Literacy is a Civil Right

How California is Moving Forward

Linda Darling-Hammond, President, California State Board of Education
The Power of Literacy

“I lived in Master Hugh's family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems. I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the ~inch,~ and no precaution could prevent me from taking the ~ell.~”

-- The Autobiography of Frederick Douglass
Where We’ve Been

2010
Following years of budget cuts, CA was:
• One of the lowest spending states with
• Largest class sizes in the country
• Test and punish accountability
• 46th in US in 4th grade reading
• 48th in US in 8th grade reading

2010 – New standards for English Language Arts

2012 – New standards for English Language Development

2014 – New ELA / ELD Framework
• Foundational Skills
• Language Development
• Meaning Making (Comprehension)
• Effective Expression
• Content Knowledge

2015 New funding, accountability, and assessment systems
What is the Science of Reading?

The Science of Reading: Defining Guide defines the Science of Reading as:

“...a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention and intervention of reading difficulties.”

-- The Reading League (2022)
California & Mississippi had the Largest Gains in 4th Grade Reading 2011-2019
California has had larger reading gains than any other state in the last decade. Meanwhile, the student population has become more low-income (now 63%) and linguistically diverse (>50% of kindergartners come from homes where English is not the 1st language).
But There is Still a Long Way to Go

In 2023, on state assessments (which test writing, research, and listening as well as reading),

- 31% did not meet grade level standards in 2023
- Rates of failure were higher for Black, Native American, Latino/a, and Pacific Islander students
- Scores improved over 2022 only in 3rd and 11th grades
- Writing was the area in which students scored lowest
What Can We Learn from Others?

“The Mississippi Miracle”
Once one of the lowest performing states in the nation, MS has recently and rapidly raised its reading scores on NAEP to the national average.
What is Mississippi Doing?

**Kindergarten Literacy Block:**

- No worksheets: Focus on active learning
- At least 4 learning centers in each classroom
- All kindergartens have trained teaching assistants
- All schools have literacy coaches with access to extensive training

### LITERACY BLOCK COMPONENTS Kindergarten

#### Phonological Awareness

- (10-15 minutes or approximately 10% of instructional time)
- Instruction should be interactive and explicit (Appendix A)
- Focus on understanding of spoken words, syllables, and phonemes—RF.K.2

#### Word Work: Concepts of Print, Phonics, and/or Word Reading

- (20-30 minutes of approximately 30% of instructional time)
- Focus on the understanding of the organization and basic features of print—RF.K.1 (Appendix G)
- Know and apply grade-level phonics and word analysis skills in decoding words—RF.K.3 (Appendix G)
- Read emergent-reader text with purpose and understanding—RF.K.4 (Appendix G)
- Incorporate the General Phonics Lesson Plan (Appendix B)
- Teach sound-symbol correspondence and syllable patterns (Appendix C)
- Use multi-sensory strategies for instruction and practice

#### Vocabulary Instruction (Explicit vocabulary instructional strategies should be tied to reading comprehension)

- (10-15 minutes or approximately 10% of instructional time)
- Focus on Language Standard 4 and 6
- Use a direct and explicit routine for introducing new words, utilizing visual aids, props, and gestures
- Aim to teach 3-5 tier two vocabulary words per reading selection (reference words during read aloud)—L.K.4
- Expose students to word learning strategies (Appendix D)
- Add words to the word wall

#### Reading Comprehension: Read Alouds and Guided Text Reading for Meaning

- (10-15 minutes or approximately 10% of instructional time)
- Utilize read aloud tied to the thematic unit
- Use read-alouds to develop print awareness, reading, and listening comprehension (RL and RI standards, Speaking and Listening standards)
- Discuss and respond to text dependent questions involving increasing amounts of higher order thinking
### Writing Connected to Text
(30 minutes daily)
- Focus on **Writing Standards and Language Standards 1, 2, & 5**
- Use text-dependent writing prompts that address each mode of writing
- Develop writing skills over time with guidance and support
- Adopt a cumulative approach to teaching foundational writing skills, guided by a scope and sequence
- Create mini-lessons that teach the components of the writing and language standards
- Utilize the Writing Gallery Checklist
- Reference Developmental Stages of Writing (Appendix E)

### Teacher-Led Small-Group Instruction
(60 minutes. Note: Another 30 minutes of small group instruction should be added to the remainder of the day to fulfill the total 120 minutes as directed in the Kindergarten Guidelines)
- Create flexible groups based on data
- Give students hands-on opportunities to practice learning and thematic unit concepts
- Utilize decodable text
- Target foundational gaps and deficit skills based on data (Appendix G)
- Assign teacher assistants a designated center – phonological awareness, phonics, fluency, vocabulary, writing, or interventions (training recommended)

### Literacy Centers Ideas (See Kindergarten Integrated Centers Document and Kindergarten Guidelines)
(Literacy centers should be organized, arranged, and labeled. Literacy centers should align to the five components of reading, integrated learning activities, and the theme. Integrated learning activities include the following: social studies, science, math, creative arts, library, cooking, blocks, wheel toys, and construction, sand and/or water, woodworking, music, dramatic play, creative writing, and motor development.)
- Conduct a minimum of four different learning centers (3 primary centers and 1 teacher-led center)
- 3 primary centers: book/library center, math/manipulate center, and creative art center tied to the thematic unit and one of the five components of reading
  - Phonics or Word Work
  - Print Awareness
  - Phonological Awareness
  - Fluency
  - Vocabulary
- Comprehension Center (Listening and Responding)
- Independent Reading/Writing (Response to Reading)
- Technology (if applicable)
Big Take-Aways:

Systematic and explicit instruction + Systematic and explicit supports

A comprehensive approach that includes:

- Explicit work in K-1 on phonics, phonemic awareness, & decoding (~40% of literacy time in k-1 // 20% in grade 2-3) as well as vocabulary
- Rich literacy environments in K-3 with read-alouds, guided reading and discussion to support comprehension, leveled texts, literature circles, and active responses to reading
- Guided speaking and listening through discussion & peer collaboration
- Writing for 30 minutes every day in every grade: K-3

Targeted instruction (based on data) in small groups daily

Active learning in literacy centers

Trained classroom assistants and literacy coaches
What Is California Doing?
Positive Outlier Districts Have Been Making Strong Strides

All of the Positive Outlier Districts…

Have a comprehensive approach to developing literacy that includes

- Explicit work in K-1 on phonics, phonemic awareness, & decoding
- Rich literacy environments in K-3 with read-alouds, texts that support cultural connections, and opportunities for writing in every grade
- Extensive speaking and listening opportunities for children in pair shares & guided reading discussions
- Connections between ELA and ELD

Use formative assessments to guide instruction and intervention

- Regular use of diagnostic tools
- Focused small group work with additional staff (aides, reading specialists)
- One on one tutoring routinely available where needed
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<th>Support student-centered instruction focused on ELA / ELD standards</th>
<th>Rather than marching through a curriculum, teachers use curriculum resources to help students reach mastery. Teachers build on students’ home experiences and cultural funds of knowledge. Schools integrate literacy practices into all subject areas.</th>
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<td>Engage in extensive professional development and coaching</td>
<td>PD includes cycles of inquiry in PLCs, reciprocal observations in classrooms, analysis of student work and learning data. Teachers have collaboration time focused on joint planning and problem solving. Coaches and reading specialists facilitate PD for teachers &amp; administrators; support high-need students; and engage in mentoring.</td>
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# California Has Been Building Literacy Supports Statewide

## 2021
- Comprehensive State Literacy Development Plan
- Centers for reading at each developmental level
- Dyslexia Initiative Launched (funded in 2020 budget)
- Grants for professional development, Learning Acceleration, Reading Instruction and Intervention
- Universal TK Passed

## 2022
- New Teacher Preparation Standards for Literacy Instruction
- Preschool & Transitional Kindergarten Learning Foundations
- Funding for Literacy Coaches and Reading Specialists

## 2023
- Universal Screening for Risk of Reading Difficulties
- Literacy Coaches & Reading Specialists Educator Training Grant
- Literacy Roadmap
Professional Development is Widely Available

- ECE: San Bernardino CSS – Early Learning Literacy Project
- TK-5: Los Angeles COE – Getting Reading Right Project
- TK-5, Comprehensive ELD: San Diego COE – Uplift Literacy
- 6-12, Comprehensive ELD: Tulare COE – Readership Project
- TK-5, Students Struggling with Reading: Contra Costa COE – Every Child Reads
- 6-12, Students Struggling with Reading & Students with Disabilities: Napa COE – Lead to Literacy Project
- 6-12, Literacy Across the Disciplines: Butte COE
- Universal Designs for Learning: Far North Literacy Development Consortium
We need teachers who know what they need to know to match every child to instruction that will lead to the unleashing of that child’s untold potential for the future of our society.

-- Maryanne Wolf, UCLA Center for Dyslexia, Diverse Learners, and Social Justice
Teaching Reading is Complex

Many Strands Are Woven into Skilled Reading

Language Comprehension
- Background Knowledge: facts, concepts, etc.
- Vocabulary: breadth, precision, links, etc.
- Language Structures: syntax, semantics, etc.
- Verbal Reasoning: inference, metaphor, etc.
- Literacy Knowledge: print concepts, genres, etc.

Word Recognition
- Phonological Awareness: syllables, phonemes, etc.
- Decoding: alphabetic principle, spelling-sound correspondence
- Sight Recognition: of familiar words

Motivation
- Interests
- Cultural Connection
- Expression

Skilled Reading
- Fluent execution and coordination of language comprehension and word recognition
Joint Statement
Understanding the Difference: The Science of Reading and Implementation for English Learners/Emergent Bilinguals (ELs/EBs)

What the Science of Reading is NOT

- an ideology or philosophy
- a fad, trend, new idea, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction, such as phonics

Ed Trust West, Catalyst CA, CABE, UCSF Dyslexia Center, and Many More
...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.

2. Describe to local educators and boards how they can use the ELA 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.
The Literacy Roadmap Will...

Provide practical guidance online
- Literacy block components
- Range of grades
- Variety of language settings
- Grouping

Other activities
- Webinars
- Consultation with experts & practitioners
- Convenings
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Developing a Comprehensive System

Where Do We Go From Here?
Every child and student deserves experiences and instruction to support optimal literacy development

What all need

Experiences and instruction that

- develop early language and knowledge;
- develop word reading (using foundational skills), spelling, vocabulary, text comprehension, writing, and composition skills;
- provide cumulative practice in accuracy, automaticity, and skill integration in decoding/encoding written language;
- promote reading with comprehension and skillful writing of a wide range of text genres, as word and text reading and writing become increasingly automatic;
- address continued language development, background knowledge, and relevant cognitive, socio-emotional, perceptual factors;
- are attuned to, promote, and monitor ongoing progress in language and literacy development;
- provide early screening with appropriate assessments, taking into account instructional opportunities and with guardrails to prevent over- and under-identification.

Source: Claude Goldenberg
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What else do some need?

Source: Claude Goldenberg
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### Multilingual
Bilingual education to further develop L1 while developing English proficiency AND/OR integrated and designated ELD instruction with language and other supports, including in L1, to make instruction meaningful.

### Bi-dialectals
Bridging the language variation students speak (e.g., African-American English, AAE) with General American English (GAE) through culturally relevant and effective instruction.

### At-risk for reading difficulties
Evidence-based instruction that addresses skills needed to prevent development of reading disability; precise progress monitoring.

### Dyslexic / LD
More intensive instruction in needed skill areas, as identified by appropriate assessment and careful expert observation; language and content instruction by aural and graphical means as needed.

Source: Claude Goldenberg
Comprehensive and Integrated Literacy Model

Family and Community Engagement
- CA Family Engagement Framework and Toolkit
- Early Learning Family Partnerships and Culture

Celebration of Diversity and Asset-Based Approach
- EL Roadmap
- Asset-Based Pedagogies
- CA Education for a Global Economy Initiative
- State Seal of Biliteracy

MTSS & Best First Instruction
- Quality Professional Learning Standards
- Promoting Equitable Access to Teachers
- CA Standards for the Teaching Profession
- CA Professional Standards for Education Leaders
- CA Early Childhood Education and Literacy Teaching Performance Expectations

Well-Prepared and Supported Teachers and Leaders

Whole Child
- SEL Guiding Principles
- Health, Safety, and Nutrition

State Priorities:
- 1 & 2
- 3 & 6
- 4, 7, & 8
- 5 & 6
- 7
“To learn to read is to light a fire; every syllable that is spelled is a spark.”
—Victor Hugo
“Once you learn to read, you will be forever free.”
– Frederick Douglass