

Statewide Literacy Office Updates

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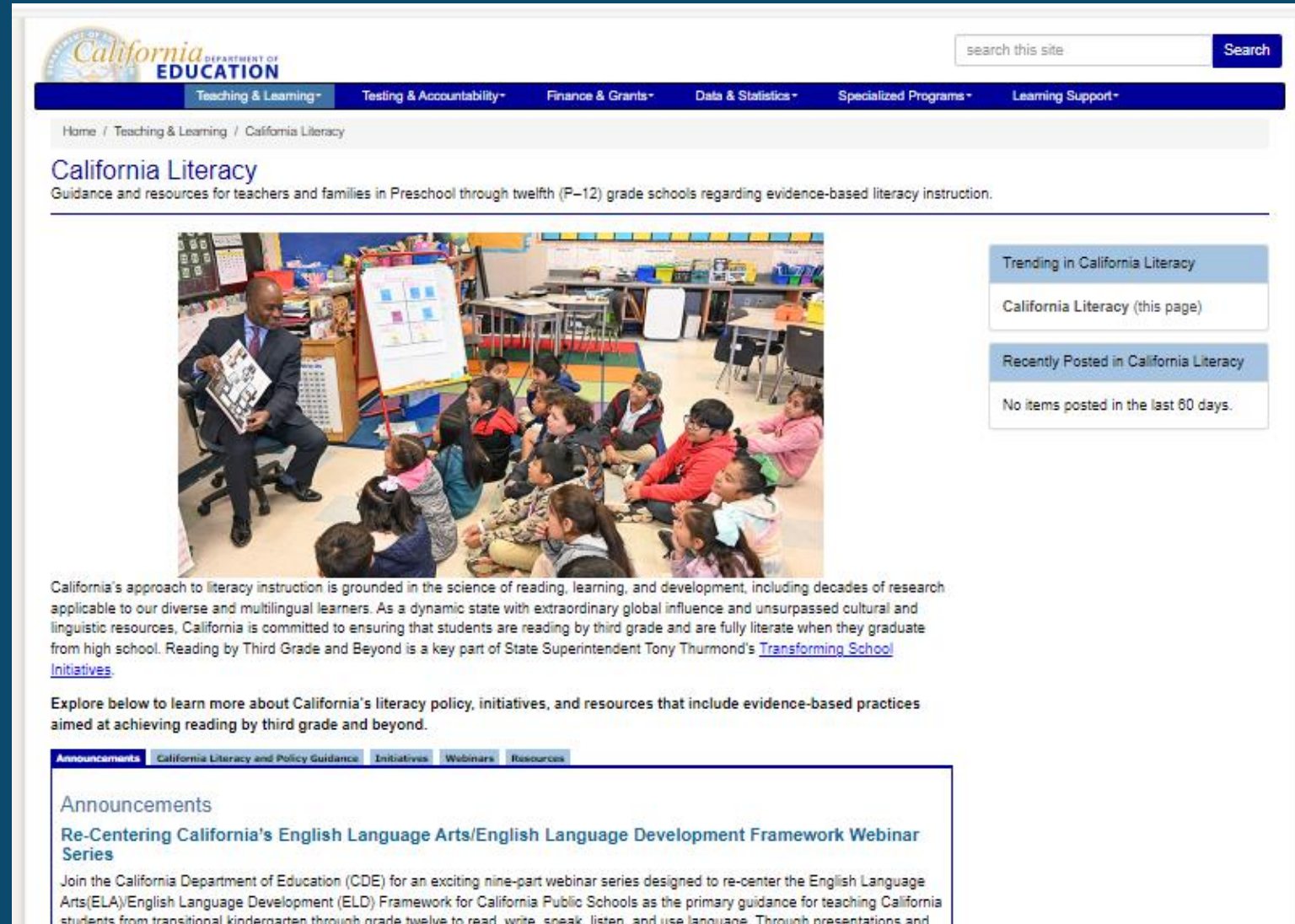
CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Agenda

- California Literacy Webpage
- ELA/ELD Framework Webinar Series
- SB 1115, Professional Learning: Mathematics & Literacy
- Comprehensive Literacy State Development Grant
- Teacher Preparation/CTC
- Literacy Roadmap
- Screening for Risk of Reading Difficulties

California Literacy Webpage



The screenshot shows the California Department of Education's Literacy webpage. At the top, there is a search bar and a navigation menu with categories like Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The main heading is "California Literacy" with a subtitle: "Guidance and resources for teachers and families in Preschool through twelfth (P-12) grade schools regarding evidence-based literacy instruction." A central image depicts a man in a suit reading to a group of children in a classroom. To the right, there are sections for "Trending in California Literacy" (highlighting the current page) and "Recently Posted in California Literacy" (showing no recent posts). Below the image, a paragraph explains California's literacy approach, grounded in research, and mentions State Superintendent Tony Thurmond's "Transforming School Initiatives." A navigation bar below the text lists "Announcements," "California Literacy and Policy Guidance," "Initiatives," "Webinars," and "Resources." The "Announcements" section is expanded, showing a webinar series titled "Re-Centering California's English Language Arts/English Language Development Framework Webinar Series." The announcement text describes a nine-part webinar series for the English Language Arts (ELA)/English Language Development (ELD) Framework for California Public Schools, aimed at teaching students from transitional kindergarten through grade twelve to read, write, speak, listen, and use language.

California Department of Education


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California Literacy

Guidance and resources for teachers and families in Preschool through twelfth (P-12) grade schools regarding evidence-based literacy instruction.



Trending in California Literacy

California Literacy (this page)

Recently Posted in California Literacy

No items posted in the last 60 days.

California's approach to literacy instruction is grounded in the science of reading, learning, and development, including decades of research applicable to our diverse and multilingual learners. As a dynamic state with extraordinary global influence and unsurpassed cultural and linguistic resources, California is committed to ensuring that students are reading by third grade and are fully literate when they graduate from high school. Reading by Third Grade and Beyond is a key part of State Superintendent Tony Thurmond's [Transforming School Initiatives](#).

Explore below to learn more about California's literacy policy, initiatives, and resources that include evidence-based practices aimed at achieving reading by third grade and beyond.

Announcements California Literacy and Policy Guidance Initiatives Webinars Resources

Announcements

Re-Centering California's English Language Arts/English Language Development Framework Webinar Series

Join the California Department of Education (CDE) for an exciting nine-part webinar series designed to re-center the English Language Arts (ELA)/English Language Development (ELD) Framework for California Public Schools as the primary guidance for teaching California students from transitional kindergarten through grade twelve to read, write, speak, listen, and use language. Through presentations and

<https://www.cde.ca.gov/ci/cl/>

California Literacy Webpage Introduction

California's approach to literacy instruction is grounded in the science of reading, learning, and development, including decades of research applicable to our diverse and multilingual learners. As a dynamic state with extraordinary global influence and unsurpassed cultural and linguistic resources, California is committed to ensuring that students are reading by third grade and are fully literate when they graduate from high school. Reading by Third Grade and Beyond is a key part of State Superintendent Tony Thurmond's Transforming School Initiatives.

Recentering California's ELA/ELD Framework

Tuesdays, 3:30-4:45 pm

Sept. 26, 2023	Overview of the Framework & Comprehensive Literacy
Oct. 10, 2023	Foundational Skills
Nov. 14, 2023	ELD and Multilingual Programs
Dec. 12, 2023	Language Development
Jan. 9, 2024	Meaning Making
Feb. 13, 2024	Effective Expression
Mar. 12, 2024	Content Knowledge
Apr. 9, 2024	Assessment and Intervention
May 14, 2024	Systems for Implementation & the California Literacy Roadmap

SB 1115 Professional Learning: Mathematics & Literacy

- Introduced by Senator Monique Limón; Sponsored by State Superintendent of Public Instruction, Tony Thurmond
- Focus on evidence-based, proven programs of professional learning in mathematics & literacy, incorporating the principles of science of reading & the *ELA/ELD Framework*
- Passed Senate Education Committee 7-0
- Amendments pending
- Will request \$500 million to support 320,000 educators
- Next hearing in Senate Appropriations, May 6, 2024

Comprehensive State Literacy Development (CLSD) New Federal Competition

- Announced in Federal Register April 23, 2024
- Applications due June 24, 2024
- Competitive Preference Priorities
 - Partnerships with institutions of higher education
 - Impacts of COVID-19, instructional approaches & supports
 - Education equity/underserved students
 - Key transitional stages for students
- State Needs Assessment, State Comprehensive Literacy Plan, etc.
- Funding for 5 years estimated @ \$11 million per year
 - 95% in subgrants (15% birth-K entry; 40% K-5; 40% 6-12)
 - 5% state operations, including evaluation

Teacher Preparation/CTC

- Literacy and Reading Instruction Website
<https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction>
- SB 488 (Chap. 678, Stats. 2021)
 - Updated literacy standards for teacher preparation (2022 & 2023)
 - Updated Teaching Performance Expectations (TPEs) (2022 & 2023)
 - Certification of Multiple Subject, Education Specialist, PK-3 ECE Specialist Instruction programs in 2024-2025
 - Literacy Performance Assessment operational July 1, 2025, replacing the Reading Instruction Competence Assessment (RICA)
- Standards for added authorization/specialist credentials to be revised in future

Literacy Standard 7

Introduction & Overview

- K-12 Standards
- ELA/ELD Framework
- Universal Design for Learning
- Asset-based Practices
- Multi-Tiered System of Support
- Multilingual Programs
- Assessment for Various Purposes

Crosscutting Themes

Foundational Skills
Meaning Making
Language Development
Effective Expression
Content Knowledge

Students with Disabilities

Integrated & Designated ELD

Standard Section 7g. Integrated and Designated English Language Development (p.8)

¶1 - Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics.

¶2 - Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout

Section 7g (continued)

¶12 (cont.) - the school day and across disciplines. All candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem¹² to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

Section 7g (continued)

¶3 - The Multiple Subject credential program prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study.

Teaching Performance Expectations

7.11 *Multiple Subject and Single Subject Candidates:* 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.

Literacy Roadmap



Literacy Roadmap

- See April 30, 2024, Update
 - Timeline
 - Development Team
 - Planned or Ongoing Consultation
 - Roundtables
 - Draft Outline
 - Components
 - Literacy Content Block
- Legislation
- Draft Literacy Content Block for Grade One

Literacy Roadmap Legislation (1)

SEC. 117. (a) ...The Literacy Roadmap shall:

(1) Include models of effective practice that incorporate the five themes of the English language arts and English language development framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Literacy Roadmap Legislation (2)

(2) Describe to local educators, site leaders and local educational agency administrators, and members of governing boards or bodies of local educational agencies, how they can use the English language arts and English language development framework, along with other existing resources, to offer evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as development of vocabulary, comprehension, writing, speaking, and listening skills.

Literacy Roadmap Legislation (3)

(3) Provide practical direction for literacy instruction and intervention across content areas in alignment with the state-adopted standards for all pupils, including English learners, pupils with disabilities, pupils struggling with reading, and early learners.

Draft Content Block as of April 30, 2024

Revisions in Progress

Key Themes of the ELA/Literacy and ELD Standards for Core Instruction by Grade Level

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Foundational Skills	Print Concepts/Letter Names					
	Phonological Awareness/Phonemic Awareness		Advanced Phonemic Awareness			
	Phonics, Decoding/Encoding, Spelling Patterns			Advanced Phonics, Morphological Awareness, Spelling & Syllable Patterns		
	Text Reading Fluency					
Meaning Making	Meaning Making with Complex Text					
Language Development	Vocabulary, Using Language/Grammatical Understandings					
Effective Expression	Writing, Discussing, Presenting, Using Language Conventions					
Content Knowledge	Wide Reading, Engaging with Informational Text, Engaging with Research					

Based on the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)

Draft Content
Block as of
April 30,
2024

Revisions in
Progress

Framing Questions for Lesson Planning

When planning lessons, teachers consider the application of the themes, principles, and practices discussed throughout the ELA/ELD Framework. Teachers plan lessons that 1) affirm and incorporate students' cultural and linguistic assets, multi-layered identities, abilities, interests, and home and community experiences; 2) address areas of growth based on various assessment results; and 3) align with unit goals and ELA and ELD grade level standards. Teachers consider the following questions as they plan lessons:

For All Students	For English Learners	For Students with Reading Difficulties, like Dyslexia
<ul style="list-style-type: none"> o What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? o What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? o Which clusters of CA CCSS for ELA/Literacy does this lesson address? o What background knowledge, skills, and experiences do my students have related to this lesson? o How complex are the texts and tasks? o How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? o How are principles of Universal Design for Learning incorporated into the lesson design? o How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> o What are the English language proficiency levels of my students? o Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? o What sounds are transferable between English and the student's home language? How will this inform explicit instruction of the sounds that do not transfer? o What language structures might be new and/or present opportunities for explicit instruction? o How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes? o How are you incorporating ELD standards and instructional strategies to provide both integrated and designated instruction? o How will my students and I monitor ELD progress? 	<ul style="list-style-type: none"> o What supplemental and/or intensive instruction and supports will this lesson address? o What diagnostic data supports designing targeted instructional response to individual student needs? o What literacy-related IEP goals will students with an IEP need to be addressed in the lesson task? o What types of scaffolding, accommodations, or modifications will individual students, including students with IEP/504 plans, need to effectively engage in the lesson tasks? o How will my students and I monitor supportive and/or targeted goals?

Note: Adapted Figure 3.18 of the ELA/ELD Framework, pg. 190

Draft Content Block as of April 30, 2024

Revisions in Progress

Grade One Literacy Content Block (Sample)

The following 120-minute uninterrupted literacy block is provided as a sample and is not intended to be prescriptive. The times provided are meant to signal that sufficient time should be allocated for each component. Core instruction will be provided in both whole-group and small-group settings to address students' different learning needs. Some students will receive additional targeted and intensive instruction based on assessed needs.

Block	Components and Instruction
<p>Foundational Skills with Integrated ELD</p> <p>(35-55 minutes or 40-50% of instructional time)</p> <p><i>Based on student needs</i></p>	<ul style="list-style-type: none"> ● Components <ul style="list-style-type: none"> ○ Print Concepts ○ Phonological/Phonemic Awareness ○ Phonics/Word Recognition: Decoding and Encoding ○ Text Reading Fluency ● Instructional Guidance and Considerations <ul style="list-style-type: none"> ○ <i>Content Standards:</i> RF.1.1-4; L.1.2d & e; L.1.4a-c; ELD.PIII; ○ <i>Themes:</i> Foundational Skills, Language Development, Meaning Making (Appendix #: 5 Key Themes Overview) ○ <i>Grouping:</i> Whole group and small group ○ Teach students to recognize, identify, and manipulate sounds in words, specifically blending (including consonant blends) and segmenting (Appendix #) ○ Incorporate a foundational skills routine (Appendix #) ○ Use direct, explicit, systematic, and multimodal strategies ○ Emphasize cross-linguistic transfer for multilingual students, including cognates and sounds that are the same or different in English and the students' home language.
<p>Integrated Reading and Writing with Integrated ELD</p> <p>(55-65 minutes or 50-60% of instructional time)</p> <p><i>Based on student needs</i></p>	<ul style="list-style-type: none"> ● Components <ul style="list-style-type: none"> ○ Comprehension of Literary and Informational Texts <ul style="list-style-type: none"> ■ Vocabulary and Language Structures ■ Reading and Discussing Complex Text ○ Composition (Opinion, Informative, and Narrative) <ul style="list-style-type: none"> ■ Writing in Response to Text ■ Process and Project Writing ■ Language Conventions ● Instructional Guidance and Considerations <ul style="list-style-type: none"> ○ <i>Content Standards:</i> RL.1.1-7, 9, 10; RI.1.1-10; RF.1.1-4; W.1.1-3, 5-8; SL.1.1-6; L.1.1-2, 4-6; ELD.PI.1.1-12; ELD.PII.1-7 ○ <i>Themes:</i> Effective Expression, Meaning Making, Language Development, Foundational Skills, Content Knowledge (Appendix #) ○ <i>Grouping:</i> Whole group and small group ○ Use direct, explicit, and systematic, as well as contextualized, collaborative, and inquiry-based strategies

Draft Content Block as of April 30, 2024

Revisions in Progress

Intervention with Integrated ELD (15-30+ minutes) <i>Based on student needs</i>	Intervention <ul style="list-style-type: none">• Targeted supplemental small-group instruction to address students' assessed needs in foundational skills, reading, writing, or language according to the standards and themes• Intensified support in addition to the instructional minutes of core literacy instruction on a daily or as needed basis using progress monitoring data
Extension with Integrated ELD (15-30+ minutes) <i>Based on student needs</i>	Extension <ul style="list-style-type: none">• Integrated literacy and content instruction provided for all students connected to the standards and themes• Project-based or thematic units (e.g., science, social studies) that culminate in written products, oral, or multimedia presentations• Collaborative and inquiry based• May extend the Integrated Reading and Writing portion of the literacy block

Designated English Language Development Duration and frequency based on student need and local context	Designated ELD <ul style="list-style-type: none">• Designed to address students' English language proficiency development• Based on ELD standards and connected to the Integrated Reading and Writing core literacy content block• Domains: Reading, Writing, Speaking, Listening• Provided for students identified as English learners in addition to the core literacy content block• Provided in connection with literacy, as well as other content areas (i.e., mathematics, history-social science, science, visual and performing arts, and health)
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Recommended Evidence-Based Strategies IN DEVELOPMENT (2)

- Foundational Skills with Integrated ELD
 - Print Concepts
 - Phonological/Phonemic Awareness
 - Phonics/Word Recognition: Decoding and Encoding
- Integrated Reading and Writing with Integrated ELD
 - Comprehension of Literary and Informational Texts
 - Vocabulary and Language Structures
 - Reading and Discussing Complex Text

Recommended Evidence-Based Strategies IN DEVELOPMENT (2)

- Integrated Reading and Writing with Integrated ELD (continued)
 - Composition (Opinion, Informative, and Narrative)
 - Writing in Response to Text
 - Process and Project Writing
 - Language Conventions
- Intervention with Integrated ELD
- Extension with Integrated ELD
- Designated ELD

Screening for Risk of Reading Difficulties



Screening for Risk of Reading Difficulties

April 30, 2024, Update

- Panel Members
- Panel Tasks
- Panel Meeting Dates
- Other Events
- More Information
- Mailing List
- EC 53008, Evaluation Criteria
- EC 53008, Excerpts Related to LEA Responsibilities
- Considerations for LEA Planning and Implementation

Legislative Deadline	Required Activity
January 31, 2024	SBE to appoint Reading Difficulties Risk Screener Selection Panel (RDRSSP)
December 31, 2024	Panel to approve list of screening instruments
June 30, 2025	LEAs to adopt one or more screening instruments
2025-2026	LEAs to assess K-2 students annually

EC 53008 – Evaluation Criteria (1)

- A. Use of direct measurement ... to determine if a pupil is at risk of a reading difficulty, including dyslexia.
- B. Measurement of domains that may predict dyslexia and other reading disorders, ...
- C. Evidence that the tool is normed and validated using a contemporary multicultural and multilanguage sample of pupils, with outcome data for pupils whose home language is a language other than English as well as those who are native English speakers.

EC 53008 – Evaluation Criteria (2)

- D. Integration of relevant pupil demographic information, such as home language, English language fluency, and access to prekindergarten education, to more fully understand a pupil's performance.
- E. Guidance and resources for educators regarding how to administer screening instruments, interpret results, explain results to families, including in pupils' primary languages, and determine further educational strategies, assessments, diagnostics, and interventions that should be considered and that are specific to each type of pupil result. Guidance and resources provided shall be informed by the ELA/ELD Framework ... and the California Dyslexia Guidelines ... as well as knowledge of effective interventions for the specific needs of individual pupils, and shall reflect a tiered interventions model aligned with the Multi-Tiered Systems of Support.

Table Discussions

Choose one of the following documents in the April 30, 2024, Update to review and discuss:

- EC 53008, Excerpts Related to LEA Responsibilities, pp. 3-5
- Considerations for LEA Planning and Implementation, pp. 6-7

Items related to multilingual learners highlighted in yellow



Q & A

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