week</p>

		<p>syllabus TPE 7.6 Week 5 (P)</p> <p>See comments tagged in the syllabus in “Assignment and Descriptions” item # 2 of the revised course schedule, as evidence of the concept being practiced (P). Week 5</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Case Study of a Writer” assignment description See assignment and Case Study of a Writer Rubric in revised course syllabus week 15, TPE 7.6 (P)</p> <p>See comments tagged in the syllabus in “Assignment and Descriptions” item # 4 of the revised course schedule, as evidence of the concept being practiced (P). Week 15</p>	<p>5</p> <p>See comments tagged in the syllabus in “Assignment and Descriptions” item # 2 of the revised course schedule, as evidence of the concept being assessed (A).</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 comments tagged on “Case Study of a Writer” assignment See Case Study of a Writer Rubric in Appendix E in revised course schedule in syllabus TPE. 7.6 (A) Week 15</p> <p>See comments tagged in the syllabus in “Assignment and Descriptions” item # 4 of the revised course schedule, as evidence of the concept being assessed (A). Week 15</p>
<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>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.6 Comment tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Week 8 and 10: Students are introduced to close reading, text annotation, and evidence-based questioning using materials from the <i>California Educator’s Guide</i> and modeled strategies like DRTA and QAR. They view instructional videos and engage in readings that emphasize</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.6 Comments tagged in syllabus for “Case Study of a Reader” assignment and in Course Schedule</p> <p>During live sessions in Weeks 8 and 10, students work in breakout rooms to analyze literary and informational texts using speaking and writing prompts. Students collaboratively generate and answer inferential questions, cite textual evidence, and engage in reflection journals.(P)</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.6 Comments tagged in syllabus for “Case Study of a Reader” assignment and in Course Schedule</p> <p>Case Study Section C asks students to implement a comprehension strategy that incorporates close reading and supports speaking/writing/analysis. The Final Exam also includes a scenario requiring candidates to</p>

	<p>integrating speaking and listening in meaning-making.(I)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 tagged in the last column in the Course Schedule - all weeks</p> <p>See ‘Explanation of Community Discussions and Writer’s Workshops Discussions’ in Appendix G. in revised course syllabus 7.6 (I)</p>	<p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 Comment tagged on “Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions” assignment descriptions</p> <p>See “Explanation of Community and Writer’s Workshops Discussions” in Appendix G. in revised course syllabus aligned 7.6 (P)</p> <p>See comments tagged in the syllabus in “Assignment and Descriptions” item # 1 of the revised course schedule, as evidence of the concept being practiced (P).</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 Comment tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 Comment tagged on “Case Study of a Writer” assignment description</p>	<p>plan for meaning-making with a multimodal text.(A)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 Comment tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>See “Explanation of Community and Writer’s Workshops Discussions” under course assignments and descriptions item # 1 and in Appendix G. 7.6 (A)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.6 See tagged on “Case Study of a Writer” assignment description</p> <p>See Case Study of a Writer Rubric in Appendix E at end of revised course syllabus TPE 7.6 Week 15 (A)</p> <p>See comments tagged in the revised course syllabus in “Assignment and Descriptions” item # 4 of the course schedule, as evidence of the concept being assessed (A).</p>
<p>7.7 Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.</p>	<p>EDCI 4010 English Language Development – See 7.7 Comments tagged under “Weekly Deliverables” as Introduced.</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description; see attachment EDCI 4010.3 ELD Lesson Plan Template and comment tagged on Class Schedule week 13.</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description; see attachment EDCI 4010.3 ELD Lesson Plan Template and comments tagged on weeks 14 and 15.</p>

	<p>description and Course Schedule</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 tagged in the last column in the Course Schedule - <u>weeks 2-11 & 14-15</u></p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></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 <u>Weeks 7, 8, 10, 11, 14</u> 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><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on <u>“Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions”</u> assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on <u>“Teaching Lab Minilessons”</u> assignment descriptions</p> <p>See <u>Teaching Labs mini lessons</u> “Meaning Making, pre-write and revision” in Appendices # 1, 2, 4 at the end of the revised course syllabus 7.7 (P) See comments tagged in the syllabus in <u>“Assignment and Descriptions”</u> item # 2 of the revised course schedule, as evidence of the concept being practiced (P). Weeks 5, 10</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on <u>“Case Study of a Writer”</u> assignment description</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <p>Candidates apply these strategies in:</p> <ul style="list-style-type: none"> • <u>Case Study of a Reader (Sections C & D)</u> where they identify and plan instruction for a student’s language development needs in vocabulary, syntax, and 	<p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on <u>“Teaching Lab Minilessons”</u> assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on <u>“Case Study of a Writer”</u> assignment description</p> <p>See Case Study of a Writer Rubric in at end of 4160 Syllabus TPE 7.7 (A) <u>Week 15</u></p> <p>See comments tagged in the syllabus in <u>“Assignments and Descriptions”</u> item # 4 of the revised course schedule, as evidence of the concept being assessed (A). Week 15</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <p>Evidence of candidate competence is collected through:</p> <ul style="list-style-type: none"> • <u>Case Study of a Reader (Sections C & D)</u> – includes explicit oral/written language objectives and implementation plans. • <u>Lesson Plan submissions</u> – assessed for inclusion of language development targets (vocabulary, syntax, discourse). • <u>Reflection Journals</u> – candidates analyze their effectiveness in supporting oral and written language development. • <u>Observation Feedback from</u>
--	---	--	--

		<p>discourse.</p> <ul style="list-style-type: none"> • Lesson Planning assignments that include differentiation for multilingual learners and integration of oral/written language objectives. • Discussion Boards and in-class activities where they design anticipatory sets, sentence frames, and oral rehearsal strategies. 	<p>Mentor Teachers – notes on candidate ability to promote student oral and written language in fieldwork settings.</p>
<p>Create environments that foster students' oral and written language development, including discipline-specific academic language.</p>	<p>EDCI 4010 English Language Development—see TPE 7.7 tagged on Language Learning Reflection Assignment in the assignment description and Course Schedule.</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 tagged in the last column in the Course Schedule - weeks 2-11 & 14-15</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</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.</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 Comment tagged on “Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions” assignment descriptions See “Explanation of Community and Writer’s Workshops Discussions” in Appendix G at bottom of revised course syllabus, 7.7 (P)</p> <p>See comments tagged in the syllabus in “Assignments and Descriptions” of the revised course schedule, as evidence of the concept being practiced (P).</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 Comment tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 Comment tagged on “Case Study of a Writer” assignment description</p> <p>See Case Study of a Writer Rubric at end of revised course syllabus in Appendix E TPE 7.7 (A) See comments tagged in the syllabus in “Assignments and Descriptions” of the revised course schedule, as evidence of the concept being assessed (A). Week 15</p>

where readings from Fisher, Frey, & Lapp, the CA Dyslexia Guidelines, and modeled minilessons explicitly address strategies for embedding oral and written language supports in literacy instruction.

Candidates practice these skills by:

- Designing lesson plans that integrate academic vocabulary, syntax instruction, and discourse protocols into reading, writing, speaking, and listening activities.
- Implementing these plans during fieldwork and collecting student work samples that reflect oral and written language growth.
- Participating in microteaching and peer feedback sessions focused on promoting academic discourse and collaborative learning structures.

EDEL 4160 Curriculum and Teaching of Writing/Language Arts

– See TPE 7.7 Comment tagged on “[Teaching Lab Minilessons](#)” assignment descriptions

EDEL 4160 Curriculum and Teaching of Writing/Language Arts

– See TPE 7.7 Comment tagged on “[Case Study of a Writer](#)” assignment description

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts

Candidates practice these skills by:

- Designing lesson plans that integrate academic vocabulary, syntax instruction, and discourse protocols into

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts

These competencies are assessed through:

- [Case Study of a Reader \(Sections C & D\)](#), requiring explicit explanation of how the instructional environment fosters oral and written language development.
- [Lesson Plan assignments](#) graded for inclusion of discipline-specific vocabulary, grammar structures, and opportunities for student talk.
- [Reflection Journal](#) entries, in which candidates analyze the effectiveness of their instructional environment for promoting oral/written language.
- [Observation feedback](#) from mentor teachers and course instructors noting candidate facilitation of academic language use during lessons

		<p>reading, writing, speaking, and listening activities.</p> <ul style="list-style-type: none"> • Implementing these plans during fieldwork and collecting student work samples that reflect oral and written language growth. • Participating in microteaching and peer feedback sessions focused on promoting academic discourse and collaborative learning structures. 	
<p>Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.</p>	<p>EDCI 4010 English Language Development—see TPE 7.7 tagged on Language Learning Reflection assignment description); see also comments tagged on weekly deliverables and EDCI 4010.2; sample discussion prompt as an example of weekly discussion (deliverable).</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 tagged in the last column in the Course Schedule - weeks 2-11 & 14-15</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <p>Candidates are introduced to</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description and on deliverables for session 13 and 15; see also comments tagged on weekly deliverables and EDCI 4010.2; sample discussion prompt as an example of weekly discussion (deliverable).</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 Comment tagged on “Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions” assignment descriptions</p> <p>See “Explanation of Community and Writer’s Workshops Discussions” in Appendix G. in revised course syllabus 7.7 (P)</p>	<p>EDCI 4010 English Language Development – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description and on deliverables for sessions 13, 15, and 16.</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.7 Comment tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> • Case Study of a Reader (Sections C & D) requires candidates to document how their instructional plan supports students in producing print, oral, digital, and multimedia texts. • Lesson Plan submissions are

strategies for integrating diverse text creation in [Week 8](#) (Lesson Planning Models), [Week 11](#) (Minilessons and Comprehension), and [Week 14](#) (Informational Texts & Vocabulary). Readings from Teaching Reading (Fisher, Frey, & 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.

See comments tagged in the syllabus in "Assignments and Descriptions" item # 1 of the course schedule, as evidence of the concept being practiced (P). Assignment item # 1 in course assignments and descriptions of syllabus.

EDEL 4160 Curriculum and Teaching of Writing/Language Arts
– See TPE 7.7 Comment tagged on "Teaching Lab Minilessons" assignment descriptions

EDEL 4160 Curriculum and Teaching of Writing/Language Arts
– See TPE 7.7 Comment tagged on "Published Story" assignment descriptions

See 'Published Story' course assignments and description in syllabus item # 3 and 'Published Story Checklist' in [Appendix F](#) at bottom of the revised course syllabus 7.7 (P)

EDEL 4160 Curriculum and Teaching of Writing/Language Arts
– See TPE 7.7 Comment tagged on "Case Study of a Writer" assignment description

- Designing lesson plans that incorporate opportunities for students to create varied text formats (e.g., informational reports, oral presentations, digital storybooks, multimedia posters).
- Implementing these lessons during fieldwork with

graded for inclusion of multiple modalities for student expression.

- [Reflection Journal](#) entries prompt candidates to evaluate the impact of varied text creation on students' oral and written language development.
- [Instructor and mentor teacher observation feedback](#) includes evaluation of candidates' facilitation of student work in diverse media.

EDEL 4160 Curriculum and Teaching of Writing/Language Arts
– See TPE 7.7 Comment tagged on "Case Study of a Writer" assignment description

See 'Case Study of a Writer' Rubric in [Appendix E](#) at end of revised course syllabus TPE 7.7 (A) [Week 15](#).

See comments tagged in the syllabus in "Assignments and Descriptions" item # 1, of the revised course schedule, as evidence of the concept being assessed (A). Week 15

- [Case Study of a Reader \(Sections C & D\)](#) requires candidates to document how their instructional plan supports students in producing print, oral, digital, and multimedia texts.
- [Lesson Plan](#) submissions are graded for inclusion of

		<p>multilingual learners, supporting them in combining text, images, audio, and/or video to demonstrate comprehension and academic language use.</p> <ul style="list-style-type: none"> Peer review and collaborative work in class where candidates share and critique diverse student-created text examples. 	<p>multiple modalities for student expression.</p> <ul style="list-style-type: none"> Reflection Journal entries prompt candidates to evaluate the impact of varied text creation on students' oral and written language development. Instructor and mentor teacher observation feedback includes evaluation of candidates' facilitation of student work in diverse media.
<p>Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p>TPE 7c – Conduct Instruction that Leverages Students' Existing Linguistic Repertoires, Including Home Languages and Dialects, and that Accepts and Encourages Translanguaging</p>	<p><u>EDCI 4010 English Language Development</u>, see TPE 7.7 tagged comments on Identity Slide and Language Learning Reflection assignment description and reading for session 4.</p> <p><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u> – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 tagged in the last column in the Course Schedule - weeks 2-11 & 14-15</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <p>Candidates are introduced to translanguaging and leveraging home languages in Week 2 (Reading Assessments) and Week 3 (Science</p>	<p><u>EDCI 4010 English Language Development</u> – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on “Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions” assignment descriptions</p> <p>See “Explanation of Community and Writer’s Workshops Discussions” in Appendix G. in revised course syllabus 7.7 (P)</p> <p>See comments tagged in the syllabus in “Assignments and Descriptions” item # 1 of the course schedule, as evidence of the concept being practiced (P).</p>	<p><u>EDCI 4010 English Language Development</u> – see TPE 7.7 Comment tagged on “Culturally-Relevant ELD Lesson Plan” and “Designated ELD Lesson Plan” assignment description</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on “Teaching Lab Minilessons” assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.7 Comment tagged on “Case Study of a Writer” assignment description</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <ul style="list-style-type: none"> Case Study of a Reader (Sections B & C) requires candidates to document and analyze the student’s

of Reading and Early Literacy Skills) through the CA ELA/ELD Framework, multilingual learner case examples, and course readings. Instructor modeling during class activities highlights how to value and integrate students' home languages and dialects into reading instruction.

Assignment item # 1 in course descriptions of syllabus.

EDEL 4160 Curriculum and Teaching of Writing/Language Arts

– See TPE 7.7 Comment tagged on “Teaching Lab Minilessons” assignment descriptions

See ‘Teaching Labs mini lessons’ (#s 1,2,3,4) ‘Meaning making, pre-write, spelling and revision’ in Appendices # A, B, C, and D at the end of the revised course syllabus 7.7 (P)

EDEL 4160 Curriculum and Teaching of Writing/Language Arts

– See TPE 7.7 Comment tagged on “Case Study of a Writer” assignment description

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts

- Developing lesson plans that intentionally allow students to use home languages and dialects during brainstorming, drafting, and oral discussions.
- Incorporating bilingual resources (e.g., dual-language texts, multilingual word walls) into instruction during fieldwork.
- Role-playing instructional scenarios in class where candidates facilitate small-group work that includes cross-language transfer strategies.
- Designing Needs Assessment

language background and describe instructional strategies that encourage translanguaging.

- Lesson Plan assignments are graded for inclusion of activities that leverage home languages and dialects.
- Reflection Journal entries prompt candidates to reflect on the effectiveness and student engagement when home languages are incorporated.
- Mentor teacher feedback forms and instructor observation notes evaluate how candidates integrate students' linguistic resources into instruction.

		<p>in the Case Study (Section B) that identifies students' linguistic repertoires and plans instruction accordingly.</p>	
<p>7.8 Effective Expression. 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>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.8 Comments tagged on "TPE Overview Assignment" in the assignment description and Course Schedule</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 tagged in the last column in the Course Schedule - weeks 2-15</p>	<p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 Comment tagged on "Community Discussions – the Writer's Workshop Discussions and the Teacher of Writing Module Discussions" assignment descriptions</p> <p>See Teaching Labs mini lessons "Meaning making, pre-write and revision" in Appendices # A, B, C, D at the end of the revised course syllabus 7.8 (P)</p> <p>See comments tagged in the syllabus in "Assignments and Descriptions" item # 2 of the course syllabus, as evidence of the concept being practiced (P). Assignments in course descriptions of syllabus.</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 Comment tagged on "Teaching Lab Minilessons" assignment descriptions</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 Comment tagged on "Published Story" assignment description</p> <p>See course description 'Published Story Checklist' in Appendix F at bottom of revised course syllabus, and item # 3 in revised course</p>	<p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 Comment tagged on "Teaching Lab Minilessons" assignment descriptions</p> <p>See Teaching Labs mini lessons meaning making, pre-write, and revision in Appendices # 1, 2, 3, 4 at the end of the revised course syllabus 7.7 (A)</p> <p>EDEL 4160 Curriculum and Teaching of Writing/Language Arts – See TPE 7.8 Comment tagged on "Case Study of a Writer" assignment description</p>

		<p>syllabus TPE 7.8 (P, A) Week 11</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Case Study of a Writer</u>” assignment description</p>	
<p>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>	<p><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u> – see TPE 7.8 Comments tagged on “<u>TPE Overview Assignment</u>” in the assignment description and Course Schedule</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 tagged in the last column in the Course Schedule - <u>weeks 2-15</u></p>	<p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</u>” assignment descriptions</p> <p>See “<u>Explanation of Community and Writer’s Workshops Discussions</u>” Check lists, Self-evaluation, rubric in Appendix G. in revised course syllabus 7.8 (P), item # 1 in course syllabus</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Teaching Lab Minilessons</u>” assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Published Story</u>” assignment description</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Case Study of a Writer</u>” assignment description</p>	<p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Teaching Lab Minilessons</u>” assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Case Study of a Writer</u>” assignment description</p> <p>See Case Study of a Writer Rubric at bottom of course in <u>Appendix E</u> and item # 4 in assignments and descriptions revised course syllabus, <u>Week 15 7.8 (A)</u></p>

Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

[EDCI 4000 Transformative Teaching in Diverse Urban Classrooms](#) – see TPE 7.8 Comments tagged on “[TPE Overview Assignment](#)” in the assignment description and Course Schedule

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 tagged in the last column in the Course Schedule - [weeks 2-15](#)

[EDEL 4150 Curriculum & Teaching of Reading/ Language Arts](#)

Candidates are introduced to integrating technology and multimedia into literacy instruction in [Week 8](#) (Lesson Planning Models) and [Week 14](#) (Informational Texts & Vocabulary) through course readings, ELA/ELD Framework guidance, and modeling by the instructor. Explicit instruction includes:

- Strategies for teaching keyboarding and digital writing tools
- Incorporating multimedia elements (e.g., images, audio, video) to enhance communication.
- 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.

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions](#)” assignment descriptions

See “[Explanation of Community and Writer’s Workshop Discussions](#)” in [Appendix G](#). and [Item # 1](#) in revised course syllabus 7.8 (P)

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Teaching Lab Minilessons](#)” assignment descriptions

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Published Story](#)” assignment description week 15

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Case Study of a Writer](#)” assignment description

[EDEL 4150 Curriculum & Teaching of Reading/ Language Arts](#)

- Designing lesson plans that integrate typing practice, collaborative Google Docs writing, and multimedia components.
- Using spelling and conventions mini-lessons that include both traditional handwriting practice and

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Teaching Lab Minilessons](#)” assignment descriptions

[EDEL 4160 Curriculum and Teaching of Writing/Language Arts](#) – See TPE 7.8 Comment tagged on “[Case Study of a Writer](#)” assignment description

[EDEL 4150 Curriculum & Teaching of Reading/ Language Arts](#)

- [Case Study of a Reader \(Sections C & D\)](#) requires candidates to design a reading/writing lesson that incorporates technology and conventions instruction.
- [Lesson Plan](#) assignments are evaluated for alignment with TPE 4.4, including explicit spelling, handwriting, and technology components.
- [Reflection Journal](#) entries document candidates’ experiences teaching with technology and supporting students’ writing mechanics.
- [Peer and instructor feedback](#) on mini-lesson presentations includes evaluation of effective integration of multimedia and conventions instruction.

		<p>digital formats.</p> <ul style="list-style-type: none"> Fieldwork activities where candidates support students in publishing digital or multimedia presentations of their writing. 	
<p>Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p> <p>TPE 4.1 – Teach Letter Formation/Printing and Related Language Conventions in Conjunction with Decoding Skills</p>	<p><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u> – see TPE 7.8 Comments tagged on “<u>TPE Overview Assignment</u>” in the assignment description and Course Schedule</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 tagged in the last column in the Course Schedule - <u>weeks 2-15</u></p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <ul style="list-style-type: none"> Introduced in <u>Week 3</u> (Science of Reading & Early Literacy Skills) and Week 4 (Word Analysis & Phonics) through course readings (Fisher, Frey, & Lapp; CA Dyslexia Guidelines) and modeling in class. 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. The Foundational Skills Competency Checklist (<u>Appendix A</u>) explicitly includes handwriting, spelling, capitalization, and 	<p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Community Discussions – the Writer’s Workshop Discussions and the Teacher of Writing Module Discussions</u>” assignment descriptions</p> <p>See “<u>Explanation of Community and Writer’s Workshop Discussions</u>” in Appendix G. in item # 1 revised course syllabus 7.8 (P) See comments tagged in the syllabus in “<u>Assignments and Descriptions</u>” of the course schedule, as evidence of the concept being practiced (P).</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Teaching Lab Minilessons</u>” assignment descriptions</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Case Study of a Writer</u>” assignment description</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <ul style="list-style-type: none"> In lesson planning activities and <u>Case Study of a Reader (Sections B & C)</u>, candidates 	<p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Teaching Lab Minilessons</u>” assignment descriptions</p> <p>See <u>Teaching Labs mini lessons</u> “Meaning making, pre-write and revision” in Appendices # A, B, C, D and item # 2 in the revised course syllabus 7.8 (A)</p> <p>See comments tagged in the syllabus in “<u>Assignments and Descriptions</u>” item # 2 of the revised course schedule, as evidence of the concept being assessed (A).</p> <p><u>EDEL 4160 Curriculum and Teaching of Writing/Language Arts</u> – See TPE 7.8 Comment tagged on “<u>Case Study of a Writer</u>” assignment description</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u></p> <ul style="list-style-type: none"> <u>Case Study of a Reader (Section C)</u> requires lesson plans that integrate letter

	<p>punctuation to ensure candidates are introduced to these conventions as part of early literacy instruction.</p>	<p>practice designing activities where letter formation is reinforced alongside decoding instruction.</p> <ul style="list-style-type: none"> Fieldwork opportunities include observing and teaching mini-lessons on proper letter formation, printing skills, and related conventions. Candidates create developmentally appropriate writing tasks that integrate phonics-based decoding with correct use of capital letters and punctuation. 	<p>formation and conventions instruction in connection with decoding skills.</p> <ul style="list-style-type: none"> Early Development Foundational Skills Lesson Plan is assessed for inclusion of handwriting, capitalization, and punctuation instruction within phonics-based lessons. The Reflection Journal documents candidates' experiences applying letter formation and conventions teaching in real or simulated settings.
<p>7c. Language Development. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> Introduced in Week 2 (Reading Assessments), Week 3 (Science of Reading & Early Literacy Skills), and Week 12 (Differentiated Instruction) through the ELA/ELD Framework and California Dyslexia Guidelines readings, videos, and lectures on culturally responsive literacy instruction. Candidates explore how to leverage students' home languages, dialects, and cultural backgrounds in reading and writing instruction. The course explicitly models translanguaging strategies (e.g., allowing use of home language for brainstorming, translating key vocabulary, and bilingual text use) and discusses multiliteracy 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> In Case Study of a Reader (Sections A & B), candidates collect and analyze student language background information and identify ways to incorporate it into lesson planning. Discussion Board on Culturally Responsive Literacy Practices (Week 12) allows candidates to share and critique strategies that promote multilingualism and multiliteracy. In lesson plan assignments, candidates design activities that integrate students' home languages into vocabulary development, comprehension, and writing tasks. 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> Case Study of a Reader (Sections C & D) is assessed for inclusion of instructional strategies that value and integrate students' existing linguistic repertoires. Reflection Journal entries document candidate insights on using translanguaging and multilingual strategies in classroom instruction. Foundational Skills Competency Checklist (Appendix A) requires candidates to address language development within literacy instruction for multilingual learners. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> Case Study of a Reader Assignment Instructions (Appendix D) – see Sections A, B, and C requirements for

	<p>development in English-medium and multilingual settings.</p>		<p>language background integration.</p> <ul style="list-style-type: none"> • Week 12 Module: Differentiated Instruction – Culturally responsive teaching resources, UDL strategies, and multilingual classroom examples. • ELA/ELD Framework Readings – Language Development and Supporting Multilingual Learners sections.
<p>7d. Effective Expression. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> • Introduced in Week 3 (Science of Reading & Early Literacy Skills) and Week 12 (Differentiated Instruction) through ELA/ELD Framework readings, course lectures, and videos on supporting oral and written expression for multilingual learners. • Candidates are provided models for effective expression in multiple languages—including oral presentations, bilingual book creation, and dual-language writing strategies. • The concept of translanguaging is explicitly introduced as a means of supporting both comprehension and expressive skills in multilingual settings. 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> • In Case Study of a Reader (Sections B & C), candidates design recommendations that build upon students' home languages to enhance expression across speaking, writing, and multimodal projects. • Discussion Board on Multilingual Literacy Strategies (Week 12) provides peer-to-peer exchange of strategies for promoting expression in more than one language. • Lesson plan assignments encourage inclusion of multilingual text sets, bilingual discussion groups, and oral presentations in students' home languages alongside English. 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</p> <ul style="list-style-type: none"> • Case Study of a Reader (Sections C & D) is assessed for inclusion of translanguaging strategies and activities that promote effective expression in English and students' home languages. • Reflection Journal entries require candidates to reflect on instructional approaches that support multilingual students' expressive skills. • Foundational Skills Competency Checklist (Appendix A) includes focus on oral expression and connected text use that may occur in both English and home languages. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> • Case Study of a Reader Assignment Instructions (Appendix D) – Sections B & C criteria on language background integration and instructional planning.

			<ul style="list-style-type: none">• Week 12 Module: Differentiated Instruction – Readings and videos on multilingual expression and translanguaging pedagogy.• ELA/ELD Framework – Chapters on Effective Expression for Multilingual Learners
--	--	--	--

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>TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;</p>	<p>EDEL 4020 Introduction to Instructional Design, Assessment, and Classroom Management - see 7.2 Comments tagged in syllabus under "Course Assignment #9- Universal Design for Learning (UDL)" and Week 12 in the Course Schedule</p> <p>EDSP 4000 Foundations of Special Education – see TPE 7.2 Comments tagged in the Syllabus in "Week 5" of the Course Schedule and under the "Observation and Interview Summary" assignment and the "Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students”" assignment</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on "TPE Overview Assignment" in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.2 tagged in syllabus for "Reflection Journal" assignment and in Course Schedule</p> <ul style="list-style-type: none"> Introduced in Week 1 through the ELA/ELD Framework Overview and UDL principles presentation, highlighting how 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for "Early Reading Development Foundational Skills Lesson Plan" and "Case Study of a Reader" assignments and in Course Schedule</p> <ul style="list-style-type: none"> Practiced in Topic Boards (Weeks 2, 4, and 12) where candidates analyze sample lessons and identify UDL features to support diverse learners Applied in Case Study of a Reader – Sections C & D where candidates plan literacy instruction that incorporates UDL principles and evidence-based strategies tailored to the student’s needs. 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for "Early Reading Development Foundational Skills Lesson Plan" and "Case Study of a Reader" assignments and in Course Schedule</p> <ul style="list-style-type: none"> Assessed through: <ul style="list-style-type: none"> Case Study of a Reader (Sections C & D: lesson planning and reflection on UDL integration). Differentiated Instruction Discussion Board (Week 12) where candidates describe literacy strategies grounded in UDL. Early Development Foundational Skills Lesson Plan with required UDL accommodations. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> Syllabus, Course Outline – Weeks 1, 4, and 12 (UDL introduction and application). Appendix D – Case Study of a Reader assignment instructions (Sections C & D) with UDL requirement.

	<p>UDL supports literacy development for all learners, including multilingual and students with disabilities.</p> <ul style="list-style-type: none"> • Candidates review CA Dyslexia Guidelines and UDL checkpoints in Weeks 4 & 12 to understand how to design accessible literacy lessons. 		<ul style="list-style-type: none"> • Canvas > Week 12 Module – Differentiated Instruction Discussion Board prompt with explicit UDL connection. • Canvas > Week 4 Module – CA Dyslexia Guidelines & UDL checkpoints reading activity.
<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in 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>EDEL 4020 Introduction to Instructional Design, Assessment, and Classroom Management - see 7.2 Comments tagged in syllabus to Course Assignment #4 - Multi-Tiered Systems of Support (MTSS) in syllabus and Week 4 in the Course Schedule</p> <p>EDSP 4000 Foundations of Special Education – see TPE 7.2 Comments tagged in the Syllabus in “Week 5” of the Course Schedule and under the “Observation and Interview Summary” assignment description</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.2 tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <ul style="list-style-type: none"> • Introduced in Week 1 through the Course Overview and ELA/ELD Framework introduction, which includes MTSS as part of California’s approach to equitable 	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <ul style="list-style-type: none"> • Practiced in Case Study of a Reader – Section B (identifying strengths and needs using assessment data and aligning to MTSS tiers). • Applied in Case Study of a Reader – Sections C & D, where candidates design targeted instruction that explicitly identifies Tier 1, Tier 2, and Tier 3 supports. • Practiced in Week 12 Differentiated Instruction Discussion Board, where candidates provide examples of tiered literacy supports for a diverse classroom scenario. <p>EDCI 4160 Curriculum & Teaching of Writing/Language Arts 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>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <ul style="list-style-type: none"> • Assessed through: <ul style="list-style-type: none"> ◦ Case Study of a Reader – Sections C & D lesson planning, with explicit MTSS alignment. ◦ Differentiated Instruction Discussion Board (Week 12) demonstrating understanding of MTSS tiered interventions. ◦ Reflection Journal entries analyzing MTSS implementation in fieldwork. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> • Syllabus, Course Outline – Weeks 4 and 12 (MTSS integration with foundational skills and differentiated instruction).

	<p>instruction.</p> <ul style="list-style-type: none"> • Explicit instruction on MTSS provided in Week 4 (CA Dyslexia Guidelines) and Week 12 (Differentiated Instruction module), covering Tier 1 (best first instruction), Tier 2 (targeted, supplemental instruction), and Tier 3 (intensive intervention referrals). • Candidates explore MTSS connections to foundational skills, assessment use, and targeted supports for multilingual learners and students with disabilities. 		<ul style="list-style-type: none"> • Appendix D – Case Study of a Reader assignment (Sections B, C, D) requiring MTSS tier alignment. • Canvas > Week 4 Module – CA Dyslexia Guidelines with MTSS discussion activity. • Canvas > Week 12 Module – Differentiated Instruction Discussion Board prompt requiring MTSS-based instructional planning. <p>EDCI 4160 Curriculum & Teaching of Writing/Language Arts 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>TPE 5.1 – Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines</p>	<p>EDSP 4000 Foundations of Special Education – see TPE 7.2 Comments tagged in the Syllabus in “Week 5” of the Course Schedule and under the “Observation and Interview Summary” assignment description</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.2 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.2 tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.2 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <ul style="list-style-type: none"> • Assessed in Case Study of a Reader – Section B where candidates analyze reading assessment data to identify decoding, phonics, and fluency needs, explicitly considering dyslexia characteristics. • Assessed in Case Study of a Reader – Section C where lesson plans must incorporate structured literacy principles

			<p>from the Dyslexia Guidelines, including systematic, explicit, cumulative, and multimodal instruction.</p> <ul style="list-style-type: none"> Assessed through Week 12 Differentiated Instruction Discussion Board in which candidates apply Dyslexia Guidelines to plan supports for a given classroom scenario. Assessed in Reflection Journal entries where candidates reflect on application of the Dyslexia Guidelines in their fieldwork site. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> Syllabus, Course Outline – Week 4: CA Dyslexia Guidelines introduced alongside phonics and foundational skills instruction. Syllabus, Course Outline – Week 12: Differentiated Instruction module revisiting Dyslexia Guidelines and structured literacy principles. Appendix D – Case Study of a Reader, Sections B & C scoring guides require candidates to identify needs and design instruction for students at risk for or with dyslexia. Canvas > Week 4 Module: CA Dyslexia Guidelines readings and video content. Canvas > Week 12 Module: Differentiated Instruction Discussion Board with prompt requiring explicit connection to Dyslexia Guidelines.
--	--	--	---

TPE 7.10

Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

TPE 7.10 – Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making

EDSP 4000 Foundations of Special Education – see TPE 7.10

Comments tagged in the Syllabus in “Week 5” of the Course Schedule and under the “Observation and Interview Summary” assignment description

EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.10

Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see

TPE 7.10 tagged in syllabus for “Reflection Journal” assignment and in Course Schedule

- Introduced in Week 2: Reading Assessments through course readings (Fisher, ELA/ELD Framework), lecture, and Canvas videos on formative assessment, progress monitoring, and diagnostic assessment.
- Introduced in Case Study of a Reader instructions (Appendix D) which require candidates to use multiple assessment sources (quantitative and qualitative) to guide instructional recommendations.

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE

7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule

- Practiced in Week 2 Topic Board where candidates interpret sample classroom data and identify student needs.
- Practiced in Week 4 Phonics Lesson Planning and Week 7 Comprehension Lesson Planning where candidates align instruction to progress monitoring results.
- Practiced in fieldwork through informal reading inventories (IRI) and other assessments conducted with their case study student.

EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE

7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule

- Assessed in Case Study of a Reader – Section B where candidates must analyze assessment data, document ongoing monitoring, and explain how results guide instruction.
- Assessed in Case Study of a Reader – Section C where candidates plan lessons based on diagnostic results and describe how progress will be monitored.
- Assessed in Reflection Journal entries where candidates reflect on assessment-driven decision making in their fieldwork site.

Direct Evidence Locations:

- Syllabus, Course Outline – Week 2 & Week 7: Explicit focus on formative assessment, diagnostic techniques, and progress monitoring.
- Appendix D – Case Study of a Reader, Sections B & C scoring criteria require explicit progress monitoring plans and instructional adjustments based on data.
- Canvas > Week 2 & Week 7 Modules: Includes assessment interpretation

			<p>activities and sample progress monitoring tools.</p>
<p>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> <p>TPE 5.1 – Screening for Literacy Profiles and Identifying Potential Reading/Writing Difficulties (including dyslexia and other literacy-related disabilities)</p>	<p><u>EDSP 4000 Foundations of Special Education</u> – see TPE 7.10 Comments tagged in the Syllabus in “<u>Week 5</u>” of the Course Schedule and under the “<u>Observation and Interview Summary</u>” assignment description</p> <p><u>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms</u> – see TPE 7.10 Comments tagged on “<u>TPE Overview Assignment</u>” in the assignment description and Course Schedule</p> <p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u> – see TPE 7.10 tagged in syllabus for “<u>Reflection Journal</u>” assignment and in Course Schedule</p> <ul style="list-style-type: none"> • Introduced in <u>Week 2</u>: Reading Assessments through course readings (Fisher, ELA/ELD Framework), lecture content, and Canvas videos explaining screening vs. diagnostic assessment. • Introduced in <u>Week 4</u>: Word Analysis & Phonics using the California Dyslexia Guidelines and structured literacy resources to identify risk factors for dyslexia and other literacy difficulties. • Introduced in Case Study of a Reader assignment instructions (<u>Appendix D</u>), where candidates are required to conduct initial screenings using formal and 	<p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u> – TPE 7.10 tagged in syllabus for “<u>Early Reading Development Foundational Skills Lesson Plan</u>” and “<u>Case Study of a Reader</u>” assignments and in Course Schedule</p> <ul style="list-style-type: none"> • Practiced during fieldwork by administering Informal Reading Inventories (IRI), phonics screeners, and sight word assessments with their case study student. • Practiced in <u>Week 2</u> Topic Board and Notice/Wonder activity, where candidates interpret student data from screening tools. • Practiced in <u>Week 4</u> phonics lesson planning and data analysis activities where candidates connect screening results to instructional decisions. <p><u>EDEL 4160 Curriculum & Teaching of Reading/ Language Arts</u> – See TPE 7.10 Comment tagged on “<u>Case Study of a Writer</u>” assignment</p> <p>See ‘Case Study of a Writer’ rubric in <u>Appendix E</u> week 15, TPE 7.10 (P) See comments tagged in the syllabus in “Assignments and descriptions” item # 4 of the course schedule, as evidence of the concept being practiced (P).</p>	<p><u>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts</u> – TPE 7.10 tagged in syllabus for “<u>Early Reading Development Foundational Skills Lesson Plan</u>” and “<u>Case Study of a Reader</u>” assignments and in Course Schedule</p> <ul style="list-style-type: none"> • Assessed in <u>Case Study of a Reader – Section B</u>, where candidates document screening results, identify reading/writing strengths and needs, and provide evidence for potential literacy-related difficulties. • Assessed in <u>Case Study of a Reader – Section C</u>, where lesson plans address needs identified through screening and outline how ongoing data will be used to monitor growth. • Assessed indirectly in <u>Reflection Journal</u> entries, where candidates reflect on assessment processes and implications for supporting diverse literacy needs. <p>Direct Evidence Locations:</p> <ul style="list-style-type: none"> • <u>Syllabus</u>, Course Outline – Week 2 & Week 4: Explicit mention of screening, literacy profiles, and dyslexia risk indicators. • <u>Appendix D – Case Study of a Reader</u>: Section B scoring criteria require evidence from screening to support analysis. • Canvas > <u>Week 2</u> & <u>Week 4</u>

	<p>informal tools to establish literacy profiles.</p>		<p>Modules: Includes sample screening tools and dyslexia identification resources.</p> <p>EDEL 4160 Curriculum & Teaching of Reading/ Language Arts – See TPE 7.10 Comment tagged on “Case Study of a Writer” assignment description</p> <p>Case Study of a Writer rubric, TPE 7.10 (A) Week 15</p> <p>See comments tagged in the syllabus in “Assignments and descriptions” item # 4 of the course schedule, as evidence of the concept being assessed (A).</p>
<p>Understand how to appropriately assess and interpret results for English learner students.</p> <p>TPE 5.1 – Assessment and Interpretation for English Learner Students</p>	<p>EDSP 4000 Foundations of Special Education – see TPE 7.10 Comments tagged in the Syllabus in “Week 5” of the Course Schedule and under the “Observation and Interview Summary” assignment description</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.10 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.10 tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Via ELA/ELD Framework readings, course lectures, and Canvas video modules on assessment considerations for multilingual learners, including bias awareness</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>Through in-class data analysis activities using mock and actual case study student assessment data (Weeks 2–4), with a focus on interpreting results for English learners and connecting findings to instructional planning.</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>In the Case Study of a Reader assignment (Section B: Analysis of Reading Data), candidates must analyze assessment results for a multilingual or English learner student, identify strengths and needs, and propose differentiated instructional strategies based on results. This analysis is graded using a rubric that specifically requires accurate interpretation for English learners.</p> <p>Evidence Links:</p> <ul style="list-style-type: none"> • Syllabus: Week 2–4 topics on Reading Assessments and Analysis. • Assignment Description: Case

	<p>and scaffolding assessment tasks.</p>		<p>Study of a Reader – Section B (Appendix D, pages 30–33).</p> <ul style="list-style-type: none"> • Canvas Module: “Assessment for Multilingual Learners” (Week 3).
<p>If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p> <p>TPE 5.1 – Collaboration for Comprehensive Assessment and Support</p>	<p>EDSP 4000 Foundations of Special Education – see TPE 7.10 Comments tagged in the Syllabus in “Week 5” of the Course Schedule and under the “Observation and Interview Summary” assignment description</p> <p>EDCI 4000 Transformative Teaching in Diverse Urban Classrooms – see TPE 7.10 Comments tagged on “TPE Overview Assignment” in the assignment description and Course Schedule</p> <p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – see TPE 7.10 tagged in syllabus for “Reflection Journal” assignment and in Course Schedule</p> <p>Through course lectures, readings from the ELA/ELD Framework, and discussion of the California Multi-Tiered System of Support (MTSS) and referral processes (Weeks 2, 4, and 12). Candidates are introduced to the roles of families, guardians, specialists, and administrators in supporting literacy assessment and intervention, including the use of home language assessment where appropriate.</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>In fieldwork activities, candidates observe and document collaboration between classroom teachers, specialists, and families during literacy assessment and support planning. In-class case scenarios and role-play activities provide opportunities to practice communication and coordination for inclusive settings.</p>	<p>EDEL 4150 Curriculum & Teaching of Reading/ Language Arts – TPE 7.10 tagged in syllabus for “Early Reading Development Foundational Skills Lesson Plan” and “Case Study of a Reader” assignments and in Course Schedule</p> <p>In the Case Study of a Reader assignment, candidates recommend supplemental instructional supports and next steps based on assessment results, including when to collaborate with families, specialists, or initiate referrals for more intensive support. This is explicitly evaluated in Section C (Short-Term Instructional Plan) and Section D (Lesson Implementation & Reflection).</p> <p>Evidence Links:</p> <ul style="list-style-type: none"> • Syllabus: Week 4 (Word Analysis & Phonics – MTSS & Dyslexia Guidelines) and Week 12 (Differentiated Instruction – Inclusive Practices). • Assignment Description: Case Study of a Reader – Sections C & D (Appendix D, pages 30–33). • Canvas Module: “MTSS, Collaboration, and Inclusive Practices” (Weeks 4 & 12).