

Teaching Performance Expectations for Multiple Subject and Single Subject Preliminary Credential Candidates

Domain 7: Effective Literacy Instruction for All Students

- 7.1 Plan and implement evidence-based literacy^{1 2} instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- 7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- 7.3 Incorporate asset-based pedagogies⁴ and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy

¹ Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes and standards are overlapping and should be integrated.

² For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech to text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

³ Applicable literacy-related standards for Multiple Subject and Single Subject English candidates are the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards. Applicable literacy-related standards for other Single Subject candidates are the California Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards.

⁴ [Asset-based pedagogies](#) view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students’ cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students’ lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

development in languages other than English in multilingual (dual language and bilingual education) programs.⁵

- 7.4 Provide literacy instruction (and/or integrated content and 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.
- 7.5 **Foundational Skills.**⁶ **Multiple Subject Candidates:** Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. **Multiple Subject and Single Subject English Candidates:** Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. **Multiple Subject and Single Subject Candidates:** 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.
- 7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. 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.
- 7.7 **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. 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.

⁵ See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for program standards and teaching expectations specific to multilingual programs.

⁶ See also the [Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects](#).

- 7.8 **Effective Expression.** Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. 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. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- 7.9 **Content Knowledge.** 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. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.⁷
- 7.10 **Multiple Subject and Single Subject English Candidates:** Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ 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.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
- 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

⁷ See [California Digital Learning Integration and Standards Guidance](#) for additional information.

⁸ See [Teaching Performance Expectations](#), Domain 5: Assessing Student Learning, for additional details.

⁹ See [California Practitioners’ Guide for Educating English Learners with Disabilities](#) for additional information.

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.