



Department of Curriculum and Instruction  
Semester/Year

**EDEL 4150 Curriculum and Teaching of Reading and Language Arts**  
(3 units)

<b>Instructor:</b>		<b>Class Location:</b>	
<b>Office:</b>		<b>Class Day/Time:</b>	
<b>Telephone:</b>		<b>Office Hours:</b>	
<b>Email:</b>		<b>Course No.</b>	

**CATALOG DESCRIPTION**

Analysis, application, and evaluation of research-supported strategies for teaching and assessing reading and language arts in various milieu, with an emphasis on academic literacy and foundational skills development in context of Integrated ELA/ELD language literacy, and content.

**REQUIRED TEXT**

Fisher, D., Frey, N., & Lapp, D. (2023). *Teaching reading: A playbook for developing skilled readers through word recognition and language comprehension*. Corwin Press, Inc.

**REQUIRED TEXTS WITH FREE DIGITAL ACCESS**

- [California Common Core State Standards \(CCSS\)](#)
- [California English Language Development \(ELD\) Standards](#)
- [English Language Arts/English Language Development Framework \(ELA/ELD\)](#)
- [California Dyslexia Guidelines](#)

**\*Additional required course readings/videos/resources/modules provided in Canvas**

**HIGHLY RECOMMENDED TEXTS**

- DeVries, B.A. (2023). *Literacy assessment and intervention for classroom teachers*. Routledge.
- Dewitz, P., Graves, M.W. Graves, B.B., & Juel, C.F. (2020). *Teaching reading in the 21<sup>st</sup> century: Motivating all learners*. Pearson.
- Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Heinemann.
- Vacca & Vacca, (2018). *Reading and Learning to Read*. Pearson.

**TEACHING PERFORMANCE EXPECTATIONS (TPE) INTEGRATION**

Each TPE element is introduced through assigned readings, instructor-led lectures, video modules, and Canvas resources. Candidates practice TPE-aligned skills through collaborative discussions, peer teaching, case study assignments, and lesson planning. Assessments include rubric-based evaluations of lesson plans, reflection journals, and the Signature Case Study assignment. Foundational skills are explicitly introduced and tracked through scaffolded modules, a skills checklist, and focused mini-lessons, ensuring comprehensive exposure across all domains.

**PROFESSIONAL STATEMENTS**

**A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University,

Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA College of Education faculty.

### **B. Statement of Reasonable Accommodation**

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

**OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at [OSD@calstatela.edu](mailto:OSD@calstatela.edu) or (323)343-3140.**

### **Other student supports on the Cal State L.A. Campus:**

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:**  
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

### **All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

### **Lactation Rooms:**

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

### **C. Student Conduct**

Student conduct is viewed as a serious matter by the faculty members in the College of Education. Faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations.

Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, CSLA General Catalog).

Academic honesty is expected of all students in the, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

***\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\****

### **D. Technology**

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.

- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computers course before they are formally admitted to the College of Education.

### Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

### California Commission on Teacher Credentialing Standards:

This course is required in the following Program: **CA Multiple Subject Preliminary Teaching Credential**. The Subject-Specific Pedagogical Skills for Teaching English Language Arts in a Multiple Subject Teaching Assignments, listed in **California Standards for the Teacher Preparation (CSTP, 2016)** and the **RICA Standards (2009)** are covered in depth in this course. The competencies/standards are as follows:

<b>Standard 1: CSTP's Teaching English Language Arts in a Multiple Subject Assignment (2016)</b>
<p>a. Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.</p> <p>b. Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects.</p> <p>c. Beginning teachers understand that these sets of content- specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.</p> <p>d. Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities</p>

to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers' study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

- e. Beginning teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively.
- f. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.
- g. Beginning teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- h. Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

(From California Standards for the Teacher Preparation (CSTP), Subject-Specific Pedagogical Skills for Teaching English Language Arts in a Multiple-Subject Teaching Assignments. 2016.)

### **RICA Content Specifications (Standards, 2009)**

<b>Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment (chapters 2, 3, &amp; 10 + Canvas module resources)</b>
COMPETENCY 1: Understand how to plan, organize, and manage standards-based reading instruction.
Competency 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.
<b>Domain 2: Word Analysis (chapters 4, 5, &amp; 10 + Canvas module resources)</b>
COMPETENCY 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.
COMPETENCY 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.
COMPETENCY 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

COMPETENCY 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.
COMPETENCY 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.
<b>Domain 3: Fluency (chapters 5, &amp; 10) + Canvas module resources)</b>
COMPETENCY 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.
COMPETENCY 9: Understand how to promote students' fluency development.
<b>Domain 4: Vocabulary, Academic Language, and Background Knowledge (chapter 9 + Canvas module resources)</b>
COMPETENCY 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.
COMPETENCY 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.
<b>Domain 5: Comprehension (chapters 6, 7, &amp; 8 + Canvas module resources)</b>
COMPETENCY 12: Understand literal, inferential, and evaluative (critical) comprehension and factors affecting reading comprehension.
COMPETENCY 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.
COMPETENCY 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.
COMPETENCY 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

**Note:** This course may address discipline-specific standards as well.

### Student Learning Outcomes (SLO)

**The EDEL 4150 SLOs integrate teaching and assessing Reading/Language Arts (RLA) competences** in the *CSTP's Standard 1. A – H. Preparation to Teach Reading/Language Arts in SB 2042 multiple subject credential program (2016)*; *RICA Standards (2009)*; *the California ELA/ELD Framework for K-12 (2015)*; *the CA Common Core English/Language Arts (ELA) K-8 (K-12) Content Standards (2012)*; and *the CA Dyslexia Guidelines (2017)*.

**SLO 1:** (CSTP 1.h.; TPEs 1.1., 1.8, 3.2., 4.1., 5.1., 5.3., 5.5, 7.2, 7.5, 7.6, 7.10; RICA Domain I.)

Through the course readings, lectures, Professional Learning Network (PLN) group and whole class discussion and activities, quizzes, exams, the Early Reading Development Minilesson, and the Case Study of a Reader signature assignment, the candidate will develop an understanding of and competencies in the administration and analysis of various types of Reading/Language Arts (R/LA) assessments for students identified with potential reading and writing difficulties, including students' at risk for dyslexia and other literacy-related disabilities:

- a. determining students' needs and strengths in the various areas of R/LA, other ELA skill levels, including reading independent, instructional, and frustration levels prior to instruction
- b. constructing instruction based on student's needs and strengths and demonstrated in
- c. determining whether students are making adequate progress on skills and concepts
- d. communicating assessment results to students and involving them in self-assessment of learning goals and progress
- e. determining effectiveness of instruction and students' proficiency after instruction

**SLO 2:** (CSTP 1.a., c., d., f., g.; TPEs 3.1., 3.3., 4.6., 6.1., 7.2, 7.5, 7.6; RICA Domains I., II., III., IV., V.)

Through the course readings, lectures, Professional Learning Network (PLN) group and whole class discussion and activities, and the Reading Case Study assignment, the candidate will acquire an understanding that the five key themes of ELA instructional program described in the ELA/ELD Framework (2015): making meaning, language development, effective expression, content knowledge, and foundational skills are complementary and based on the principle that instruction that integrates reading, writing, speaking, listening, and academic language skills is an effective approach. The candidate develops an understanding that this integrated ELA/ELD instruction when combined with several approaches of teaching and learning such as inquiry-based learning, collaborative learning, and direct instruction supports students' literacy, language, and content learning. The candidate will demonstrate teaching skills for integrated literacy and comprehension by the construction of a lesson that includes citing evidence which supports interpretations or claims from disciplinary, complex literary and informational texts in PLN Groups or for the Case Study of a Reader.

**SLO 3:** (CSTP 1.a., b., c., d., g.; TPEs 4.1., 4.6., 6.1; 7.1, 7.6; RICA Domains I, IV, V)

Through the course readings, lectures, and Professional Learning Network (PLN) group and whole class discussion and activities, the candidate will develop an understanding that the three sets of standards the CA ELD Standards, ELA/Literacy Standards, and Content Subject Standards are intended to be complementary to each other, that academic language (vocabulary, conventions, and knowledge of language-syntax) and literacy skills facilitate learning in History-Social Studies, Science, and Technical Subjects. The candidate applies this principle in designing an integrated, interdisciplinary lesson that supports student learning for the Case Study of a Reader or the PLN Group.

**SLO 4:** (CSTP 1.d.; TPEs 1.4., 7.2; RICA Domains I, II, III, IV, and V.)

Through the course readings, lectures, Professional Learning Network (PLN) group and whole class discussions and activities, exams, and the Case Study of a Reader assignment, the candidate will develop an understanding of several approaches to teaching and learning for students with different needs, including the principles of Universal Design for Learning (UDL) that includes instructional strategies and materials, and assistive media and technology; and Multi-Tiered System of Supports (MTSS), and applies them for teaching academic language and literacy skills to all students including English learners and students with other challenges.

**SLO 5:** (CSTP 1.e.; TPEs 3.1., 3.2., 7.5; RICA Domains I, II, III.)

Through the course readings, lectures, and Professional Learning Network (PLN) group and whole class discussions and activities, the candidate will understand the role of foundational reading skills assessment and instruction (phonemic awareness, letter recognition, concepts of print, speaking and listening skills, phonics, and fluency) in K – Grade 3. The candidate will demonstrate competencies to teach and assess these foundational reading skills through PLN activities, reflection opportunities, and/or the Case Study of a Reader assignment.

### Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations addressed in this course are noted in **blue** in the table below.

TPEs	Description
<b>1. Engaging and Supporting Students in Learning</b>	<ol style="list-style-type: none"> <li>1. Apply knowledge of students...</li> <li>2. Maintain ongoing communication with students and families...</li> <li>3. Connect subject matter to real-life contexts and provide active learning experiences to engage students...</li> <li>4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum...</li> <li>5. Promote students' critical and creative thinking and analysis...</li> <li>6. Provide a supportive learning environment for students' first and/or second language acquisition...</li> <li>7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts...</li> <li>8. Monitor student learning and adjust instruction...</li> </ol>

<b>2. Creating and Maintaining Effective Environments for Student Learning</b>	<ol style="list-style-type: none"> <li>1. Help all students accept and respect diversity... promote students' social-emotional growth, development...</li> <li>2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning</li> <li>3. Establish, maintain, and monitor inclusive learning environments...</li> <li>4. Maintain high expectations for learning with appropriate support...</li> <li>5. Establish and maintain clear expectations for positive classroom behavior ...</li> </ol>
<b>3. Understanding and Organizing Subject Matter for Student Learning</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of subject matter...</li> <li>2. Use knowledge about students and learning goals to organize the...</li> <li>3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy...</li> <li>4. Individually and through consultation and collaboration..., plan for effective subject matter instruction...</li> <li>5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ...</li> <li>6. Use and adapt resources, standards-aligned instructional materials...</li> <li>7. Model and develop digital literacy by using technology to engage students and support their learning...</li> <li>8. Demonstrate knowledge of effective teaching strategies with technology standards...</li> </ol>
<b>4. Planning Instruction and Designing Learning Experiences for Students</b>	<ol style="list-style-type: none"> <li>1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals...</li> <li>2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning...</li> <li>3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas...</li> <li>4. Plan, design, implement and monitor instruction, making effective use of instructional time... integrate and address the ELD standards based on my English learners' levels of language acquisition, ... select materials, resources, and technologies to support the learning needs of English learners...</li> <li>5. Promote student success by providing opportunities for students...</li> <li>6. Access resources for planning and instruction...</li> <li>7. Plan instruction that promotes a range of communication strategies and activity modes ...</li> <li>8. Use digital tools and learning technologies across learning environments...</li> </ol>
<b>5. Assessing Student Learning</b>	<ol style="list-style-type: none"> <li>1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments</li> <li>2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction...</li> <li>3. Involve all students in self-assessment and reflection on their learning goals and progress...</li> <li>4. Use technology as appropriate to support assessment administration, conduct data analysis...</li> <li>5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</li> <li>6. Work with specialists to interpret assessment results from formative and summative assessments...</li> <li>7. Interpret English learners' assessment data to identify their level of academic proficiency in English...</li> <li>8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction...</li> </ol>

<p><b>6. Developing as a Professional Educator</b></p>	<ol style="list-style-type: none"> <li>1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge...</li> <li>2. Establish professional learning goals and make progress to improve practice....</li> <li>3. Recognize own values and implicit and explicit biases...</li> <li>4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families...</li> <li>5. Demonstrate professional responsibility for all aspects of student learning and classroom management...</li> <li>6. Understand and enact professional roles and responsibilities as mandated reporters...</li> <li>7. Critically analyze how the context, structure, and history of public education in California affects and influences...</li> </ol>
<p><b>7. Effective Literacy Instruction for All Students</b></p>	<ol style="list-style-type: none"> <li>1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and their integration.</li> <li>2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</li> <li>3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities.</li> <li>4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</li> <li>5. Foundational Skills. Develop students’ skills in: <ol style="list-style-type: none"> <li>a. print concepts, including letters of the alphabet</li> <li>b. phonological awareness, including phonemic awareness</li> <li>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</li> <li>d. decoding and encoding, including morphological awareness</li> <li>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</li> <li>f. instruction that is structured and organized as well as direct, systematic, and explicit</li> <li>g. connected, decodable text</li> <li>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</li> <li>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.</li> </ol> </li> <li>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, 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. 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.</li> <li>7. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical</li> </ol>

	<p>structures, and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p>8. <b>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. 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>9. <b>Content Knowledge.</b> Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.</p> <p>10. <b>Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.</b></p> <p>11. <b>Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</b></p>
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### TPE TOOLS

Click to view and add these TPE tools to your toolkit. They will support you as a learner in our course and as a beginning teacher throughout our teacher education program:

- [TPE 1-7 Placemat](#)
- [TPE 1-7 Student Self-Assessment Checklist](#)

### CANDIDATE COMPETENCY TRACKING (see Appendix A)

TPEs: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 5.1, 7.2, 7.10

To ensure full alignment with SB 488 and comprehensive preparation for effective literacy instruction, each candidate completes a Foundational Skills Checklist. This checklist ensures that all foundational reading skills—such as print concepts, phonemic awareness, decoding, fluency, and comprehension—are introduced, practiced, and assessed throughout the course. Mastery of these skills is tracked through lesson plans, RICA-aligned essays, case study assignments, and clinical fieldwork. Candidates also complete a TPE Self-Assessment Checklist that allows for continuous reflection and growth on their teaching competencies.

## RICA EXAM

During this course, you will learn how to teach reading/language arts to children and youth. The end result of your studies in the credential program is the issuance of a license to teach in the State of California. There are quite a few requirements for beginning teachers in this state. Not only must you be licensed, but also you must pass a test in Reading and Language Arts called the Reading Instruction Comprehensive Assessment (RICA). **Note: RICA will sunset in June 2025 and a new literacy performance assessment will be operational July 1, 2025.** We have planned thoroughly and carefully to ensure you receive the best preparation program and gain the confidence to provide effective, evidence-based literacy instruction.

RICA assesses candidates' understanding of and ability to apply the RICA Content Specifications (standards) in teaching the K-8 California English Language Arts (ELA) Standards which are available at the Official RICA website, and EDEL 4150 courses address the RICA Standards to prepare candidates to take the RICA exam.

RICA Content Specifications, also referred to as RICA Content Standards are organized into 5 domains, 15 competencies, Attendance and 115 sub-competencies. Below are the names of 5 RICA Domains:

1. Domain I: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
2. Domain II: Word Analysis
3. Domain III: Fluency
4. Domain IV: Vocabulary, Academic Language, and Background Knowledge
5. Domain V: Comprehension

In EDEL 4150, we will cover components of the RICA and introduce you to the structure of the exam. We will also acquaint you with resources that will help you prepare for this test. Time will be set aside to connect RICA domains to content we explore in class in efforts to further support your test-taking efforts.

ASSIGNMENTS	POINTS
Attendance and Participation	60
Discussions	60
Competency Tracking Checklist (see Appendix A)	10
Reflection Journal (2 collections, 25 points each) (see Appendix B)	50
Early Reading Development Foundational Skills Lesson Plan (see Appendix C)	30
Case Study of a Reader – <i>signature assignment</i> (See Appendix D)	140
<b>TOTAL</b>	<b>350</b>

## COURSE ASSIGNMENT DESCRIPTIONS

- **Attendance and Participation: 60 pts** → *15 Sessions*  
**TPE 1.1, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 6.1, 6.2, 7.2, 7.5, 7.6, 7.10**  
**This activity introduces and allows candidates to practice TPE-aligned behaviors such as inclusive communication, collaboration, and creating emotionally supportive learning environments (I/P).**

We are all expected to arrive at class on time prepared to participate as this class relies on everyone's contribution. Points will be deducted from your participation grade for late arrivals or early departures. In addition, to receive credit for attending class, you are expected to actively participate, which includes sitting in a space where you can best focus, listen, and engage as a learner and teacher. Students who need to miss a class must **notify me ahead of time via email** AND also contact a peer in the course who can inform you of any details you need to know so you will be up to date when you return to class. Any student who is absent **more than two** class sessions will be

unable to receive an A in this course, and any student who is absent more than three class sessions will be unable to receive a passing grade for this course. However, communication is key. Should you find yourself in circumstances that cause multiple absences, please reach out to me.

You are expected to participate and contribute to all aspects of our time together. This includes collaboration with peers as well as independent tasks. While we grow our community of readers and teachers of reading/language arts, we will also develop our perspective on diversity and inclusivity as it lives in the reading/language arts classroom. You will work to expand your understanding of not only the reading process, but also the process of lifting a classroom of readers. This will involve honoring students' identities as readers as well as individuals beyond the classroom. This also entails understanding the individual challenges young readers may be facing due to differences in information processing, visual impairments, visual disabilities, etc. Creating a safe and emotionally supportive environment for all students is an essential part of the process.

- **Discussion Board (10 pts. each x 6; 60 Points Total):**

Discussion Boards are introduced as a collaborative platform in Week 1 (I), used to practice content application through peer interaction and reflection across varied literacy topics (P), and indirectly assessed through detailed rubrics that evaluate comprehension, engagement, and communication (A).

Discussion board prompts are posted throughout the course in conjunction with assignments, course materials, and/or teacher-led instruction. Discussions add collaborative learning opportunities and serve as participation/attendance for the week assigned. Initial posts must be uploaded each week by Wednesday, 11:59pm. For every discussion topic, students are to respond to a minimum of two peers. Peer responses are due no later than Sunday, 11:59pm. Discussion boards are graded according to content (answered the prompt in its entirety), writing skills (little to no errors), and detailed, thought-provoking peer responses. The initial post is worth 6 points and each of two peer responses are worth 2 points. Discussions close for grading each week on Sunday. *No late discussions will be accepted for grading.*

- DB #1 (Week 1): Introductions – I (Community building)
- DB #2 (Week 6): Assessment – P (Using data for instruction)
- DB #3 (Week 10): Differentiation – P (ELL/SPED applications)
- DB #4 (Week 12): Lesson Planning – P (Vocabulary and academic language)
- DB #5 (Week 13): Language Development & Translanguaging – P (Multiliteracy and academic language)
- DB #6 (Week 15): Collaboration & Support – P (Family engagement and MTSS Tier 3 connections)

- **Candidate Competency Tracking Checklist (see Appendix A): 10 pts**

TPEs: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 5.1, 7.2, 7.10

To ensure full alignment with SB 488 and comprehensive preparation for effective literacy instruction, each candidate completes a Foundational Skills Checklist. This checklist ensures that all foundational reading skills—such as print concepts, phonemic awareness, decoding, fluency, and comprehension—are introduced, practiced, and assessed throughout the course. Mastery of these skills is tracked through lesson plans, RICA-aligned essays, case study assignments, and clinical fieldwork. Candidates also complete a TPE Self-Assessment Checklist that allows for continuous reflection and growth on their teaching competencies.

- **Reflection Journal (see Appendix B): 50 pts → *Session 8 and Session 15* (two collections)**  
**TPE 6.1, 6.2, 7.2, 7.5, 7.6, 7.10**

This task gives candidates the opportunity to practice reflective thinking aligned with TPEs and is used to assess their synthesis of learning (P/A).

Each week, you will determine if you would like to complete a journal entry in your [Reflection Journal](#) in regards to the topics explored. This includes content explored during our time together, your course text readings, the Topic Board linked in Canvas, etc. Use your journal as a space to jot down your ideas about what you explored. Your entries do need to show a clear connection between your ideas and from where those ideas stem. This task is **not** about summarizing what

you learned. Use this opportunity to share your reaction to what you are learning. That includes things you love, things you find confusing and everything in between! Further detail provided in the link above. Central readings and topics include the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework – required and central components of our coursework – as well as specific topics including foundational reading skills, lesson planning, classroom management, differentiation, social-emotional learning (SEL), Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), English learner (EL) experiences, assessment, diagnostics and screening, dyslexia, and so much more!

- **Early Reading Development Foundational Skills Lesson Plan (see Appendix C): 30 pts**  
**TPE 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.10**

**This lesson plan provides structured practice and is assessed for candidates' understanding of foundational reading instruction and application of TPEs (P/A).**

Through class lectures and resources provided, you will design a lesson (template provided in Canvas) that addresses a foundational reading skill. You will analyze various types of assessment data and use your analysis and interpretation of this data to decide on a *foundational reading skill* to explicitly teach the student. This may include helping the student develop skills in print concepts, letters of the alphabet; phonological awareness, spelling, and word recognition, and/or letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity). The lesson plan will include detailed instruction that is structured, organized, as well as direct, systematic, and explicit including practice in connected, decodable text. It will reflect your understanding and application of the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework. We will explore different possibilities in class and make connections to RICA domains while we are at it! The purpose of this assignment is to (1) understand how assessment informs instructional decision-making, (2) offer continued practice in lesson planning, and (3) build your resourcefulness as a teacher by exploring and accessing information online to help your lesson planning efforts!

- **Case Study of a Reader (140 pts total) – signature assignment (see Appendix D):**  
**TPE 1.1, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 6.1, 6.2, 7.2, 7.5, 7.6, 7.10**

**The case study offers sustained practice with reading instruction, assessment, and differentiation, and it is a summative assessment of multiple TPEs (P/A).**

#### **Case Study Sections:**

- **Section A (Week 4): I (Student data collection and foundational awareness)**
- **Section B (Week 7): P, A (Phonics/fluency lesson design and implementation)**
- **Section C (Week 11): P, A (Foundational skills, phonemic awareness/phonics reading comprehension and instructional strategies)**
- **Section D (Week 14/15): A (Instructional planning and full skill integration)**

#### **Overview:**

To gain expertise in the teaching of reading and language arts to elementary school students, each Cal State LA multiple subject teaching credential methods course includes a fieldwork component. In this course, you are required to spend 15 hours observing reading instruction in a grade K-6 reading classroom that is culturally and/or linguistically diverse with students who are identified as English Learners (ELs) and/or with a students identified with **potential reading and writing difficulties, including students' at risk for dyslexia and other literacy-related disabilities**. In order to receive course credit, your **Fieldwork Verification Log** must document **15 hours** of fieldwork in a K-6 reading/language arts classroom, be verified with the teacher's signature, and be included in the Appendix of your Case Study of a Reader signature assignment which is due week 15. The sections of the Case Study of a Reader will be handed in by sections. Due dates are found on Canvas and within the Course Overview Session by Session (to follow).

This fieldwork component introduces candidates to real-world applications of reading instruction (I), provides opportunities to practice literacy data collection, student interaction, and lesson planning (P), and is assessed through the Case Study of a Reader assignment and accompanying reflection and verification form (A). The program incorporates clinical practice observation tools and formative feedback to ensure candidates are actively teaching foundational reading skills and receiving guidance to improve their instruction. All formative feedback and observations are systematically documented and integrated with coursework (3.3).

This fieldwork will include the following components, as evidenced in your **Case Study of a Reader** signature assignment:

- A study of the classroom environment with a lens on how it supports students as readers.
- A minimum of three classroom observations of this teacher's reading instruction and your case study student as a reader within this context.
- Carry out conversations with your case study student, a student identified as an English learner (EL). (This is the *getting to know* the individual, learner, and reader part of your experience).
- Initiate conversations with the classroom teacher to deepen your understanding of how a teacher navigates the reading classroom, including reading resources, planning, instruction, formative assessment practices, ongoing progress monitoring, diagnostic techniques, screenings, differentiation, methods for communicating with families/guardians/specialists.
- Gather, analyze, and interpret reading assessment data to determine a student's literacy profile, including the reader's strengths and needs as well as their motivations, interests, and attitudes towards reading.
- Understand how to use literacy profile data and screenings to determine any identified potential reading and writing difficulties, including students' at-risk for dyslexia and other literacy-related disabilities.
- Create an evidence-based literacy minilesson that directly addresses a skill you determined will help develop the student's reading skills, including foundational skills and meaning making.
- Your reflection on the lesson you facilitated with your case study student, grounded in an understanding of the ELA and Literacy Standards, ELD Standards, and ELA/ELD Framework, as well as UDL, MTSS, and the CA Dyslexia Guidelines, including the characteristics of dyslexia and structured literacy.
- A fieldwork verification form signed by the teacher of reading whom you observed.

More information about this assignment is provided below and will be detailed further during our time together.

**Please Note:**

You will complete 15 hours of fieldwork experience in a K-6th grade classroom. Your focus will be observing reading instruction. This assignment gives you the opportunity to analyze reading data and other pertinent information about your case study student's reading performance, with the support of a classroom teacher and your course instructor. Based on your thoughtful analysis you will design a minilesson to address a need the student has in reading comprehension (minilesson format provided in Case Study Report Template). The Case Study Report Template in Canvas provides additional details and resources to help you through this process. Please make a copy of this template as it is required to be used for your Case Study of Reader signature assignment.

Part of your fieldwork experience will involve you initiating conversations with the classroom teacher to gather information about your case study student, asking questions to better understand the students' literacy profile, including the teacher's assessment of the students' strengths as well as any potential reading/literacy difficulties the student faces (i.e., at-risk for dyslexia, dysgraphia, and/or other literacy-related disabilities). You will showcase what you learn in your case study report along with other tasks aimed at understanding different aspects of the reading classroom. The Case Study of a Reader will be broken down as follows:

#### A. Fieldwork Context 20 pts

This section introduces (I) candidates to the school and student context where they will observe and apply course content. It initiates the reflective process and sets the foundation for deeper literacy data collection and instructional planning in later sections.

Here you will introduce the reader to your fieldwork classroom, case study student, and the purpose of your fieldwork experience. Introduce the reader to what's ahead. Include the following to shape your introduction.

- Provide basic information (school/district, pseudonym, age, grade level, ethnicity, ELD level, etc.) of your case study student.
- Explain how your case study student was chosen (consider an anecdote to enhance this part of your introduction).
- Sum up the topics of your case study report (refer to each of the sections that follow).
- Share what you hope to gain from your fieldwork experience.

#### B. Analyzing Reading Data 20 pts

This section allows candidates to practice (P) using assessment data to identify student reading needs. By interpreting both qualitative and quantitative reading data in context, candidates begin forming instructional responses based on evidence gathered during their fieldwork.

You will collect information about your case study student's literacy profile, including their reading foundational skills and meaning making. You will (1) attain data offered by the classroom teacher, (2) initiate dialogue with the teacher about the student's reading abilities, and (3) get insight about the student's reading skills from personal interactions with the student. Welcome assessment data from reading inventories, online reading diagnostics (i.e., I-Ready) conducted by the teacher, teacher observations, etc. Reading assessment data can be both quantitative and qualitative data. More information is provided in the Case Study Report Template.

#### C. Minilesson Development 20 pts

This component provides both practice (P) and assessment (A) opportunities as candidates design and justify a targeted literacy minilesson. It assesses the candidate's ability to use assessment data to inform instruction, apply structured literacy strategies, and align plans to state standards and student needs.

Once you have examined and analyzed the student data you have collected, you will find a balance between strength and need! You will develop a minilesson to address a specific area of reading foundational skills and reading comprehension that the student is ready for. This is a skill that through direct, explicit instruction will give the reader the tools essential to decode text and make meaning through deeper understandings of the texts they are reading. In addition to the foundational skills listed under the early reading development foundational lesson plan assignment (see # 3), you will consider the student's reading fluency and their literal and inferential comprehension, high-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking where applicable. Further, you will consider comprehension elements involving character, setting, conflict, point of view, figurative language, symbolism, in texts, etc. We will explore different skills and strategies in class to support your lesson planning efforts and your case study writing. You will also specify the CCSS and ELD standards you are addressing in your minilesson. Lastly, you will design an anchor chart that accompanies your minilesson. This will outline the *Teaching* part of your minilesson.

#### D. Reflection 20 pts

This component serves as an assessment (A) of the candidate's ability to critically evaluate their instructional planning and pedagogical decision-making. It demonstrates their capacity for self-reflection, a key skill in the continuous development of effective teaching practice.

Reflection is a powerful tool in an educator's life. Without a doubt, this practice is an essential part of a teacher's growth and effectiveness. Teachers can reflect on various aspects of a lesson (i.e., personal delivery of the lesson, students' response to all or parts of the lesson, classroom management, lesson preparedness, learning outcomes, etc.). Using this insight helps educators

make choices about their instruction in a meaningful way. While you are not required to carry out this lesson, it is important for you to visualize your lessons before you deliver them. Foreseeing challenges allows you to finetune your lesson and anticipate issues that may arise. In one to two paragraphs detail how your lesson planning went. What area of your minilesson did you spend the most time with? Any challenges you faced? Modifications you made? Was there a particular area that you kept revising? Why? Share any areas where you revised and explain why you made the change. These questions are not all meant to be answered, but rather to guide you in your thought process and response.

**E. Lifting All Learners 20 pts**

This section is practiced (P) as it requires candidates to apply differentiation strategies and inclusive frameworks such as UDL, MTSS, and the CA Dyslexia Guidelines to their instruction, demonstrating responsiveness to diverse learner needs through structured literacy principles.

While you design a lesson on behalf of your case study student, you will want to create a lesson that takes into consideration the different learning needs in a classroom. In this section of your case study, you will indicate the parts of your lesson where you differentiated your instruction to support not only your case study student, but other students in your classroom who are at risk of potential reading and writing difficulties, students at risk for dyslexia and/or other literacy-related disabilities. Describe the ways in which your evidence-based literacy instruction is grounded in an understanding of UDL, MTSS, and the CA Dyslexia Guidelines and structured literacy (comprehensive, systematic, explicit, cumulative, and multimodal instruction that includes phonology, orthography, phonics, morphology, syntax, and semantics). State specifically *what* you did in the minilesson to support your reader and *how* it supports them.

**F. Supporting a Community of Readers 20 pts**

This section is practiced (P) as it requires candidates to thoughtfully envision and describe an inclusive, supportive reading environment that fosters emotional safety, belonging, and engagement among all students based on their fieldwork experiences and professional observations.

In this section, you will consider the general learning environment you would like to provide not only to your case study student, but the entire community. Envision how you would organize your classroom to support your readers. This includes the physical environment as well as behaviors you want your students to acquire. Consider the community as a physical and emotional space. This is your chance to push the standards aside and share how you would shape an environment where students feel supported, safe, and honored. Be sure to explain why the elements you describe would be an essential part of your reading community, and examples of how that might look. Look to inspiration from your fieldwork classroom or other experiences in the classroom.

**G. Appendix - Fieldwork Verification Form 20 pts**

This section is assessed (A) as it verifies successful completion of required fieldwork hours in a K-6 reading/language arts setting, with documentation signed by the supervising teacher, confirming the candidate's engagement with observation, assessment, and instructional planning tasks tied to course objectives.

\*Your final submission will include your complete Case Study. In other words, when you turn in Section E, you are also submitting all previous sections (A-F).

**Total Possible Points: 250** - To calculate your percentage points divide your total points earned by 140 (total points possible). Refer to the scale below for letter grade.

A = 93 – 100 A- = 90 – 92	B+ = 87 – 89 B = 83 – 86 B- = 80 – 82	C+ = 77 – 79 C = 73 – 76 C- = 70 – 72	D = 60 – 69	F = Below 60
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**Course Overview Session by Session**

Weekly Course Schedule Aligned Introduced (I), Practiced (P), and Assessed (A)

**Course Outline: Weeks 1–16 with TPE Instructional Alignment**

Session	Main Discussion Topics	Other/Assignment Due Dates	To Do	Literacy Competency Focus	I/P/A
<p><b>Week 1: Introduction to Course</b>  <b>TPEs: 7.2, 7.6</b>                      Introduced via course overview, Canvas module tour, ELA/ELD Framework exploration; practiced through exploration of resources and standards; assessed through Topic Board engagement.</p>					
<p><b>Session 1</b> 8/20</p>	<p><b>Introduction to Course</b></p> <ul style="list-style-type: none"> <li>• Welcome &amp; introductions</li> <li>• Course overview</li> <li>• Explore resources and materials including reading development “Topic Board”</li> <li>• Overview of ELA and Literacy Standards &amp; ELA/ELD Framework</li> <li>• Introduction to RICA</li> <li>• Introduction to Case Study of a Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Canvas for materials and resources</li> <li>• Explore <i>Reading Development Topic Board</i></li> <li>• DB #1 (Week 1): Introductions – I (Community building)</li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board:</u> <i>Reading Assessments</i></p>	<p>State standards, course framework</p>	I
<p><b>Week 2: Reading Assessments</b>  <b>TPEs: 4.1, 5.1, 5.3, 7.2, 7.6</b>                      Introduced via readings from Fisher, ELA/ELD Framework, and Canvas videos; practiced through small group discussion and assessment data analysis; assessed via Topic Board submission and Notice/Wonder activity.</p>					
<p><b>Session 2</b> 8/27</p>	<p><b>Reading Assessments</b></p> <ul style="list-style-type: none"> <li>• Explore assessment tools and strategies across 5 reading domains</li> <li>• Using assessment results to inform instructional decision-making</li> <li>• Communicating assessment results</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• Connection to instructional reading level</li> <li>• Building a literature rich environment</li> <li>• The “leveled library” and decodable texts</li> </ul> <p>TPE 4.1, 5.1, 5.3, 7.2, 7.6</p>	<ul style="list-style-type: none"> <li>• Revisiting our reading journey</li> <li>• Small group discussion - <i>Reading Assessments</i></li> <li>• Review sample formative assessment data</li> <li>• Review course assignments and Canvas structure</li> <li>• The RICA connection</li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board:</u> <i>Phonological Awareness</i></p> <p>Teaching Reading: <i>Fisher, Frey, Lapp Pgs. 15-23</i></p> <p>Canvas Module 2 Topic Board - readings/videos (ELA and Literacy Standards, ELD Standards, ELA/ELD Framework)</p> <p>Complete NOTICE AND WONDER - pg. 23</p>	<p>Assessment literacy, instructional planning</p>	I/P

			<b>Competency Tracking Checklist</b>		
<p><b>Week 3: Science of Reading and Early Literacy Skills</b>  <b>TPEs: 1.1, 4.4, 4.7, 7.2, 7.5</b>          Introduced via Scarborough's Reading Rope, Fisher (Ch. 2); practiced in small groups reviewing phonological standards and minilesson planning; assessed through Topic Board and Canvas assignments.</p>					
<p><b>Session 3</b> 9/3</p>	<p><b>The Science of Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scarborough's Reading Rope</a></li> </ul> <p><b>Early Reading Development Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Stages of early (emergent) reading development</li> <li>• Print concepts, including letters of the alphabet</li> <li>• Phonological awareness, including phonemic awareness</li> <li>• Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondence</li> <li>• Decoding and encoding, including morphological awareness</li> </ul> <p>TPE 1.1, 4.4, 4.7, 7.2, 7.5</p>	<ul style="list-style-type: none"> <li>• Small group discussion - phonological awareness</li> <li>• Explore K-2nd grade standards - phonemic awareness/phonics</li> <li>• Introduce foundational skills and early literacy development minilesson plan structure</li> <li>• The RICA connection</li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board:</u> <i>Phonological Awareness</i> (continue exploring topic)</p> <p>Teaching Reading: <i>Fisher, Frey, Lapp Pgs. 24-34</i></p> <p>Canvas Module 3 readings/videos</p> <p><b>Complete TAKE ACTION - pg. 27</b></p> <p><b>Complete FIND THE MISTAKE - pg. 32</b></p> <p><b>Competency Tracking Checklist</b></p>	<p><b>Foundational skills, reading stages</b></p>	<p><b>I/P</b></p>
<p><b>Week 4: Word Analysis &amp; Phonics</b>  <b>TPEs: 3.1, 3.2, 4.6, 7.2, 7.3, 7.5</b>          Introduced via Fisher (Ch. 4, 5) and CA Dyslexia Guidelines; practiced through phonics lesson plan design and K-4 standards exploration; assessed in Case Study Section B.</p>					
<p><b>Session 4</b> 9/10</p>	<p><b>Word Analysis &amp; Phonics</b></p> <ul style="list-style-type: none"> <li>• Evidence-based literacy instruction grounded in UDL, MTSS, and CA Dyslexia Guidelines</li> <li>• Structured literacy (instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, multimodal and that includes phonology,</li> </ul>	<ul style="list-style-type: none"> <li>• Explore grades K-4 phonics instruction standards (CCSS)</li> <li>• Lesson planning resources for early reading foundational skills</li> <li>• Revisiting the reading assessments – identifying needs of at-risk students</li> <li>• Phonics and the RICA</li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board:</u> <i>Phonics</i></p> <p>Teaching Reading: <i>Fisher, Frey, Lapp Pgs. 36-44; 53-62</i></p> <p>Canvas Module 4 readings/videos (with CA Dyslexia Guidelines &amp; RICA resource)</p>	<p><b>Phonics instruction, differentiation</b></p>	<p><b>P/A</b></p>

	<p>orthography, phonics, morphology, syntax, and semantics)</p> <ul style="list-style-type: none"> <li>• Connected, decodable text</li> </ul> <p><b>Shaping an Inclusive and Culturally Responsive Learning Environment</b></p> <ul style="list-style-type: none"> <li>• The Read Aloud, honoring student voices and forming reading identities.</li> </ul> <p>TPE 3.1, 3.2, 4.6, 7.2, 7.3, 7.5</p>		<p><b>Competency Tracking Checklist</b></p>		
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**Week 5: Fluency & Structural Analysis**

**TPEs: 3.1, 3.2, 3.3, 4.4, 7.2, 7.5**

**Introduced via Fisher readings and video content; practiced with Read Aloud and syllabication activities; assessed via Read Aloud analysis and fluency planning.**

<p><b>Session 5</b> 9/17</p>	<p><b>Word Analysis and Fluency</b></p> <ul style="list-style-type: none"> <li>• Review phonics instruction</li> <li>• Explore grades 4–8 phonics instruction standards (CCSS)</li> <li>• Structural Analysis</li> <li>• Syllabication strategies</li> <li>• Fluency: accuracy, prosody (expression), and rate (as an indicator of automaticity) – How do teachers guide students’ fluency development?</li> <li>• Text reading fluency instruction that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</li> </ul> <p>TPE 3.1, 3.2, 3.3, 4.4, 7.2, 7.5</p>	<ul style="list-style-type: none"> <li>• Small group discussion - The Read Aloud</li> <li>• Fluency and RICA</li> <li>• Introduction to the 1-2 paragraph RICA essay structure</li> <li>• The RICA connection</li> <li>• Introducing Read Aloud: <i>The Tiger Rising</i></li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board:</u> <i>Phonics</i> (continue exploring topic)</p> <p>Teaching Reading: <i>Fisher, Frey, Lapp</i> Pgs. 77-80, 95, 100, 103</p> <p>Canvas Module 5 readings/videos</p> <p><b>Competency Tracking Checklist</b></p>	<p><b>Fluency, morphology, comprehension</b></p>	<p><b>P/A</b></p>
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**Week 6: Standards & Reading Instruction**

**TPEs: 3.1, 3.2, 3.3, 4.4, 7.6**

**Introduced via ELD/ELA framework readings; practiced with instructional planning activities and story mapping; assessed via Topic Board and Canvas discussion.**

<p><b>Session 6</b> 9/24</p>	<p><b>Closer Look at the Standards</b></p> <ul style="list-style-type: none"> <li>• ELD Standards and reading instruction (Designated ELD vs. Integrated ELD)</li> </ul> <p><b>Reading Instruction</b></p> <ul style="list-style-type: none"> <li>• How do teachers apply the 5 Key Themes to integrate listening, speaking, reading, and writing in their instruction?</li> </ul> <p>TPE 3.1, 3.2, 3.3, 4.4, 7.6</p>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• The wordless picture book</li> <li>• The instructional interactive read aloud</li> <li>• Story mapping</li> <li>• Read Aloud: <i>The Tiger Rising</i></li> <li>• DB #2 (Week 6): Assessment – P (Using data for instruction)</li> </ul>	<p>Complete by next session:</p> <p><u>Topic Board</u>: <i>Lesson Planning</i></p> <p>Browse <i>The Standards Resource</i> on the <u>Topic Board</u>.</p> <p>Teaching Reading: <i>Fisher, Frey, Lapp Pgs. 121-123</i></p> <p>Canvas Module 6 readings/videos</p> <p><u>Competency Tracking Checklist</u></p>	<p>Integrated ELD, oral language</p>	<p>I/P</p>
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**Week 7: Comprehension - Narrative Text**

**TPEs: 3.1, 3.2, 3.3, 4.4, 7.6**

Introduced through Fisher readings and comprehension modeling; practiced via narrative comprehension minilessons; assessed in Case Study Section C.

<p><b>Session 7</b> 10/1</p>	<p><b>Comprehension Processes</b> <i>Narrative Text</i></p> <ul style="list-style-type: none"> <li>• Types of reading curriculum</li> <li>• Layers of reading comprehension</li> <li>• How do teachers model comprehension processes?</li> <li>• Reading workshop structure</li> </ul> <p>TPE 3.1, 3.2, 3.3, 4.4, 7.6</p>	<ul style="list-style-type: none"> <li>• Literary comprehension and RICA</li> <li>• Minilesson walkthroughs</li> <li>• Analyze assessments for comprehension strengths and needs</li> <li>• Read Aloud: <i>The Tiger Rising</i></li> </ul> <p><b>DUE:</b> Early Reading Development Foundational Skills Lesson Plan TPE 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 7.2, 7.5, 7.10</p>	<p>Complete by next session:</p> <p><u>Topic Board</u>: <i>Introduction to Reading Workshop</i></p> <p>Canvas Module 7 readings/videos</p> <p><u>Competency Tracking Checklist</u></p>	<p>Narrative comprehension</p>	<p>P/A</p>
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**Week 8: Lesson Planning Models**

**TPEs: 3.1, 3.2, 4.6, 4.7, 7.2**

Introduced via Canvas modules and lesson plan models; practiced with mentor text lesson design; assessed via Reflection Journal #1.

<b>Session 8</b> <b>10/8</b>	<b>Lesson Planning - Models of Lesson Plan Structure</b> <ul style="list-style-type: none"> <li>• Factors involved in planning, organizing, and managing effective evidence-based reading instruction (direct, explicit, systematic)</li> <li>• Backwards lesson planning design</li> <li>• Mentor texts</li> </ul> <p>TPE 3.1, 3.2, 4.6, 4.7, 7.2</p>	<ul style="list-style-type: none"> <li>• Minilesson walkthroughs</li> <li>• Traditional lesson plan language vs. responsive minilesson plan language (assets vs. deficits)</li> <li>• Read Aloud: <i>The Tiger Rising</i></li> </ul> <p><b>DUE:</b> Reflection Journal (1st collection) TPE 6.1, 6.2</p>	Complete by next session:  <u>Topic Board:</u> <i>Background Knowledge</i>  Canvas Module 8 readings/videos  <b>Competency Tracking Checklist</b>	<b>Explicit literacy planning</b>	<b>I/P</b>
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**Week 9: Close Reading**

**TPEs: 3.1, 3.2, 4.6, 4.7, 7.6**

Introduced via Fisher readings and text-dependent question modeling; practiced in small groups with background knowledge discussion; assessed via Topic Board and Case Study Section A.

<b>Session 9</b> <b>10/15</b>	<b>Close Reading</b> <ul style="list-style-type: none"> <li>• What is <i>Close Reading</i>?</li> <li>• Meaning Making - Utilizing text-dependent questions 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 disciplines)</li> </ul> <p>TPE 3.1, 3.2, 4.6, 4.7, 7.6</p>	<ul style="list-style-type: none"> <li>• Small group discussion - background knowledge</li> <li>• Utilizing Thinking Maps</li> <li>• Close Reading: <i>The Tiger Rising</i></li> </ul> <p><b>DUE:</b> Section A of Case Study of a Reader</p>	Complete by next session:  <u>Topic Board:</u> <i>Close Reading</i>  Canvas Module 9 readings/videos  <b>Competency Tracking Checklist</b>	<b>Close reading, meaning making</b>	<b>I/P</b>
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**Week 10: Reading Conferences**

**TPEs: 1.1, 3.1, 3.2, 4.6, 4.7, 7.2, 7.5, 7.6, 7.10**

Introduced via Canvas materials and independent reading strategies; practiced through conferring activities and theory development; assessed through Case Study Section B planning.

<b>Session 10</b> <b>10/22</b>	<b>Reading Conferences</b> <ul style="list-style-type: none"> <li>• Conferring: Upping the level of reading through targeted instruction based on individual needs</li> <li>• Understanding and reaching "The Reluctant Reader"</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Work on minilesson based on Section B of Case Study</li> <li>• Reading Theories: <i>The Tiger Rising</i></li> <li>• DB #3 (Week 10): Differentiation - P</li> </ul>	Complete by next session:  Independent reading: develop reading theories - chapters TBA  Canvas Module 10	<b>Individualized instruction</b>	<b>P</b>
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	TPE 1.1, 3.1, 3.2, 4.6, 4.7, 7.2, 7.5, 7.6, 7.10	(ELL/SPED applications)	readings/videos <b>Competency Tracking Checklist</b>		
<b>Week 11: Minilessons and Comprehension</b> <b>TPEs: 1.1, 3.1, 3.2, 4.6, 4.7, 7.2, 7.5, 7.6, 7.10</b> Introduced via mentor texts and modeling comprehension; practiced by developing and sharing minilessons; assessed through Case Study Section B.					
<b>Session 11</b> <b>10/29</b>	<b>Reading Minilessons</b> <ul style="list-style-type: none"> <li>Continue exploring the reading minilesson.</li> <li>Identifying the main idea of a text</li> <li>Developing reading theories</li> <li>Monitoring comprehension and understanding meaning making</li> </ul> TPE 1.1, 3.1, 3.2, 4.6, 4.7, 7.2, 7.5, 7.6, 7.10	<ul style="list-style-type: none"> <li>Read Aloud: <i>The Tiger Rising</i></li> <li>Share minilesson progress with PLN</li> </ul> <b>DUE:</b> Section B of Case Study of a Reader	Complete by next session:  <u>Topic Board:</u> <i>Classroom Management</i>  Canvas Module 11 readings/videos  <b>Competency Tracking Checklist</b>	<b>Comprehension strategy use</b>	<b>P/A</b>
<b>Week 12: Differentiated Instruction</b> <b>TPEs: 3.2, 3.3, 4.4, 4.7, 7.2, 7.10</b> Introduced via Canvas readings on dyslexia and UDL; practiced via discussions and jottings; assessed via Topic Board and Dyslexia Guidelines module.					
<b>Session 12</b> <b>11/5</b>	<b>Differentiating Instruction</b> <ul style="list-style-type: none"> <li>Principles and guidelines for differentiating instruction for ELs and special population students (special needs, gifted students, students at risk of dyslexia and other literacy-related disabilities)</li> <li>Taking a closer look at signs of dyslexia in the developing reader, <a href="#">California Dyslexia Guidelines</a>, UDL</li> </ul> <b>Classroom Management</b> <ul style="list-style-type: none"> <li>Building a Community of Readers</li> </ul> TPE 3.2, 3.3, 4.4, 4.7, 7.2, 7.10	<ul style="list-style-type: none"> <li>Independently read <i>The Tiger Rising</i> (pages TBA)</li> <li>Jot your thinking:               <ul style="list-style-type: none"> <li>Signposts</li> <li>Reading theories</li> <li>Window &amp; Mirrors</li> </ul> </li> </ul> DB #4 (Week 12): Lesson Planning – P (Vocabulary and academic language)	Complete by next session:  <u>Topic Board:</u> <i>Differentiating Instruction</i>  Canvas Module 12 Spotlight: Chapters 4, 5, 7, 9,10, & 11 readings/videos – <a href="#">California Dyslexia Guidelines</a>  UC/CSU e-Learning Module - Introduction to Dyslexia (10 lessons)  <b>Competency Tracking Checklist</b>	<b>Accessibility, inclusion</b>	<b>P/A</b>

**Week 13: Literary Texts & Meaning Making**

**TPEs: 3.5, 4.4, 4.7, 7.6**

Introduced through Fisher readings and comprehension strategy modeling; practiced via character analysis and textual evidence activities; assessed via Case Study Sections C & D.

<p><b>Session 13</b> 11/12</p>	<p><b>Meaning Making – Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Continue developing reading theories</li> <li>• Comprehension of increasingly complex literary texts</li> <li>• Determining main ideas in the text</li> <li>• All things characters</li> <li>• Textual evidence</li> <li>• Windows &amp; Mirrors - finding ourselves in the stories we read and exploring new perspectives</li> </ul> <p>TPE 3.5, 4.4, 4.7, 7.6</p>	<ul style="list-style-type: none"> <li>• Share jottings about at-risk students from fieldwork experiences</li> <li>• Literary comprehension and RICA</li> <li>• Read Aloud: <i>The Tiger Rising</i></li> </ul> <p><b>DUE:</b> Section C &amp; D of Case Study of a Reader</p> <p>Language Development &amp; Translanguaging – P (Multiliteracy and academic language)</p>	<p>Continue drafting Case Study of a Reader assignment</p> <p><b>Competency Tracking Checklist</b></p>	<p><b>Literary analysis, self-reflection</b></p>	<p><b>P</b></p>
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**Week 14: Informational Texts & Vocabulary**

**TPEs: 3.5, 4.4, 4.7, 7.6**

Introduced via vocabulary development readings and close reading instruction; practiced through read-aloud and informational comprehension; assessed via Canvas assignments and Topic Board.

<p><b>Session 14</b> 11/19</p>	<p><b>Meaning Making – Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Comprehension of increasingly complex nonfiction texts</li> <li>• Close Reading informational text</li> <li>• Revisit RICA - comprehension domain</li> </ul> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Supporting vocabulary development within your reading instruction and beyond</li> <li>• Stages of vocabulary development</li> </ul> <p><b>Academic Language Development</b></p> <ul style="list-style-type: none"> <li>• What is academic language?</li> </ul>	<ul style="list-style-type: none"> <li>• Informational reading comprehension and RICA</li> <li>• Read Aloud: <i>The Tiger Rising</i></li> </ul>	<p>Complete by next session:</p> <p>Teaching Reading: <i>Fisher, Frey, Lapp Pgs. 136-142, 163-164</i></p> <p>Canvas Module 14 readings/videos</p> <p><b>Competency Tracking Checklist</b></p>	<p><b>Comprehension and language use</b></p>	<p><b>P</b></p>
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	<ul style="list-style-type: none"> <li>Monitoring &amp; assessing academic language</li> </ul> <p>TPE 3.5, 4.4, 4.7, 7.6</p>				
<b>11/26 Fall Recess No Classes</b>					
<p><b>Week 15: RICA Workshop</b></p> <p><b>TPEs: 1.1, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 6.1, 6.2, 7.2, 7.5, 7.6, 7.10</b></p> <p><b>Introduced via RICA review and reflection; practiced through final review and collaboration; assessed through final Case Study submission.</b></p>					
<p><b>Session 15</b> 12/3</p>	<p><b>RICA Workshop</b></p> <ul style="list-style-type: none"> <li>Review RICA Resources</li> <li>Looking back</li> <li>Key takeaways</li> </ul>	<ul style="list-style-type: none"> <li>Review key domains/concepts pertaining to reading development</li> </ul> <p><b>DUE:</b> Complete Final Case Study of a Reader (A-G) TPE 1.1, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 6.1, 6.2, 7.2, 7.5, 7.6, 7.10</p> <p>DB #6 (Week 15): Collaboration &amp; Support – P (Family engagement and MTSS Tier 3 connections)</p>		<p><b>Assessment integration</b></p>	<p><b>A</b></p>
<p><b>Week 16: Final Reflection &amp; Closure</b></p> <p><b>TPEs: 6.1, 6.2</b></p> <p><b>Introduced via final Canvas module and reflection prompts; practiced throughout course and journals; assessed through Reflection Journal #2.</b></p>					
<p><b>Finals Week</b> 12/9</p>	<p><b>DUE:</b> Reflection Journal (final collection) TPE 6.1, 6.2</p> <p><b>Competency Tracking Checklist</b></p>			<p><b>Reflective integration</b></p>	<p><b>A</b></p>

## Appendices

### Appendix A: Foundational Skills Competency Checklist

TPEs: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 5.1, 7.2, 7.7, 7.10

Skill Area	Introduced	Practiced	Assessed	Notes (e.g., assignment or session #)
Phonological Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Phonemic Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Concepts of Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alphabet Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Letter-Sound Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spelling-Sound Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sound-Symbol Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decoding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encoding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Word Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fluency (Accuracy, Rate, Prosody)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Morphological Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Syntax and Sentence Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Semantics (Vocabulary and Meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Connected Text (e.g., decodable books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Foundational Skill → Aligned TPE(s)

Foundational Skill	Aligned TPE(s)
Print Concepts	TPE 3.1 – Understands how to deliver comprehensive systematic early literacy instruction
Phonological & Phonemic Awareness	TPE 3.1, 3.2 – Explicit teaching of foundational reading skills including sound awareness
Phonics & Decoding	TPE 3.1, 3.2 – Direct instruction in phonics and spelling-sound correspondences

<b>Fluency (rate, accuracy, prosody)</b>	<b>TPE 3.1, 3.2 – Guides students in developing reading fluency and automaticity</b>
<b>Sight Words / High-Frequency Words</b>	<b>TPE 3.1 – Systematic teaching of sight word recognition</b>
<b>Vocabulary Development</b>	<b>TPE 3.3, 7.7 – Integrates vocabulary building and academic language instruction</b>
<b>Comprehension (Literal, Inferential, Critical)</b>	<b>TPE 3.3, 4.4 – Teaches comprehension strategies; analyzes and supports meaning-making</b>
<b>Writing Mechanics &amp; Conventions</b>	<b>TPE 3.4 – Builds writing skills including grammar, punctuation, and spelling</b>
<b>Reading Assessment &amp; Data Analysis</b>	<b>TPE 4.1, 4.4, 5.1 – Uses assessment data to inform instruction and monitor progress</b>
<b>Supporting Students with Dyslexia / Disabilities</b>	<b>TPE 3.2, 3.5, 7.2, 7.10 – Applies UDL, MTSS, and CA Dyslexia Guidelines to support diverse learners</b>

## Appendix B: Reflection Journal

### Reflection Journal Assignment: Course Learning and Professional Growth

#### Overview:

The Reflection Journal provides a structured but low-pressure opportunity to synthesize your learning each week. You will reflect on concepts introduced in class sessions, readings (e.g., Teaching Reading by Fisher, Frey, & Lapp), videos, and activities such as Topic Boards and minilesson planning. This journal supports your development as a reflective practitioner and aligns with California TPE 6.1 and 6.2.

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#### Instructions:

- Each week, decide whether to complete a journal entry.
  - Submit your first journal collection by Session 8 and the final collection by Finals Week (Session 16).
  - Use the editable PowerPoint journal file on Canvas. You will add to the same file throughout the semester and submit it twice.
  - This is not a summary assignment—focus on your personal reactions, confusions, insights, and evolving thinking.
  - Reference specific content informally, e.g.:
    - "In the article on Scarborough's Reading Rope..."
    - "During our Session 5 Read Aloud analysis..."
    - "According to the CA Dyslexia Guidelines video..."
- 

#### TPEs Introduced, Practiced, and Assessed:

- TPE 6.1: Reflects on teaching practices to improve instruction and student learning.
    - Introduced through journal prompts, readings, and instructor modeling.
    - Practiced weekly through entries responding to course content and fieldwork observations.
    - Assessed through submission of Journal Collections #1 and #2.
  - TPE 6.2: Recognizes own values and biases and reflects on instructional decisions.
    - Introduced through classroom discussions on equity, UDL, literacy development, and culturally responsive teaching.
    - Practiced through journal responses reflecting on teaching choices and student diversity.
    - Assessed in journal entries that explore growth, challenges, and reactions to diverse learners' needs.
-

Requirements:

Each entry must:

- Include the date and session/topic it responds to.
- Reference at least one specific source (e.g., reading, video, class activity).
- Share a personal reaction, insight, or struggle related to the week’s learning.
- Write naturally—no formal structure required.
- Aim for a minimum of 5–7 thoughtful entries per collection.

**Rubric:**

	Expectation Not Met <i>(1 point)</i>	Expectation Nearly Met <i>(3 points)</i>	Expectation Met Entirely <i>(5 points)</i>
References: Includes 2–3 different sources (e.g., lecture, course text, topic board) per reflection.	Few or no sources referenced	Only 1 source referenced or some reflections are missing sources	Consistently references 2–3 sources per entry
Entries: Minimum of 4 reflection entries completed	Fewer than 2 entries	2–3 entries completed	4 or more entries completed
Word Count: Each entry is between 400–500 words	Most entries significantly under or over word count	Some entries meet word count range	4 or more entries completed
Reflection Quality: Entries are thoughtful and reflective—include reactions, connections, and curiosities	Mostly summary or surface-level comments	Some thoughtful reflection, but inconsistent	Deep, meaningful reflection throughout
Timeliness: Reflection journal submitted by the due date	Submitted late without explanation	Submitted late with communication	Submitted on time
<b>Total</b>			<b>25</b>

## Appendix C: Assignment Instructions and Scoring Guide for Early Reading Development Foundational Skills Lesson Plan

### Assignment: Early Reading Development Foundational Skills Lesson Plan

Points: 30

Aligned TPEs: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.10

I/P/A: Introduced in Weeks 3–5; Practiced in Canvas and class activities; Assessed through this submission and Case Study Part B

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### Overview

As part of your Case Study of a Reader, you will analyze assessment data to identify a key foundational literacy skill that your student needs support in (e.g., phonemic awareness, concepts of print, alphabetic knowledge, phonics, decoding, fluency). You will design and submit a complete reading minilesson addressing that skill, using structured, explicit, and systematic instruction techniques modeled in class.

This lesson plan will be based on evidence-based practices grounded in Universal Design for Learning (UDL) and CA Dyslexia Guidelines and will include a mentor text or relevant media.

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### Instructions

#### 1. Identify the Need

- Use the assessment analysis from Section B of your Case Study to determine which foundational reading skill the student needs explicit instruction in.
  - *I: Introduced in class discussions and readings on assessment (Weeks 2–3).*
  - *P: Practiced in Topic Board and small group exploration.*
  - *A: Assessed through minilesson alignment with student need.*

#### 2. Design the Lesson

- Use the provided lesson plan template to write a full minilesson. The lesson must follow the 5-part minilesson structure:
  - Connection
  - Teaching Point
  - Teaching
  - Active Engagement
  - Link
- *I: Introduced in Weeks 4–5 with Canvas videos, class models, and modeling.*
- *P: Practiced through peer discussion, draft feedback, and modeled examples.*

o **A: Assessed using the rubric criteria listed below.**

3. Anchor Chart

- o Create a sample anchor chart to support the key skill taught in your minilesson. This should visually reinforce the teaching point for your learner.

4. Incorporate Media

- o Include a mentor text, educational video, or other literacy-rich media as part of your lesson. Choose material appropriate for early readers (K-2).

5. Submit

- o Upload your completed lesson plan and anchor chart (photo or scan) to Canvas. Be prepared to present or discuss your minilesson in class.

**Rubric:**

Early Development Foundations Skills Data Analysis & Lesson Design	Points
Addresses the need identified in Section B of the Case Study Report.	5
Addresses a <i>foundational skill</i> in reading development (i.e., alphabet knowledge phonics, phonemic awareness, concepts of print, word recognition, and/or letter-sound, spelling-sound, and sound-symbol correspondences, fluency, etc.)	5
Includes use of a mentor text, video, or other media.	5
Each part of the minilesson is carried out as intended (connection, teaching point, teaching, active engagement, link).	5
Minilesson is accompanied by an anchor chart.	5
Overall minilesson shows a solid understanding of how a lesson should be organized and detailed.	5
<b>Total</b>	<b>30</b>

## Appendix D: EDEL 4150:

Curriculum and Teaching of Reading and Language Arts

Points: 140 total

### Aligned TPEs

1.1, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 6.1, 6.2, 7.2, 7.5, 7.6, 7.10

### I/P/A Alignment

- Introduced during Weeks 1–3 through syllabus orientation, Canvas modules, readings, and topic boards
  - Practiced through fieldwork activities, teacher interviews, in-class discussions, and assessments
  - Assessed in the seven formal sections of the final multi-section portfolio report
- 

### Overview

Throughout the semester, you will document and analyze the reading development of one case study student. Using fieldwork notes, assessments, and lesson planning, you will explore the child's strengths and needs, design and teach a reading minilesson, reflect on the experience, and contextualize your work within the broader literacy environment. Your final submission is a comprehensive, multi-section report with artifacts and images embedded where appropriate.

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### Instructions & Scoring Guide

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#### Section A: Fieldwork Context (20 points)

**TPEs:** 6.1, 6.2, 7.2

**I/P/A:** Introduced via syllabus orientation and Canvas Week 1 module; practiced through fieldwork introductions and teacher interviews; assessed through written narrative and artifact curation.

- Introduce yourself and describe your fieldwork site.
  - Create a detailed student profile including demographic info, language history, and educational background. Explain how and why this student was selected.
  - Provide a summary of your report sections and what you hope to gain from this experience.
  - Include a sketch of the classroom layout and at least one relevant photo or image.
  - **Artifacts:** Embed at least 2 images (e.g., classroom photo, student desk, school exterior, sketch).
- 

#### Section B: Analysis of Reading Data (20 points)

**TPEs:** 4.1, 5.1, 5.3, 7.2

**I/P/A:** Introduced during Weeks 2–3 topic boards and assessment discussions; practiced through interpreting real classroom assessments; assessed through written analysis supported by evidence.

- Identify 2–3 strengths and 2–3 needs based on student-specific assessment data (quantitative and qualitative).
  - Clearly name specific reading skills (e.g., phonemic awareness, decoding, fluency, comprehension).
  - Include completed IRI Summary Sheet (Appendix A) and scanned assessments (Appendix B).
  - Analyze multilingual learner literacy profiles and cross-language transfer considerations.
- 

### **Section C: Minilesson Development (20 points)**

**TPEs:** 3.1, 3.2, 3.3, 4.6, 4.7, 7.2, 7.5, 7.6, 7a, 7c

**I/P/A:** Introduced via lesson plan models and Canvas modules; practiced through minilesson design and peer feedback; assessed through submission and rubric evaluation.

- Develop a minilesson addressing a key short-term need identified in Section B.
  - Align lesson with ELA and ELD standards, CA Dyslexia Guidelines, UDL, and MTSS frameworks.
  - Explicitly include differentiation strategies for multilingual learners and students with literacy-related disabilities.
  - Accompany the lesson with an anchor chart and mentor text or media.
  - Submit a detailed lesson plan with clear anticipatory set, objectives, direct instruction, guided practice, and independent activities.
- 

### **Section D: Reflection (20 points)**

**TPEs:** 6.1, 6.2

**I/P/A:** Introduced in weekly journal prompts; practiced through reflection journal entries; assessed through final reflection submission.

- Reflect thoughtfully on your minilesson planning and preparation.
  - Address challenges, successes, and areas of growth.
  - Discuss how the experience informed your instructional approach and understanding of literacy development.
- 

### **Section E: Lifting All Learners (20 points)**

**TPEs:** 3.2, 3.5, 7.2, 7.10

**I/P/A:** Introduced in course discussions and readings; practiced through lesson differentiation plans; assessed through reflection and case study analysis.

- Describe how you differentiated instruction to support diverse learners, including those at risk for dyslexia and other literacy-related disabilities.

- Identify specific skills addressed and explain their support for various learner needs.
- Reflect on how your minilesson could be improved based on feedback or further review.

## Section F: Supporting a Community of Readers (20 points)

**TPEs:** 3.1, 3.2, 6.1, 6.2

**I/P/A:** Introduced through classroom management readings and discussions; practiced in fieldwork observation; assessed through written narrative.

- Envision and describe the reading community environment you would create.
- Include physical and emotional support strategies for all learners.
- Incorporate examples from your fieldwork classroom or other experiences.
- Embed one or more images that represent your vision for a community of readers.

## Section G: Appendix (20 points)

**TPEs:** 4.1, 4.4, 5.1, 5.3

**I/P/A:** Introduced through fieldwork and assessment instructions; practiced by compiling artifacts; assessed through completeness and organization.

- Include a signed Fieldwork Verification Form documenting 15 hours of observation.
- Include the completed IRI Summary Sheet (Appendix A).
- Include scanned marked-up IRI assessments at independent, instructional, and frustration levels (Appendix B).
- Attach any additional relevant artifacts such as lesson materials and anchor charts.

**Total: 140 points**

**Rubric:**

SECTION CONTENT	ARTIFACT (Where indicated, embed at least two images for the section)	Points
<p><b>A. Fieldwork Context</b></p> <ul style="list-style-type: none"> <li>• Introduction of self</li> <li>• Student profile</li> <li>• Explanation of how your case study student came to be</li> <li>• Summary of report topics</li> <li>• Share what you hope to gain from your fieldwork experience</li> </ul>	<p>Sketch of classroom layout Classroom photos School image Relevant image that connects to content you present in this section</p>	<p>20</p>

<p><b>B. <u>Analysis of Reading Data</u></b></p> <ul style="list-style-type: none"> <li>● 2-3 strengths identified supported with evidence</li> <li>● 2-3 needs identified supported with evidence</li> <li>● Strengths and needs are specific reading skills</li> <li>● Assessment data is referenced (this includes quantitative and/or qualitative data)</li> </ul>	<p>Assessment data (omit student's name) Fieldwork notes Student jottings Books read by student Reading work</p>	<p>20</p>
<p><b>C. <u>Minilesson Development</u></b></p> <ul style="list-style-type: none"> <li>● Completed minilesson</li> <li>● Addresses the need identified in Section B of the Case Study Report</li> <li>● Addresses reading comprehension</li> <li>● Includes use of a mentor text</li> <li>● Each part of the minilesson is carried out as intended (connection, teaching point, teaching, active engagement, link)</li> <li>● Minilesson is accompanied by an anchor chart</li> <li>● Minilesson is grounded in specific, related aspects of the ELA and Literacy Standards, ELD Standards, and ELA/ELD Framework</li> </ul>	<p>Minilesson planning page Mentor text used Anchor chart Other teaching materials</p>	<p>20</p>
<p><b>D. <u>Reflection</u></b></p> <ul style="list-style-type: none"> <li>● Thoughtful reflection that addresses the minilesson planning process</li> <li>● Includes strengths and/or challenges</li> </ul>	<p>(free choice, no artifacts required)</p>	<p>20</p>
<p><b>E. <u>Lifting All Learners</u></b></p> <ul style="list-style-type: none"> <li>● Thoughtful reflection of minilesson in relation to supporting special population students including those at-risk of dyslexia or other literacy-related disability</li> <li>● Specifically identifies skills and who they support</li> <li>● Shares areas where minilesson could have been improved upon further review of minilesson</li> </ul>	<p>(free choice, no artifacts required)</p>	<p>20</p>
<p><b>F. <u>Supporting a Community of Readers</u></b></p> <ul style="list-style-type: none"> <li>● Thoughtful approach to developing a reading community that considers the needs of all learners</li> <li>● Considers functionality of physical classroom space</li> <li>● Addresses aspects of classroom management</li> </ul>	<p>Free choice (select image(s) that best represent your vision.  Image from fieldwork classroom that you want to make part of your future classroom.</p>	<p>20</p>
<p><b>G. <u>Appendix</u></b></p> <ul style="list-style-type: none"> <li>● Fieldwork Verification Log is complete</li> </ul>	<p>Fieldwork Verification Log (required - must be signed)</p>	<p>20</p>
<b>Total</b>		<b>140</b>

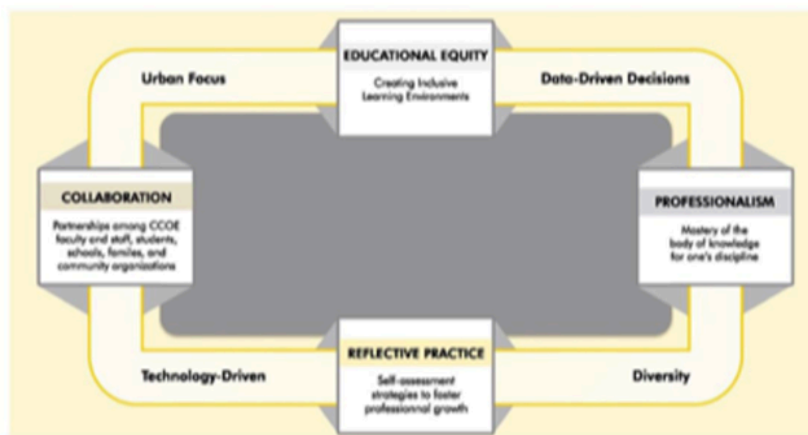
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



### CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

#### EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socioeconomic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

#### PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

#### COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

#### REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.