

LITERACY ROADMAP

Updated April 30, 2024

Legislation

[Section 117 of the Education Senate Bill 114](#) appropriated \$1,000,000 to the California Department of Education (CDE) to create, in consultation with the executive director of the State Board of Education (SBE), a Literacy Roadmap to help educators apply the state’s curriculum framework to classroom instruction, navigate the resources and professional development opportunities available to implement effective literacy instruction, and improve literacy outcomes for all pupils with a focus on equity. The Literacy Roadmap shall:

- 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.
- 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.
- 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.

In performing this work, the CDE, in consultation with the executive director of the SBE, shall solicit the input of literacy experts and practitioners in the development of the Literacy Roadmap. The CDE shall post the Literacy Roadmap on its website and use the statewide system of support and other initiatives to disseminate it statewide.

Timeline

- Funding available for three years, 2023–2024 to 2025–2026
- Literacy Content Blocks for kindergarten and grade one to be completed June 2024
- Remainder of project completed in phases during 2024–2025
- Focus on dissemination in 2024-2025 and 2025–2026

Development Team

- CDE Statewide Literacy Office, Lead
- Sacramento County Office of Education and San Bernardino County Superintendent of Schools, Contractors
- WestEd, Region 15 Comprehensive Center, Partner

Planned or Ongoing Consultation

- State Board of Education
- CISC ELA/ELD Subcommittee – Breakout groups to review Literacy Content Blocks planned for May 9, 2024, meeting
- Statewide Literacy/Language Leads (LCRSET, RII, CDI, CCLA, CLSD, EWIG, Regional EL Specialists, CRLP, CWP)
- Roundtables for specific topics including experts and practitioners
- CCEE
- Individual experts in literacy, multilingual education, and disabilities/dyslexia

Roundtables

Thank you to everyone who has participated in one of the three roundtables to provide input on the literacy content block for grade one. Three roundtables have been conducted to date:

- Dual Language Immersion Expert and Practitioner Roundtable, February 26, 2024
- English-Medium Expert and Practitioner Roundtable, April 15, 2024
- Reading Difficulties and Dyslexia Expert and Practitioner Roundtable, April 22, 2024

An **additional roundtable is scheduled for Monday, May 13, 2024, 3:30-4:45 pm**, to gather input from K-3 classroom teachers, coaches and specialists working in elementary schools, and elementary site administrators.

Interested individuals may register to participate in the Classroom Implementation Roundtable at the following:

<https://us02web.zoom.us/meeting/register/tZYvdu2qpjggHNfs4uVgKLTvr0K6wwikFpq9>.

DRAFT LITERACY ROADMAP COMPONENTS

Overview and Framing

English Language Arts/English Language Development Framework

- Circles of Implementation as California’s Conceptual Model for Comprehensive and Integrated Literacy

Learning Principles

- Evidence-Based Instruction
- Universal Design for Learning
- Multi-Tiered System of Support
- Multilingualism and Multiliteracy, including Integrated and Designated ELD and Dual Language Immersion
- Support for Whole Child and Family
- Assessment System

Framing Questions for Lesson Planning

- For All Students
- Add for English Learners
- Add for Students with Reading Difficulties, including Dyslexia

Learning Conditions and Literacy Instruction “Look Fors”

- Instructional content
- High-priority activities
- Type of instruction/continuum of support (MTSS)
- Learning cycle
- Grouping
- Scheduling
- Settings/centers

Graphic overview of Key Themes by Grade Level

Sample Schedules

- Daily and weekly
- Literacy connections across content areas
- Full curriculum – ELA, mathematics, history/social science, science, physical education, arts, health

System Improvement/Implementation Planning

- Assessment to guide instruction
- Instructional personnel
- Professional learning and coaching
- Planning for first best instruction, supplemental instruction, and interventions

Appendixes

Definitions

DRAFT Literacy Content Blocks (presented in table format)

Grades

- Elementary: TK, K, 1, 2, 3, 4-5
- Secondary: 6-8, 9-12

Literacy Areas

- Foundational Skills, including Integrated ELD
 - Phonological/phonemic awareness
 - Phonics, decoding, encoding, spelling patterns, and language conventions
 - Text reading fluency
- Integrated Reading, Writing, and Discussion/Language, including Integrated ELD
 - Vocabulary and language structures
 - Reading and discussing literary and informational texts (or viewing and discussing presentations)
 - Writing in response to and discussing literary and informational texts (or making and discussing presentations)
- Intervention
- Designated ELD
- Extension

For Each Area

- Guiding questions
- Duration
- Themes
- Instruction
- Skills and standards
- Planning materials and resources

Multilingual Options

- Dual language immersion
- Developmental bilingual