

# Addressing Reading Difficulties

March 25, 2025



**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction

# Welcome



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# Webinar Presenters



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# Screening for Risk of Reading Difficulties Webinars Series 2025

- January 21, 2025 – Overview of Screening Requirements
- February 12, 2025 – Role of Screening in a Multi-Tiered System of Support
- March 4, 2025 – Screening Multilingual Students
- March 25, 2025 – Addressing Reading Difficulties



# Padlet

## California Literacy



## Webinar 1: Overview of Screening for Risk of Reading Difficulties

Recording  
Coming Soon!

Slides  
Coming Soon!

Handout  
Coming Soon!

## Screening Resources

E.C. Section 53008

leginfo.ca.gov

Law section

List of Screening Instruments



cde.ca.gov  
California Literacy

## Information Overviews

- [Amira](#)
- [mClass with DIBELS Edition 8 and mClass Lectura Information Overview](#)
- [Multitudes Information Overview](#)
- [ROAR Information Overview](#)

## Frequently Asked Questions (FAQs)



## Superintendent's Letters

- [Screening Students for Risk of Reading Difficulties, December 11, 2024](#)
- [Screening Students for Risk of Reading Difficulties, December 17, 2024](#)

CISC Adoption Toolkit: Reading Difficulties Risk Screener, 2024



## Funding

Webpage



cde.ca.gov  
Literacy Screenings Professional Development - Categorical Programs (CA Dept of Education)

## Funding FAQs



cde.ca.gov  
Literacy Screenings Professional Development FAQs - Categorical Programs (CA Dept of Education)

## Reading Difficulties Risk Screener Selection Panel (RDRSSP)

Webpage



cde.ca.gov  
Reading Difficulties Risk Screener Selection Panel - Advisory Bodies, Commissions, Committees & Panels (CA Dept of Education)

## Supporting Documents

- [Review Elements & Evaluation Criteria](#)
- [Review Process](#)
- [Rubric](#)
- [Statutory Language from EC Section 53008](#)
- [Invitation to submit](#)
  - [Cover Sheet](#)
  - [Submission Form](#)

## Additional Handout(s)

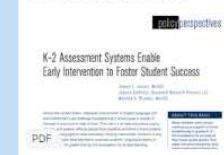
Screening for Risk of Reading Difficulties: LEA Considerations/ Questions



drive.google.com  
LEA Considerations, Questions, Handout - Screening for Risk of Reading Difficulties.pdf

## Article(s)

K-2 Assessment Systems Enable Early Intervention to Foster Student Success



Jensen-Goldstein-Brunetti\_K2\_Assessment\_Systems\_Enable\_Early\_Intervention\_to\_Foster\_Student\_Success

Joanne L. Jensen, WestEd  
Jessica Goldstein, Boulevard Research Partners LLC  
Matthew A. Brunetti, WestEd

## Related Webinars

Project Arise Reading Difficulties Risk Screener Information Series (HANDOUT)



Project ARISE RDRS Informational Series Flier

Register [HERE](#)

## Webinar Padlet

<https://tinyurl.com/cdescreenerwebseries>

# Agenda

- Welcome and Purpose
- Some Types of Reading Difficulties, Including Dyslexia
- Multi-tiered Systems of Support and Literacy
- Universal Supports
- Supplemental and Intensified Supports
- Further Evaluations
- Teacher Preparation and Professional Development
- Information for Parents
- Q&A
- Closing

# Purpose of Screening

- Part of a **comprehensive instructional strategy**; to be used to inform individualized instruction, measure progress, identify learning needs, & enable parents and educators to discuss learning needs in informed way (53008 *a 1*)
- Results to be used as **flag for potential risk**, not a diagnosis (53008 *l*)
- Results to be used as part of **broader process** that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as need, & allows for further diagnosis if concerns do not resolve (53008 *l*)

# Supports & Services for Students Identified as Being at Risk

If a student is identified as being at risk, LEAs “shall provide ... supports & services, appropriate to the specific challenges identified ..., which may include, among other[s], any of the following:

1. Evidence-based literacy instruction focused on specific needs.
2. Progress monitoring.
3. Early intervention in the regular general education program.
4. One-on-one or small group tutoring.
5. Further evaluation or diagnostic assessment.”

*EC Sec. 53008 (I)*

# Purpose of Webinar

- Provide guidance on supporting students identified as being at risk for reading difficulties, including dyslexia.

# Some Types of Reading Difficulties



Including Dyslexia

# Types of Reading Difficulty (1 of 2)

“Reading difficulties” means a barrier that impacts a pupil’s ability to learn to read or improve reading abilities, including dyslexia. E.C. 53008(o)(4)

# Types of Reading Difficulty (2 of 2)

The causal basis of reading difficulties is multifactorial.

Factors include:

- Language
- Phonological Processing
- Orthographic Processing
- Extrinsic Factors
- Executive Functioning

# Language (1 of 2)

Language is the foundation for reading development.

This includes:

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

# Language (2 of 2)

The approved screeners contain measures to examine language as a factor in literacy development.

Measures such as:

- Receptive Vocabulary
- Expressive Vocabulary
- Listening Comprehension
- Narrative Retell

Provide insight into student's language skills in comparison to their age level peers.

# Phonological Processing (1 of 4)

“Phonological awareness refers to an individual’s awareness of and access to the sound structure of oral language (Mattingly 1972). It is the understanding that spoken language can be divided into smaller units (*i.e., words, syllables, onset-rime and phonemes*) and that those units can be identified and manipulated.”

-California Dyslexia Guidelines p. 11

# Phonological Processing (2 of 4)

Phonological Processing has three components:

- Phonemic Awareness/ Phonological Awareness
- Phonological Memory
- Rapid Automatized Naming (RAN)

# Phonological Processing (3 of 4)

“Phonemic awareness is crucial for developing an understanding of the alphabetic principle, which is that individual sounds in spoken words can be represented by letters or groups of letters in print. The relationship between phonemic awareness and success in reading acquisition is well documented (NICHD 2000).”

– CA ELA/ELD Framework Chapter 3 p.153

# Phonological Processing (4 of 4)

A few indicators of a weakness in phonological processing:

- Difficulty blending words, syllables, and phonemes into a word.
- Difficulty segmenting words, syllables, phonemes.
- Difficulty determining if words sound the same or different.
- Difficulty manipulating words, syllables, or phonemes.
- Difficulty determining rhymes, rimes, and onsets.

# Phonological Awareness and Dyslexia (1 of 2)

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (IDA 2002)

-CA Dyslexia Guidelines pg. 3

# Phonological Awareness and Dyslexia (2 of 2)

A student who has dyslexia does not necessarily need special education and is not automatically eligible to receive it.

California law states that “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, ‘utilized’ (Education Code Section 56303).”

- CA Dyslexia Guidelines p.60

# Orthographic Processing (1 of 3)

Orthography- Is the written system of a language, including correct spelling, according to established usage.

– ELA/ELD Framework Glossary p. 1067

# Orthographic Processing (2 of 3)

“Orthographic processing, or coding, is the ability to use orthographic knowledge (letters–symbols) to read and spell words. Orthographic awareness, the sensitivity to the constraints on how letters in written words are organized, contributes to learning letter–sound associations (Black 2016).”

–CA Dyslexia Guidelines p. 69

# Orthographic Processing (3 of 3)

A few indicators of a weakness in orthographic processing:

- Difficulty reading phonetically irregular words.
- Difficulty spelling words.
- Difficulty recalling or matching letter patterns.
- Difficulty in Rapid Automatized Naming (RAN).
- Difficulty with fluent letter naming and word reading.

# Orthographic Processing and Dyslexia

“A significant deficit in one or more of these three aspects of phonological processing is often viewed as the primary cause of the majority of cases of dyslexia (Wagner et al. 2013). However, some students with dyslexia demonstrate average phonological processing abilities with deficits in orthographic processing (Berninger et al. 2010).”

- CA Dyslexia Guidelines p. 13

# Extrinsic Factors (1 of 2)

- Attendance
- Motivation
- Executive Functioning
- Social Development
- Second Language Development

## Extrinsic Factors (2 of 2)

“Careful consideration of each student’s background—including school history as well as environmental, cultural, and economic factors—becomes essential in the identification of a student’s needs and in the selection of the most appropriate interventions.”

-CA Dyslexia Guidelines p. 26

# WHAT IS Executive Functioning?

- A set of important mental skills that help a student plan, organize, focus, remember, and get things done
- Umbrella term for the neurologically based skills involving mental control and self-regulation
- Executive Functions help students manage all types of life tasks

# Extrinsic Factors and Executive Functioning

May impact...

- Language
- Word Reading
- Phonological Awareness
- Orthographic Processing
- Decoding
- Spelling
- Reading Comprehension

# Multitiered Systems of Support and Literacy



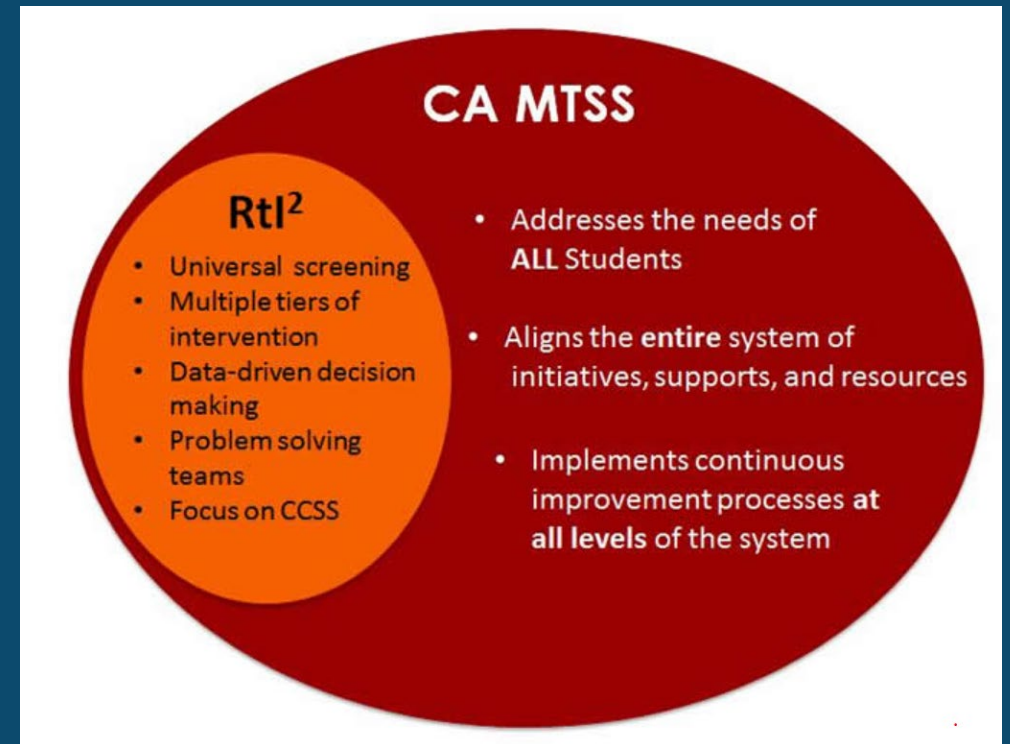
# CDE's Definition of MTSS

**“In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.”**

**-Definition of Multi-Tiered System of Supports (CA Dept of Education)**

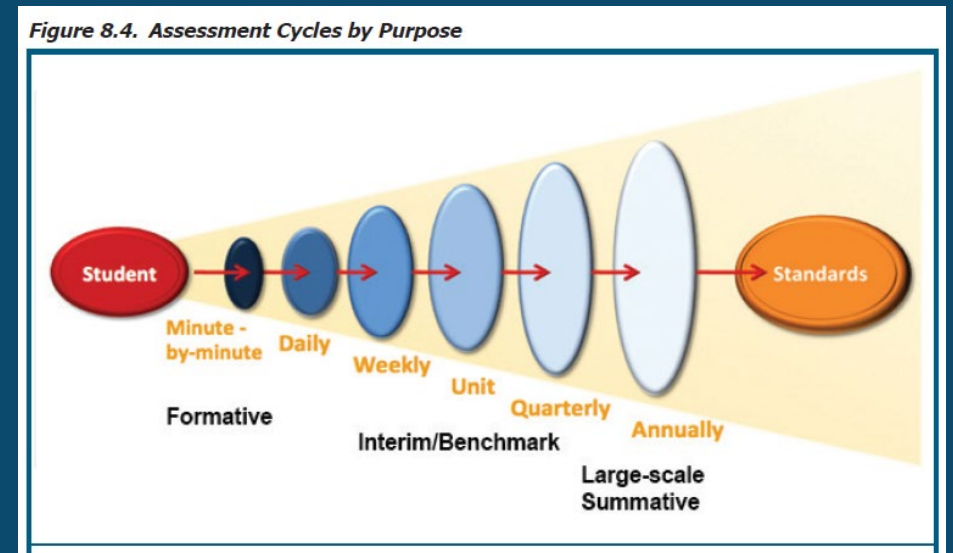
# MTSS and RtI<sup>2</sup>

- California's MTSS and RtI<sup>2</sup> processes rely on RtI<sup>2</sup>'s data gathering through universal screening, data-driven decision making, problem-solving teams, and are focused on the CCSS.
- However, the MTSS process has a broader approach, addressing the needs of all students by aligning the entire system of initiatives, supports, and resources, and by implementing continuous improvement processes at all levels of the system.



# Types and Uses of Assessments

- **For** (i.e., formative) and **Of** Learning (i.e., Classroom and/or Large-Scale Summative Assessments)
  - Universal Screening (Medium Cycle)  
↓
  - Diagnostic Assessment (if needed, Medium Cycle)  
↓
  - Progress Monitoring (Short or Medium Cycle)

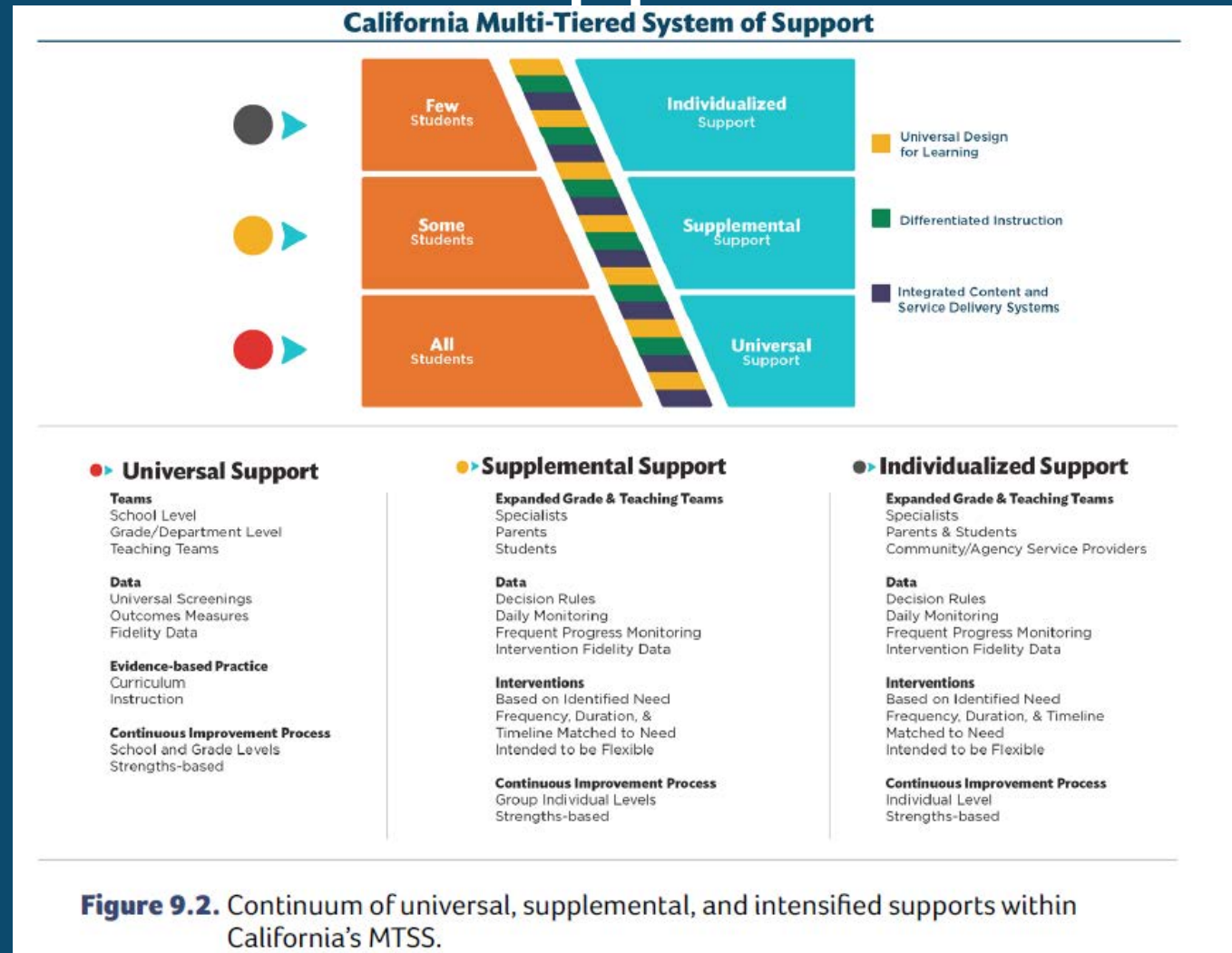


See ELA/ELD Framework  
Figure 8.4

# Continuous Improvement Processes

- Continuous monitoring in reading, writing and spelling necessary to determine if students are responding to instruction and intervention
  - Students not showing growth may require instructional adjustments beyond the core curriculum and may need special education services
  - School teams may then decide to refer students for formal psychoeducational assessment
  - RTI2 cannot be used to delay or deny a timely initial evaluation if needed (OSERS 2011)

# Continuum of Supports within MTSS



[See long description MTSS](#)

# Universal Support



## ALL Students

# Best First Instruction (1 of 2)

- Essential that all support provided through MTSS aligns with the research on effective literacy instruction.
- Literacy Program Standard 7: Effective Literacy Instruction for All Students, specifies that research-aligned literacy instruction includes direct, systematic, and explicit instruction that covers
  - phonological awareness/phonemic awareness
  - phonics, spelling, and word recognition
  - decoding and encoding
  - morphological awareness
  - text reading fluency, including accuracy, prosody, and rate

# Best First Instruction (2 of 2)

- Literacy Program Standard 7 (continued):
  - Shall be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework
  - Shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335

# Evidence-Based Practices

- Pedagogy, instructional materials, assessments, and interventions that incorporate & integrate
  - **ELA/ELD Framework:** Five themes—foundational skills, meaning making, language development, effective expression, & content knowledge
  - **CCSS:** reading, writing, speaking, listening, & language
  - **ELD Standards:** interacting in meaningful ways, learning about how English works, and using foundational reading skills
  - **Comprehensive ELD:** integrated ELD & designated ELD
  - **Universal Design for Learning:** Principles and guidelines
  - **California Dyslexia Guidelines:** Systems, assessments, and instruction
  - **DISCIPLINES:** ELA & other content areas

# Models of Reading, Model of Literacy



**Figure 2.1** The ELA/ELD Framework  
Circles of Implementation

- Simple View of Reading (Gough & Tunmer, 1986)
- Reading Rope (Scarborough, 2001)
- Active View of Reading (Duke & Cartwright, 2021)
- Direct & Indirect Effects Model of Reading (Kim, 2022)
- Dynamic Interactive Literacy Model (Kim, 2020, 2022)

[See ELA/ELD Framework Long Description](#)

# Language: The Big Picture

Students' language develops as the result of ...

- learning new content,
- reading complex texts,
- exploring the language of different text types,
- writing creatively and analytically,
- conversing with peers and teachers, and
- presenting ideas and knowledge.

Conversely, students' growing language abilities help them participate equitably in these tasks.

# Meaning Making: The Big Picture

- The heart of ELA/Literacy and ELD instruction
- Meaning making should be the **central purpose** for
  - Interacting with text
  - Producing text
  - Participating in discussions
  - Giving presentations
  - Engaging in research

*(ELA/ELD Framework, p. 69).*

# Effective Expression: The Big Picture

Effective expression theme's big areas of focus in the *ELA/ELD Framework*:

- Writing
- Discussing
- Presenting
- Using Language Conventions

Effective expression happens through the reciprocal nature of reading, writing, discussing, presenting, signing, visual communication, body language, and more.

# Content Knowledge: The Big Picture

- Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying content knowledge.
- Content knowledge is necessary for engaging meaningfully and proficiently in complex literacy tasks.

# Foundational Skills: The Big Picture

- Rapidly recognize and decode printed words in meaningful connected text
- Nearly effortlessly use one's knowledge of the symbol system to record ideas in print

In other words, the acquisition of foundational skills contributes to students' ability to independently engage with and use printed language—as readers and writers—for their own purposes.

# Foundational Skills: Concepts and Principles

## Instructional

- Explicit
- Systematic
- Sequential
- Diagnostic and differentiated
- Integrated ELD instruction

## Concepts

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

See the “Resource Guide to the Foundational Skills of the CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects “ (CDE, 2015)

# Foundational Literacy Skills Instruction for EL Students

Foundational skills instruction in English must be adapted according to:

- Previous literacy experiences in the primary language
- Oral proficiency in the primary language and in English
- How closely the student's primary language is related to English
- The type of writing system used in the primary language

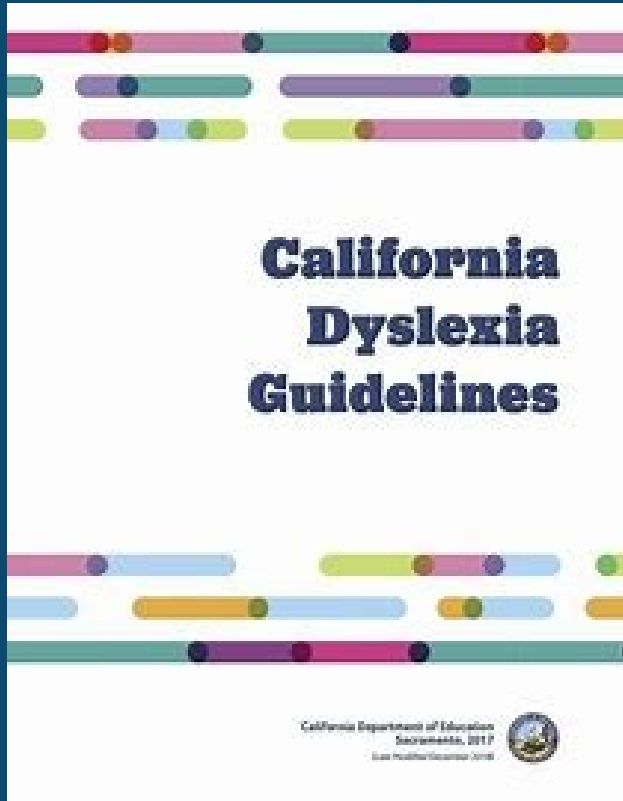
Therefore,

- Build on skills and knowledge acquired in the primary language
- Be sensitive to pronunciation differences – differences should not automatically suggest decoding difficulties.
- Ensure attention to meaning making in addition to the code.

# Universal Design for Learning

- UDL involves planning for diverse learner variability in manageable and predictable ways, guided by three principles:
  - **Engagement** (the why of learning): emotional capacity, sustaining effort and persistence, and welcoming interests and identities.
  - **Representation** (the what of learning): building knowledge, language and symbols, and perception.
  - **Action & Expression** (the how of learning): strategy development, expression and communication, and interaction.

# California Dyslexia Guidelines



- Ch. 9: Screening & Assessment for Dyslexia
- Ch. 10: Special Education & 504 Plans
- Ch. 11: Effective Approaches for Teaching Students with Dyslexia

# Supplemental and Intensified Support



SOME and FEW Students

# Supplemental and Intensified Instruction

- When students are identified as needing more individualized instruction, the next level of instruction is delivered in a more specialized model, which could be a small-group setting, with a more highly trained professional, and by using more intensive intervention strategies (California Dyslexia Guidelines, p 44).
  - Supplemental – approximately 15% of student population (i.e., some)
  - Intensified – approximately 2 to 5% of student population (i.e., few)

# Diagnostic Assessments (1 of 2)

- To pinpoint the precise source(s) of difficulty, helping to identify areas where intervention may be needed to improve student learning and guide appropriate intervention planning

# Diagnostic Assessments (2 of 2)

- *Caution with diagnostic assessment in English for ELs and students who are deaf*
  - Every test written in English - regardless of the content area - is partially a test of English language proficiency and may not adequately assess content area knowledge and skills
  - Struggles could be a lack of sufficient opportunity to develop the language resources in English or background knowledge needed to apply strategies
  - Possible linguistic and cultural biases of assessment
- *Considerations:*
  - Use multiple types of assessments for a comprehensive portrait student learning needs, and compare results to peers who are ELs or who are deaf and not just to native English speakers
  - May be beneficial to assess in students' primary language for a more complete picture of strengths and needs

# Intervention: Supplemental Support

- Targeted skill needs in reading, spelling, and writing
- Targeted Small-Group Intervention
  - One educator to five student ratio
  - Three to five days a week for 20 to 40 minutes per session
  - Duration four to eight weeks
  - Possibly provided by other professionals
  - Students at risk of reading difficulties, including dyslexia should receive intensified structured literacy (i.e., evidence-based, multisensory, direct, explicit, structured, and sequential instruction)

(California Dyslexia Guidelines, p. 47-48)

# Considerations for Grouping Students

- Area of need
  - Language
  - Phonology
  - Orthography
  - Executive Functioning
- Specific skills within needed areas
- Student needs (e.g., vision/hearing, motivation, social-emotional factors)
- Others

# Intervention: Intensified Support

- Focuses on few skills
- Individualized
  - One educator to one (three at most) student ratio
  - Daily extended lesson
  - Duration of four to eight weeks
  - Possibly provided by other professionals

# Structured Literacy (1 of 4)

- Principles
  - Systematic and Cumulative
    - Instruction follows step-by-step procedures
    - Concepts and skills follow logical order of structure of language, new concepts are related to previously taught concepts, and concepts are presented in anticipation of future learning

# Structured Literacy (2 of 4)

- Principles (continued)
  - Explicit
    - Direct and explicit teaching of concepts with continuous student-teacher interaction.
    - Deliberate teaching and practice with teacher guidance and feedback
    - Multimodal (i.e., simultaneously incorporating two or more modalities – auditory, kinesthetic-tactile, visual) to map between orthography and phonology for more automatic reading skills

# Structured Literacy (3 of 4)

- Principles (continued)
  - Diagnostic
    - Instruction based on careful continuous formal and informal assessments

# Structured Literacy (4 of 4)

- Elements
  - Phonology
  - Phonics (Sound-Symbol)
  - Syllables
  - Morphology
  - Syntax
  - Semantics

# Phonology

- Phonological awareness – awareness of sound structures in spoken words.
- Phonemic awareness – awareness of individual sounds within words (or syllables)
- Concepts
  - Word
  - Syllables
  - Onset-Rime
  - Phoneme
- Skills
  - Isolating
  - Identifying
  - Blend
  - Segment
  - Manipulating (i.e., deleting, substituting, reversing)

# Phonics

- Focuses on the sound-symbol relationships in written word
  - Grapheme
    - Letter or letters that represent a phoneme
      - /ch/ = ch, -tch

- Skills
  - Encoding
  - Decoding
- Consonants
  - Blends
  - Digraphs
  - Trigraphs
- Vowels
  - Short vowels
  - Long vowels
  - Vowel teams
  - Diphthongs
  - Schwa

# Syllables

- Unit of pronunciation with one vowel sound
- Patterns
  - vc.cv (bat.man)
  - v.cv (ba.by)
  - vc.v (cam.el)
  - v.v (li.on)
- Types
  - Closed (them)
  - Open (tho)
  - Vowel-consonant-silent e (theme)
  - Vowel teams (team)
  - R-controlled vowels (thorn)
  - Consonant-"le" (throttle)

# Morphology

- The study of meaningful elements within words (morphemes)

- Types
  - Root or base
  - Compound word
  - Affix
  - Prefix
  - Suffix
- Etymology
  - Anglo-Saxon
  - Latin
  - Greek
- Three Spelling Conventions
  - Drop the e
  - Doubling
  - Change the y to an i

# Syntax

- Rules that govern the sequences of words within phrases, sentences, and paragraphs.
- Critical for prosody to support reading comprehension and for written expression.
- Concepts
  - Grammar
  - Parts of speech
  - Mechanics
- Sentence Types
  - Simple
  - Compound
  - Complex
  - Compound-complex

# Semantics

- Subcomponent of language referring to word meaning and the meaning of groups of words (e.g., phrases, clauses, sentences, paragraphs)
- Individual words
- Morphology
- Syntax—to read with prosody
  - words → words
  - words → phrases
  - phrases → clauses
  - clauses → sentences
  - sentences → paragraphs

# Structured Literacy and the Five Pillars of Reading

Phonology	<ul style="list-style-type: none"><li>• Phonemic Awareness</li></ul>
Sound-Symbol Association	<ul style="list-style-type: none"><li>• Phonics</li><li>• Fluency</li></ul>
Syllables	<ul style="list-style-type: none"><li>• Phonics</li><li>• Fluency</li></ul>
Morphology	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Comprehension</li></ul>
Syntax	<ul style="list-style-type: none"><li>• Fluency</li><li>• Comprehension</li></ul>
Semantics	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Comprehension</li></ul>

ALL done with reading and writing simultaneously.

# Progress Monitoring: Supplemental Support

- Progress Monitoring: Small group
  - Progress monitor targeted areas one to two times a week
  - Possibly assessed by other professionals

# Progress Monitoring: Intensified Support

- Progress Monitoring: Individualized
  - Progress documented and monitored three times a week
  - Possibly assessed by other professionals
  - Decision to make a special education referral is the responsibility of the IEP team or intervention team and parents or guardians

# Additional Considerations for Supplemental/Intensive Instruction

- As needed and appropriate, provide students
  - Personalization
  - Instructional technology
  - Increase of academic demands as appropriate

# Collaboration Between Service Providers (1 of 2)

<b>504 Plans</b>	<b>Accommodations/Supports</b>
<b>Individualized Education Programs (IEPs)</b>	

Considerations: Instructional Setting/Environment,  
Materials/Presentation, Response Modes, and Timing

# Collaboration Between Service Providers (2 of 2)

## Service Provider Examples:

- General Education Teachers
- Education Specialists
- Teachers of Students who are Deaf/Hard of Hearing
- Audiologists
- Teachers of Students with Visual Impairments
- Speech and Language Pathologists
- Reading Specialists
- School Psychologists
- Occupational Therapists
- Physical Therapists

# Further Evaluation



## Further Evaluation (2)

- Ongoing communication between parents/guardians and local educational agency (LEA) staff; collaboration between LEA staff
- Student Study Team (SST) considerations: general education resources and supports, tier 2 and/or tier 3 interventions, progress monitoring/data, additional factors
- Review progress monitoring/data outcomes; consideration for further evaluation

# Teacher Preparation



# and Professional Development

# Teacher Preparation and Professional Development (1 of 4)

*Effective classroom instruction informed by reliable research can prevent or reduce the severity of reading and language problems.*

California Dyslexia Guidelines, Chapter 8

# Teacher Preparation and Professional Development (2 of 4)

## Knowledge and Practice Standards for Teachers of Reading Summary Table

*Does Not Include Knowledge and Practice Examples*

### Standard I: Foundations of Literacy Acquisition

1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

# Teacher Preparation and Professional Development (3 of 4)

## SB 488

...satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques.
- (v) Guided practice in a clinical setting.

# Teacher Preparation and Professional Development (4 of 4)

Literacy Coaches and Reading Specialists Grant (Cohort 3)

California Dyslexia Initiative

Reading Instruction and Intervention Grant

UC/CSU California Collaborative for Neurodiversity and Learning

California Collaborative for Learning Acceleration

# Literacy Roadmap

- Pursuant to Section 117 of the Education Omnibus Budget Trailer Bill 114, CDE, in consultation with the SBE is developing the Literacy Roadmap will help educators apply the ELA/ELD 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.
- COMING SOON: Literacy Content Blocks
  - English-Medium Classrooms
    - Transitional Kindergarten
    - Kindergarten
    - Grade One
    - Grades Two & Three
    - Grades Four & Five

# Information for Parents



# Information for Parents (1 of 3)

*Parents should remember that children with dyslexia are very capable of succeeding in school and can achieve success in a wide variety of professions. Although there is no cure for dyslexia, there are many effective approaches for educating children with dyslexia.*

California Dyslexia Guidelines, Chapter 13

# Information for Parents (2 of 3)

## What Do People with Dyslexia Say They Need?

Support with:

- Understanding strengths
- Extra time for academic tasks
- Developing organization/time management strategies
- Using alternative methods to access information

# Information for Parents (3 of 3)

California Dyslexia Guidelines provide a wealth of information on literacy expectations from pre-school- high school and tips for how parents can support their children.

Ex.

First Grade: Students in first grade actively read simple stories and add to their bank of sight words. At this grade level, students learn more complex phonics rules and are asked to apply them to longer sentences...

Parents can support a child in first grade in the following ways:

- Continue to read aloud.
- Play games that build sight-word recognition (e.g., sight-word bingo).
- Demonstrate word attack strategies when reading...

# Questions and Answers



# Closing



# Contacts (1 of 2)



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# Thank you!

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction

# MTSS Long Description (1 of 4)

- This figure displays the continuum of supports within the California Multi-Tiered System of Support and provides details about each tier of support. Universal support is provided to all students. Supplemental support is provided to some students. Individualized support is provided to a few students. Universal Design for Learning, Differentiated Instruction, and Integrated Content and Service Delivery Systems are used within all tiers of support.
- Additional details are provided for each tier of support. **CALIFORNIA DYSLEXIA GUIDELINES | 109**
- Under the heading “Universal Support” are four subheads.
- Under the subhead “Teams” is listed: “School Level,” “Grade/Department Level,” and “Teaching Teams.”

# MTSS Long Description (2 of 4)

- Under the subhead “Data” is listed: “Universal Screenings,” “Outcome Measures,” and “Fidelity Data.”
- Under the subhead “Evidence-based Practice” is listed “Curriculum” and “Instruction.”
- Under the subhead “Continuous Improvement Process” is listed: “School and Grade Levels” and “Strengths-based.”
- Under the heading “Supplemental Support” are four subheads.
- Under the subhead “Expanded Grade and Teaching Teams” is listed: “Specialists,” “Parents,” and “Students.”
- Under the subhead “Data” is listed: “Decision Rules,” “Daily Monitoring,” “Frequent Progress Monitoring,” and “Intervention Fidelity Data.”

# MTSS Long Description (3 of 4)

- Under the subhead “Continuous Improvement Process” is listed: “School and Grade Levels” and “Strengths-based.”
- Under the heading “Supplemental Support” are four subheads.
- Under the subhead “Expanded Grade and Teaching Teams” is listed: “Specialists,” “Parents,” and “Students.”
- Under the subhead “Data” is listed: “Decision Rules,” “Daily Monitoring,” “Frequent Progress Monitoring,” and “Intervention Fidelity Data.”
- Under the subhead “Interventions” is listed: “Based on Identified Need,” “Frequency,” “Duration,” “Timeline Matched to Need,” and “Intended to be Flexible.”
- Under the subhead “Continuous Improvement Process” is listed: “Group Individual Levels” and “Strengths-based.”

# MTSS Long Description (4 of 4)

- Under the heading “Individualized Support” are four subheads.
- Under the subhead “Expanded Grade and Teaching Teams” is listed: “Specialists,” “Parents and Students,” and “Community/Agency Service Providers.”
- Under the subhead “Data” is listed: “Decision–Rules,” “Daily Monitoring,” “Frequent Progress Monitoring,” and “Intervention Fidelity Data.”
- Under the subhead “Interventions” is listed: “Based on Identified Need,” “Frequency,” “Duration,” “Timeline Matched to Need,” and “Intended to be Flexible.”
- Under the subhead “Continuous Improvement Process” is listed “Individual Level” and “Strengths-based.”

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# Circles of Implementation Long Description (1 of 2)

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

# Circles of Implementation Long Description (2 of 2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills.

Center:

- CA CCSS for ELA/Literacy
- CA ELD Standards

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