

CSU

The California
State University



PREPARING TEACHERS TO PROVIDE EXCELLENT LITERACY INSTRUCTION





THE GOAL OF LITERACY INSTRUCTION

Literacy empowers. Instruction is provided to children, youth, and adults so that they may successfully access and use printed texts and other media, including digital and visual sources, to meet their needs—whether those needs are related to academic achievement, professional responsibilities, social interests and obligations, spiritual development, or personal pleasure—and to contribute as informed and thoughtful members of their local, national, and global communities.

Literate individuals are able to navigate through complex and abstract text of different genres, employing a variety of strategies to make sense of spoken, printed, digital, and visual content. They seek and synthesize information from a variety of sources and draw tentative conclusions. They critically evaluate text.

Literate individuals also are able to harness the power of both the spoken (or signed) and printed word as they speak and write to explain, argue, describe, persuade, inform, imagine, and entertain. They organize language, whether through speech, American Sign Language, Braille, print, visual representations, or other media, to aid thinking and to communicate with a range of audiences for different purposes. Literacy empowers individuals to achieve their personal potential and to contribute to their community's potential. Literacy development is a lifelong process, and instruction and experiences in preschool through grade twelve provide the foundation upon which future possibilities are built.

INTRODUCTION

Literacy is essential in the complex world of today and tomorrow. Being able to read, write, and communicate orally or through signing is crucial for success in college and careers as well as for personal, social, and economic well-being. Furthermore, a literate populace is fundamental to preserving our democratic, pluralistic society. Knowledgeable teachers who provide quality instruction are essential to helping children and adolescents become literate, and these teachers must be available to all students in California.

At the California State University (CSU), the largest university system in the world, teacher preparation is a primary mission. Teacher education faculty at 22 campuses and CalStateTEACH, most of whom are former elementary or secondary school teachers and all of whom hold advanced degrees, annually prepare the majority of California's new teachers. In addition, the CSU provides advanced graduate preparation in literacy education for experienced teachers; many campuses offer state-approved Reading and Literacy Added Authorization and/or Reading and Literacy Leadership Specialist Credential programs as well as master's degrees in reading and language arts. In these graduate programs, teachers develop expertise in literacy education, and they develop the skills to assume leadership positions in literacy education in their schools and districts.



The purpose of this publication is to share information about how the CSU prepares teachers to provide literacy instruction to California's diverse population of children and adolescents. Becoming an expert teacher is a career-long endeavor. During the initial preparation period at the university, teacher candidates become knowledgeable about research and theory regarding how individuals learn to read, write, and communicate orally or through signing and continue to develop as readers, writers, and language users. Teacher candidates also learn about lesson planning and delivery; curriculum and instruction; formative assessment processes and summative assessment of students' literacy development and proficiency, including recognizing the signs of difficulties, disabilities, and giftedness; how to provide appropriate literacy instruction based on assessed needs, is responsive to the learners in their classrooms, and promotes equity; how to evaluate the effectiveness of their teaching; and how to use technology in literacy instruction and assessment.

To earn accreditation from the California Commission on Teacher Credentialing, CSU programs must demonstrate that coursework and field experiences are rigorous and align with standards that identify what teachers need to know and be able to do to support students' literacy development. Candidates' readiness to teach is measured by successful completion of coursework and supervised fieldwork/clinical practice, and by demonstrating proficiency on the Reading Instruction Competency Assessment (RICA) and a Teaching Performance Assessment. In these assessments, teacher candidates demonstrate their proficiency with literacy instruction in various ways—through multiple-choice assessment items, written responses of differing lengths, and videotaped teaching episodes.

The CSU literacy faculty play a vital role in initial and advanced teacher preparation. Our partners in this process include practicing teachers, district administrators, curriculum specialists, county offices of education, the California State Board of Education, the California Department of Education, the California Commission on Teacher Credentialing, and professional organizations. All help to initiate new teachers into the profession and work to further their development. For example, the CSU provides the theoretical, research-based, and practical foundations for teaching literacy skills and collaborates with district partners to prepare teachers to use standards-aligned materials and programs, effectively organize and manage classrooms, and thoughtfully and skillfully employ instructional strategies that advance the literacy development of diverse students. Furthermore, because learning to teach is a career-long endeavor, communities' priorities and understandings change, and new knowledge is generated by research, the CSU works with its partners to provide ongoing professional learning opportunities for practitioners.

This publication is organized into three parts. First, the principles that guide literacy instruction in CSU teacher preparation programs are addressed. Second, core elements of literacy instruction are identified, and finally the CSU literacy faculty are portrayed.



FUNDAMENTAL PRINCIPLES THAT GUIDE LITERACY INSTRUCTION IN THE CSU

The following principles are embraced by the CSU literacy faculty, and they serve as underpinnings for our teacher preparation courses and advanced studies in literacy. These principles are grounded in literacy research, theory, and practice. These same principles serve as a foundation for the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools*, the *California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, the Standards for Educator Preparation, and the standards for the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential programs offered at many campuses of the California State University.

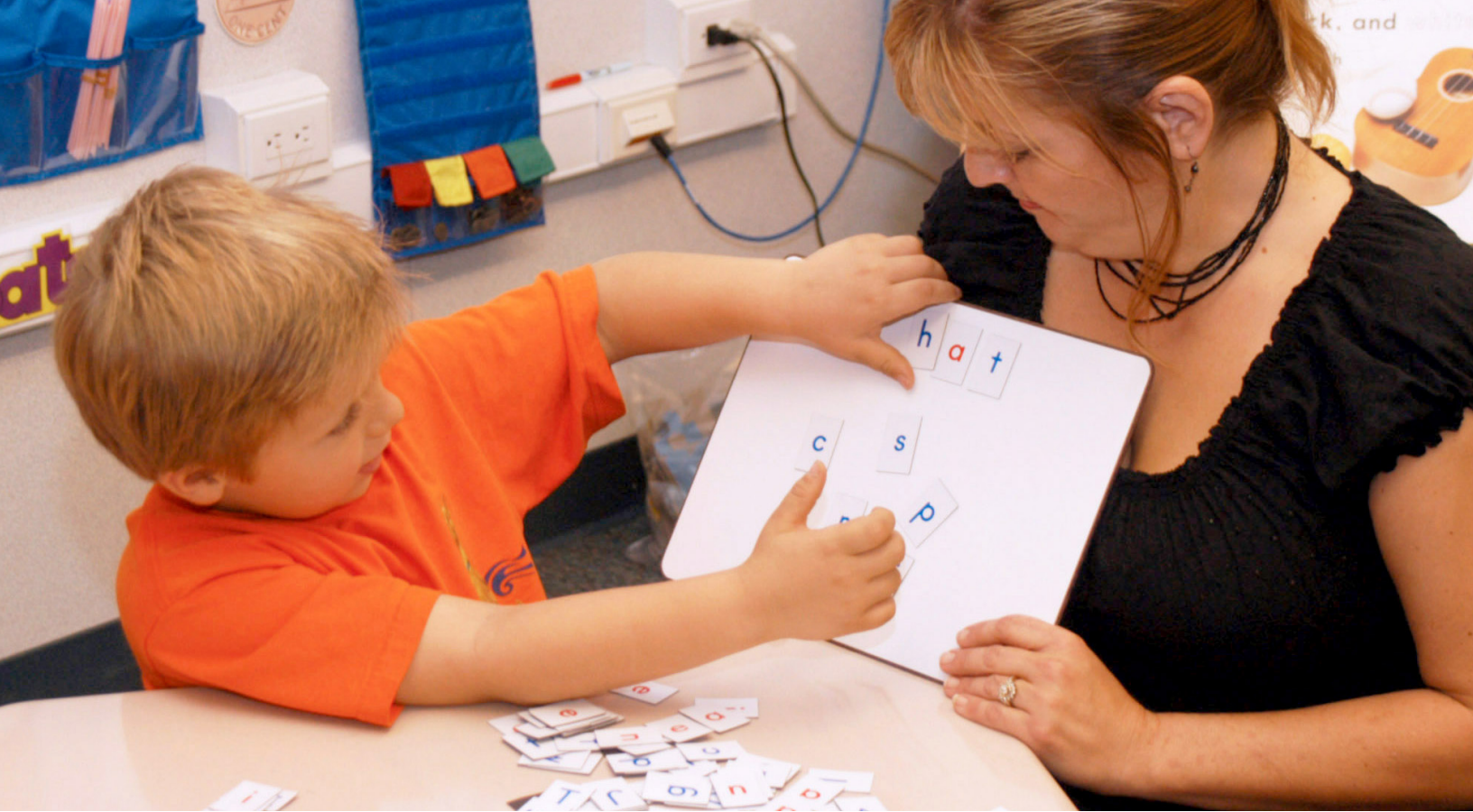


LITERACY INSTRUCTION IS INFORMED BY RESEARCH

Teaching is both an art and a science. Within the last several decades, great strides have been made in understanding how individuals develop literacy. For example, we know that students need ample opportunities to practice the skills and strategies they are learning with a variety of texts and genres. We know that comprehension instruction should include attention to vocabulary development, background knowledge, text structures, and thinking strategies. We know that what happens during the preschool years sets the stage for success in literacy development, and we know that attending closely to instruction provided during years following initial literacy acquisition is crucial in developing capable readers, writers, speakers, and listeners. We also know that students who are emerging bilingual/multilingual speakers, readers, and writers have many assets from their home/native language experiences on which to draw as they become literate in more than one language. CSU teacher candidates acquire this knowledge base during their preparation programs, and they are given frequent opportunities to apply this knowledge in classrooms under the supervision of mentor teachers and university faculty.

READING AND WRITING ARE COMPLEX PROCESSES

Reading and writing are complex cognitive and linguistic processes. Both involve decoding and encoding alphabetic symbols; drawing upon experiences, knowledge, and language; and using a range of strategies for meaning making. Successful reading and writing depends on a learner's available repertoire of skills and strategies and on the richness of a learner's experiences and language, both in the world and with print. Reading and writing development also depends on a reader's and writer's view of these acts as purposeful, informative, and enjoyable activities. CSU teacher candidates learn that reading and writing are multi-dimensional acts; to teach only phonics, for instance, would be to ignore other crucial foundational skills that contribute to successful reading. Likewise, to teach students only to locate the main idea in a passage would be to disregard other crucial aspects of comprehension.



LEARNERS ARE DIFFERENT

Students have diverse talents, strengths, interests, experiences, physical abilities, and opportunities. Further, they have different language and cultural backgrounds and live in varied geographic, socioeconomic, community, and familial settings. These variations influence the instructional decisions teachers make to capitalize on assets and address needs. To ensure access, equity, and opportunities for all learners to become literate and achieve their full potential, CSU teacher candidates learn to respect and respond to individual differences while understanding commonalities and maintaining high standards for all learners. CSU credential candidates develop strategies for learning from their students—and the students’ families and communities—and for using this information to design instruction. They learn to observe and assess all forms of students’ communication (reading, writing, speaking, listening, viewing, and visually representing) and to recognize signs of difficulty. They learn to plan and teach lessons—based on thoughtful assessment and reflection—that build on the strengths of each student while addressing student needs and working toward grade-level targets (and beyond, as appropriate for the individual). They plan quality literacy instruction by drawing upon the knowledge base about how children and adolescents learn to read and write and how they continue to develop as readers and writers. Teachers also use their knowledge of the fundamentals of effective literacy instruction and grade-level expectations as outlined in state standards to design and implement instruction. They learn to create just, equitable, and inclusive classrooms and schools, and to implement culturally and linguistically responsive and sustaining practices.

TEACHERS ARE INFORMED DECISION-MAKERS

Teachers make hundreds of instructional decisions every day. In order to make informed decisions that advance student learning, teachers must be knowledgeable about literacy acquisition and development, effective instruction, the diverse communities they serve, and the expectations of literacy instruction as outlined in state curriculum documents including the *ELA/ELD Framework for California Public Schools*, the *California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, and the *English Language Development Standards for California Public Schools*. Teachers must use this knowledge to plan effective lessons and experiences and to select and use instructional materials purposefully, thoughtfully, and reflectively. Teachers must use this knowledge to monitor the progress of each student, to take advantage of opportune moments to reinforce concepts or introduce new concepts, and to make decisions about appropriate additional instruction and services that may be needed. Preparing teachers involves more than preparing teacher candidates to use particular strategies and materials; it involves educating thoughtful and informed individuals who understand their legal and ethical responsibilities; demonstrate the dispositions to ensure just, equitable, and inclusive educational settings and practices; and draw upon their knowledge base and experience to make critical decisions that positively influence the lives of children and adolescents.



ELEMENTS OF CSU TEACHER PREPARATION FOR LITERACY INSTRUCTION

CSU literacy faculty ensure that teacher candidates become excellent teachers by providing clinical experiences in public school classrooms and instruction in methods courses that addresses the following broad categories: research and theory, learners, assessment, curriculum and instruction, and guiding documents.

RESEARCH AND THEORY

Candidates gain a knowledge base that they can draw upon to teach a range of students in a range of settings.

- **Understanding Literacy:** Candidates study and demonstrate understanding of current and classic research and theories that address the nature and processes of literacy acquisition and development; the linguistic, sociological, cultural, cognitive, transactional, and psychological (including affective) bases of literacy acquisition and development; and the interrelatedness of the language arts (reading, writing, listening, and speaking/signing) as well as the reciprocal relationship among the language arts and all content areas (e.g., science, history, the arts). Candidates learn that literacy development begins at birth and is a lifelong process.
- **Effective Teaching Practices:** Candidates study and demonstrate understanding of historical and current research that addresses effective teaching practices in all aspects of literacy development. Candidates understand that teaching is more than a collection of isolated instructional strategies. They understand the rationale, selection, and appropriate application of a range of teaching practices, and they learn to employ different models of instruction—inquiry-based, collaborative, integrated, multimodal, and direct instruction—as appropriate for the lesson objective and students. They study and implement Universal Design for Learning. They learn to provide high-quality first instruction to all students.
- **Language:** Candidates study and demonstrate understanding of the relationship of linguistics (phonology, morphology, semantics, syntax, and pragmatics) to the development of literacy and language. They learn the powerful role of native language proficiency on the development of additional languages. They learn to provide appropriate instruction to students whose primary language is English and students who are learning English as an additional language.
- **Classroom Applications of Theory and Research:** Candidates apply what they have learned from theory and research by working with children and adolescents in public school settings under the supervision of mentor teachers and university faculty; and they reflect on their own teaching practices as well as those they observe.

LEARNERS

Teacher preparation programs ensure that candidates understand that teaching is guided by and responsive to the learners in the setting.

- **The Range of Learners:** Candidates learn about California's diverse student population. They learn to provide relevant and appropriate instruction to students with different learning and behavioral characteristics, socioeconomic backgrounds, and academic backgrounds and experiences. They learn to engage and support students of different cultural and linguistic backgrounds, physical abilities, ethnicities, races, gender identities, sexual orientations, religions, and geographic origins. They learn to engage and support students with different interests and social-emotional learning needs.
- **Developmentally Appropriate Practice:** Candidates learn that curriculum, instructional practices, and classroom organizational patterns appropriate for students at one stage of development often are not appropriate for students at another stage of development. For example, some strategies that are suitable for learners in the middle childhood years are not suitable for preschoolers, nor are they likely to be appropriate for adolescents. Candidates learn to recognize and use developmentally appropriate teaching practices for different age groups of learners.
- **Personal Factors that Impact Literacy Development:** Candidates learn about the physical, emotional, social, linguistic, and intellectual factors that influence children's and adolescents' literacy development and use this information to plan and teach effective lessons that are inclusive and responsive to the individual needs and strengths of learners.
- **The Role of Motivation and Engagement:** Candidates learn about the significant roles that motivation and engagement play in achievement. They study and demonstrate understanding of ways to stimulate and nurture a lifelong interest in reading and writing and to create inclusive classrooms in which teachers and students have high expectations of all members of the classroom community. Candidates learn that sharing literature that represents the diversity of humankind, especially literature that reflects the backgrounds and experiences of students in the setting, can contribute to students' motivation and engagement.
- **The Roles of Family, Culture, and Community:** Candidates learn that family, culture, and community greatly influence students' literacy development and use this knowledge and familial and community resources to plan and teach lessons that value and capitalize on students' diverse backgrounds.

ASSESSMENT

Teacher preparation programs ensure that candidates develop, use, and interpret assessments to inform and improve practice in order to best serve students.

- **Purposes of Assessment:** Candidates learn that assessment is used for a variety of purposes—both for and of learning. They learn that formative assessment processes that occur during instruction provide feedback to adjust ongoing teaching and learning. They also learn about how summative assessment is used to determine learners' existing knowledge and skills, monitor students' progress toward learning goals, and determine mastery of goals.
- **Multiple Measures:** Candidates learn how to use and interpret multiple measures to assess students' knowledge, skills, and attitudes. Measures include, but are not limited to, family input, diagnostic instruments, standardized tests, classroom observations, and student input.
- **Statewide Assessment System:** Candidates learn about California's statewide assessment system, California Assessment of Student Performance and Progress (CAASPP), which includes the literacy assessments in Smarter Balanced Summative Assessments, California Alternate Assessments, and Standards-based Tests in Spanish for Reading/Language Arts. They also learn about the English Language Proficiency Assessments for California (ELPAC) for students who are English learners, and they learn about the Early Assessment Program in grade 11 that uses the CAASPP as an indicator of students' preparation for college-level work in English and mathematics. Candidates learn the strengths and limitations of these assessment tools and how to interpret scores.
- **Identification of Learners with Special Needs:** Candidates learn formal and informal means to identify students who may have difficulties or disabilities in one or more areas of literacy development and students who may be advanced learners in order to plan and provide appropriate instruction and to seek support from education specialists. They learn to teach the range of students in inclusive environments.



CURRICULUM AND INSTRUCTION IN TRANSITIONAL KINDERGARTEN THROUGH GRADE 12

Teacher preparation programs prepare candidates to address the five themes of curriculum and instruction as detailed in the *ELA/ELD Framework*: meaning making, language development, effective expression, content knowledge, and foundational skills. They also prepare candidates for other important components of literacy instruction, which follow the five themes presented below.

- **Meaning Making:** Candidates learn that meaning making is the central purpose of reading, writing, and spoken/signed communication. They learn to teach literal and inferential comprehension of text as well as critical reading. They learn to teach students to write and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates learn about the contributors to meaning making (such as a student's background knowledge or motivation) and to identify challenges posed by complex texts. They learn how text-dependent questions prompt students to dig deeply into text.
- **Language Development:** Candidates learn about the importance of well-developed vocabulary, its role in literacy development, how to assess vocabulary, and how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature, rich oral language interactions, and context. Candidates learn that vocabulary is one aspect of academic language (the rich, complex, abstract, and specialized language of texts), and they learn how to facilitate student learning of academic language through reading, writing, and discussion across the disciplines.
- **Effective Expression:** Candidates learn to teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments. Candidates learn to teach students to examine the work of authors and speakers to identify and evaluate effective practices, and they teach students how to effectively express themselves in writing and speaking for a variety of purposes, in a variety of contexts, and with a variety of audiences.

- **Content Knowledge:** Candidates learn about the reciprocal relationship between literacy development and content knowledge, including the different literacy demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral communication into every subject area. Candidates learn strategies for developing students' background knowledge and language of the particular discipline, ability to navigate complex text of a variety of forms and organizational patterns, and ability to strategically and critically read across the curriculum.
- **Foundational Skills:** Candidates study and demonstrate understanding of the crucial role of the foundational skills of reading and how to assess, explicitly teach and otherwise support students' development of print concepts, phonological awareness (especially phonemic awareness), phonics and word recognition, and fluency. Candidates demonstrate the ability to provide instruction that results in students' understanding and application of the alphabetic principle as they learn to read and write. They understand and use the relationship between foundational skills and spelling and morphology to ensure students' confidence and competence in written expression. Candidates also learn how to support students as they apply these skills in a variety of reading and writing situations.

ENGLISH LEARNERS

Many students arrive at school having a primary/home language other than English; they are culturally and linguistically diverse, and they learn English as an additional language. The development of each of the components of literacy in a student's primary language supports the individual's literacy development in additional languages. Thus, it is to a student's advantage to have instruction in the primary language that addresses meaning making, language development, effective expression, content knowledge, and foundational skills, and that promotes a positive attitude toward and interest in literacy in all of the content areas. In addition to contributing to literacy development in an additional language, primary language literacy development has profound and far-reaching social, emotional, and familial implications.

English learners require teachers who are particularly knowledgeable about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices, the advantages of bi/multilingualism and bi/multiliteracy, and how becoming increasingly literate in one language supports and enhances literacy in another language.

- **Integrated and Interdisciplinary Instruction:** Candidates learn that an integrated and interdisciplinary approach to instruction supports learning of the language arts and the disciplines. They prepare lessons and units that meaningfully integrate reading, writing, and discussion across subject matter, and they learn that all subject areas can inform and enrich one another.
- **Genres/Text Types:** Candidates learn to select and appropriately use different genres, including literature (stories, poetry, and drama) and informational text (literary nonfiction and expository), and different text types, including predictable text and decodable text, for different purposes based upon students' needs and lesson objectives. Candidates also learn to encourage and assess students' responses to text, engage students in literary analysis, and teach them to follow and craft a line of argument, and use instructional approaches, such as literature circles, reader's workshop, and Socratic seminars. In addition, candidates learn to assist students in analyzing, synthesizing, and critically evaluating text and to read and write rhetorically.
- **Independent Reading:** Candidates learn the importance of providing opportunities for students to engage in daily reading of extended text for authentic purposes—both in school and out of school—and how to promote and model reading as a pleasurable and beneficial activity.
- **Planning, Organizing, and Managing Literacy Instruction:** Candidates learn how to plan lessons based on their knowledge of the students and the standards. They design lessons that reflect an integrated and interdisciplinary model of literacy and that engage students. They learn to organize and manage their classrooms for literacy instruction, including small and large group instruction, flexible grouping patterns, and individualized lessons.
- **Differentiation and Intervention:** Candidates learn how to differentiate instruction to ensure that all students are provided equitable access to the curriculum. They learn strategies for modifying curriculum and instruction to challenge and stimulate advanced learners and meet the learning needs of students whose primary language is not English. They learn intervention strategies to assist students who are experiencing difficulty, including those with dyslexia. They design instruction based on the principles of Universal Design for Learning, and they gain understanding of and familiarity with Multi-Tiered System of Supports.
- **Partnerships and Resources:** Candidates learn how to establish partnerships with other school personnel, families, and the community to optimally and collaboratively serve students. They learn how to make use of technological resources and other media to enhance teaching and learning, and they become familiar with a variety of instructional materials and approaches for diverse student needs.



STUDENTS WITH SPECIAL NEEDS

A small percentage of students have one or more special needs that may impact their ability to develop literacy skills at the rate of other learners. Students who are deaf, for example, can interact with books and written language just as typical learners can if given the opportunity to participate in a language that is accessible to them, but they are unlikely to access phonological information or develop decoding skills in the same way as a hearing child. Other students may have cognitive or physical disabilities that slow down their progress in literacy development, yet they need the same opportunities to engage in instruction that supports meaning making, language development, effective expression, content knowledge, and foundational skills, as well as interact with a range of text and a variety of meaningful and motivational reading and writing activities.

Care must be taken to structure literacy interactions so that they are both physically and cognitively within the learner's developmental range and are organized to avoid frustration. Opportunities to practice should be increased and should occur through a variety of motivating, hands-on experiences rather than meaningless drill or repetition. Building learning experiences based on affinities and personal interests may be even more important for students with special needs than for typical learners.

Students who are identified as gifted and talented, too, must be offered curriculum and instruction that is appropriately challenging. These students likely will meet grade level standards more quickly than their peers. Teachers continue to advance students' skills and knowledge as they add depth and complexity to curriculum and instruction, while also being sensitive to students' social and emotional development. Some students may also be "twice exceptional." For example, a student may be gifted and have dyslexia. Educators recognize that exceptionalities are not mutually exclusive and they act on this knowledge to best serve each student.

GUIDING DOCUMENTS

Candidates become familiar with the *California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. In addition, they become familiar with the *California English Language Development Standards*, and they learn about the relationship between the two sets of standards. They learn the content of the *ELA/ELD Framework for California Public Schools: Kindergarten through Grade Twelve*. They learn about and work with instructional materials.

In addition, depending on the credential or degree they are seeking (for example, the Multiple Subject Teaching Credential), candidates also become familiar with the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1*.





THE CSU LITERACY FACULTY

CSU literacy faculty are a diverse group of educators who come from a wide range of backgrounds. However, we have the following in common:

We are teachers. Prior to becoming faculty at the university we taught in preschool, elementary, or secondary school classrooms and worked with a range of students including English learners, dual language learners, students with disabilities, and advanced and gifted students. In addition, many of us have held other public school positions such as reading specialist, reading resource teacher, education specialist, English language development specialist, curriculum coordinator, and school principal. We continue to work in public school classrooms with teachers and administrators in a variety of ways, including volunteer classroom assistant, supervisor, coach, co-researcher, and curriculum advisor and developer.

We are authors. We have written hundreds of books and articles. Many of these have been influential publications that have impacted literacy instruction throughout the nation. We have also contributed to webinars and professional learning modules for educators.

We are researchers. Many of us are actively engaged in research projects with our university and school district colleagues. We have been involved in numerous research studies that contribute to greater understandings of the literacy development, effective teaching, and teacher preparation. Further, we view as a significant responsibility the dissemination of research.

We are leaders. CSU literacy faculty have served in leadership positions for local, state, national, and international professional organizations, and on CSU campuses.

We are contributors to policymaking. CSU literacy faculty have been represented on influential panels and committees, including the panel that wrote the standards for the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential, and committees responsible for drafting and reviewing the tasks, knowledge, and skills assessed by the RICA (Reading Instruction Competence Assessment) and the California Teaching Performance Assessment (CalTPA). CSU literacy personnel also served as primary authors of the *ELA/ELD Framework for California Public Schools*.

We are partners with school districts. We work with district personnel to further educate teachers, provide parent education workshops, collaborate on curriculum development and problem-solving, and devise more effective ways to work with the students they serve. Nearly all of CSU literacy faculty have provided professional development for California schools.



CONCLUSION

Teachers have the tremendous responsibility for ensuring all students become literate. CSU literacy faculty members are proud to play a major role in preparing preservice and in service teachers for this challenge. The CSU Chancellor's Office has engaged in ongoing evaluation of the effect of teacher preparation programs. Survey data indicate that the vast majority of principals who supervise new teachers educated by the CSU find that the teachers are well prepared to teach California's new standards in ELA, literacy, and ELD. In comparison to surveys of new teachers educated nationwide, more CSU graduates than their national counterparts report feeling adequately or well prepared to teach reading-language arts. Although we are pleased with these survey findings and appreciate that learning to be an expert teacher is a career-long process, until all new teachers are well prepared to provide excellent instruction in literacy, we still have work to do.

Literacy faculty in the CSU take very seriously our role in preparing excellent teachers to serve all of California's students. Collectively, we are committed to ensuring that California's children and adolescents will be literate so that they will have the greatest chance of becoming successful and productive citizens in today's changing world.

STUDENTS' RIGHTS AS LITERACY LEARNERS AND PROFESSIONALS' RESPONSIBILITIES TO LEARNERS

Faculty in the CSU assert that, as literacy learners, all children and youth have a right to the following and that educators have the responsibility to provide the following:

CARING AND KNOWLEDGEABLE EDUCATORS WHO

- Are physically, emotionally, cognitively, and verbally present
- Respectfully partner with families and communities
- Understand, respond to, and prepare appropriately for differences in ability, backgrounds (including language variety), and interests
- Are intentional in the literacy instruction and experiences they offer learners while also being responsive to individual interests and needs
- Provide individualized attention and engage in positive adult-student interactions
- Have high expectations and clear, appropriate learning goals for all learners
- Are knowledgeable about the components of literacy development and state standards

THE FULL RANGE OF EXPERIENCES THAT FOSTER LITERACY DEVELOPMENT, INCLUDING

- Well-conceived, well-delivered, and comprehensive instruction and experiences in each of the components of literacy situated within a nurturing and respectful environment that fosters the development of the learner in all domains
- A rich and coherent curriculum in the content areas situated within a nurturing and respectful environment that fosters the development of the learner in all domains
- An integrated curriculum in which learning experiences are organized around big ideas and themes so that content area and literacy experiences support and build on one another

ENVIRONMENTS THAT SUPPORT LITERACY LEARNING BY PROVIDING

- Physically and psychologically safe environments
- Environments that encourage and foster creativity and critical thinking
- Language-rich environments
- Print-rich (or tactilely-rich) environments
- Writing-rich environments
- Intellectually challenging environments

ACCESS TO NUMEROUS HIGH QUALITY BOOKS AND MYRIAD OTHER PRINT, VISUAL, AND AUDITORY MEDIA

- Of all genres and that represent diverse populations and human perspectives
- That reflect learners' interests and backgrounds and also expand their interests and build their background knowledge
- That include books and other media in the primary language(s) of the learners
- That are read aloud frequently to foster interest and motivation and to model language
- In well-stocked libraries and throughout the setting
- That support independent reading
- That learners can explore on their own in comfortable and quiet locations



CSU PROJECTS SUPPORTING LITERACY INSTRUCTION

Center for the Advancement of Reading and Writing

<http://www.calstate.edu/car/> @CSUCAR

The CSU Center for the Advancement of Reading and Writing, dedicated to excellence in literacy instruction, promotes the preparation of knowledgeable and highly skilled teachers and reading specialists in the California State University by:

- Facilitating faculty communication and research;
- Disseminating research and policy information;
- Fostering connections among the CSU literacy faculty, P-12 partners, and public education stakeholders; and
- Serving as a forum for the interchange of public and academic interests.

The Center is committed to ensuring that California's children and adolescents will be capable readers and writers; as such, they will have the greatest chance of becoming successful and productive citizens in today's changing world.

Expository Reading and Writing Curriculum

The Expository Reading and Writing Curriculum (ERWC) is a rigorous, college-preparatory curriculum designed to increase students' college and career preparation in literacy and to inculcate the strategies, abilities, and habits of mind of fluent academic readers and writer through rhetorical analysis of compelling issues and interesting texts. The ERWC is an important element of the academic preparation component of the CSU's Graduation Initiative 2025 [<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/>], which seeks to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps.

At grade 12, the ERWC is available as a full-year English course approved to satisfy college eligibility requirements by the University of California and the CSU, and it has been adopted by over 1,000 high schools across California. Evidence-based, an evaluation of the course conducted in 2013-14 found statistically significant and positive results for participating students at grade 12. Developed by teachers for teachers in a continuing collaboration between high school and university faculty, the curriculum has been revised according to feedback from practicing teachers in classrooms across CA. The third edition of the curriculum is in development (expected completion in 2019) and will expand the full-year course to grades 11 and 12. Additionally at grades 6-11, individual curriculum modules are available that can be integrated within existing English language arts curricula.

FOR MORE INFORMATION ON TEACHER PREPARATION IN THE STATE OF CALIFORNIA, SEE THE FOLLOWING WEBSITES:

Reading and Literacy Added Authorization

<http://www.ctc.ca.gov/credentials/leaflets/cl812.pdf>

Reading and Literacy Leadership Specialist Credential

<http://www.ctc.ca.gov/credentials/leaflets/cl537.pdf>

Reading Instruction Competency Assessment

http://www.ctcexams.nesinc.com/about_rica.asp

Standards for Educator Preparation and Educator Competence

<http://www.ctc.ca.gov/educator-prep/program-standards.html>

Teaching Performance Assessment

<http://www.ctc.ca.gov/educator-prep/TPA.html>

K-12 Academic Content Standards and Curriculum Frameworks

<http://www.cde.ca.gov/ci/>



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CENTER FOR THE ADVANCEMENT OF READING AND WRITING

Hallie Yopp Slowik

Co-Director
Professor, CSU Fullerton

Nancy Brynelson

Co-Director

CAMPUS REPRESENTATIVES

(at the time this document was updated)

Bre Evans-Santiago

CSU Bakersfield

Manuel Correia

CSU Channel Islands

Mimi Miller

CSU Chico

Lisa Hutton

CSU Dominguez Hills

Valerie Helgren-Lempesis

CSU East Bay

Imelda Basurto

Fresno State

Ruth Yopp-Edwards

CSU Fullerton

Marisol Ruiz

Humboldt State

Trini Lewis

CSU Long Beach

Joan Fingon

Cal State LA

Irene Nares-Guzicki

CSU Monterey Bay

Renee Ziolkowska

CSU Northridge

Peter Olson

Cal Poly Pomona

Marcy Merrill

Sacramento State

Kathryn Howard

CSU San Bernardino

Marva Cappello

San Diego State

Marguerite Conrad

San Francisco State

Allison Briceño

San José State

Tanya Renee Flushman

Cal Poly San Luis Obispo

Christiane Wood

CSU San Marcos

Rhianna Casesa

Sonoma State

Susan Neufeld

Stanislaus State

Rebecca Chirchick

CalStateTEACH



CAMPUS INFORMATION

For further information about CSU programs of teacher education, please contact any of our campuses.

CSU BAKERSFIELD

School of Social Sciences & Education

www.csub.edu

CSU CHANNEL ISLANDS

School of Education

www.csuci.edu

CSU CHICO

School of Education

www.csuchico.edu

CSU DOMINGUEZ HILLS

College of Education

www.csudh.edu

CSU EAST BAY

College of Education & Allied Studies

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For questions about *Preparing Teachers to Provide Excellent Literacy Instruction*, 3rd edition, please contact:

DR. MARQUITA GRENOT-SCHEYER | Assistant Vice Chancellor
Educator Preparation and Public School Programs | Division of Academic and Student Affairs
CSU Chancellor's Office | 401 Golden Shore, 6th Floor | Long Beach, CA 90802
(562) 951-4747 | mgrenot-scheyer@calstate.edu

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