Multiple Subject

Step 1: Plan—Part B: Learning Segment Template

| **Directions:** Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may provide up to 5 pages per lesson. For more information, see pages 9–13 of the Literacy Performance Assessment Guide. |
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Across the 3–5 literacy lessons:

| **Scope and Sequence** |  |
| --- | --- |
| Explain how your  3–5 lessons fit into the larger scope and sequence of the unit (systematic instruction). | [ ] |
| Summarize how your 3–5 lessons apply findings from previous literacy assessments.[[1]](#footnote-1) | [ ] |
| Identify the selected foundational reading skill(s)[[2]](#footnote-2) students will learn and/or apply within a lesson and/or across your lesson activities. | [ ] |
| If you are providing supplemental support for students for the selected foundational reading skill(s), explain why these skills are needed. | [ ] |
| Identify the selected additional theme(s)[[3]](#footnote-3) from the ELA/ELD Framework you plan to teach within a lesson and/or across your lesson activities. | [ ] |
| Explain how your lessons align with one another to create a progression of learning. | [ ] |

Lesson 1

Grade Level:

[ ]

Lesson Topic:

[ ]

| **Strands/Standards and Learning Goals** |  |
| --- | --- |
| Grade-level CA ELA/Literacy[[4]](#footnote-4) strand(s)/standard(s) | [ ] |
| ELA/Literacy learning goal(s) | Students will be able to…[ ] |
| Grade-level CA ELD strand(s)/standard(s)[[5]](#footnote-5) | [ ] |
| ELD learning goal(s) | Students will be able to…[ ] |

| **Lesson Activities and Delivery** |  |
| --- | --- |
| Describe how you plan to leverage the students’ cultural and/or linguistic assets and/or interests during the lesson. | [ ] |
| Summarize the lesson activity(ies). | [ ] |
| Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s). | [ ] |
| Summarize formative assessment(s). | [ ] |
| Describe how you plan to use integrated English language development (ELD). | [ ] |
| Describe how you plan to use adaptations to address the focus student’s assets, interests, and/or learning needs. | [ ] |

Lesson 2

Grade Level:

[ ]

Lesson Topic:

[ ]

| **Strands/Standards and Learning Goals** |  |
| --- | --- |
| Grade-level CA ELA/Literacy[[6]](#footnote-6) strand(s)/standard(s) | [ ] |
| ELA/Literacy learning goal(s) | Students will be able to…[ ] |
| Grade-level CA ELD strand(s)/standard(s)[[7]](#footnote-7) | [ ] |
| ELD learning goal(s) | Students will be able to…[ ] |

| **Lesson Activities and Delivery** |  |
| --- | --- |
| Describe how you plan to leverage the students’ cultural and/or linguistic assets and/or interests during the lesson. | [ ] |
| Summarize the lesson activity(ies). | [ ] |
| Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s). | [ ] |
| Summarize formative assessment(s). | [ ] |
| Describe how you plan to use integrated English language development (ELD). | [ ] |
| Describe how you plan to use adaptations to address the focus student’s assets, interests, and/or learning needs. | [ ] |

Lesson 3

Grade Level:

[ ]

Lesson Topic:

[ ]

| **Strands/Standards and Learning Goals** |  |
| --- | --- |
| Grade-level CA ELA/Literacy[[8]](#footnote-8) strand(s)/standard(s) | [ ] |
| ELA/Literacy learning goal(s) | Students will be able to…[ ] |
| Grade-level CA ELD strand(s)/standard(s)[[9]](#footnote-9) | [ ] |
| ELD learning goal(s) | Students will be able to…[ ] |

| **Lesson Activities and Delivery** |  |
| --- | --- |
| Describe how you plan to leverage the students’ cultural and/or linguistic assets and/or interests during the lesson. | [ ] |
| Summarize the lesson activity(ies). | [ ] |
| Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s). | [ ] |
| Summarize formative and/or summative assessment(s). | [ ] |
| Describe how you plan to use integrated English language development (ELD). | [ ] |
| Describe how you plan to use adaptations to address the focus student’s assets, interests, and/or learning needs. | [ ] |

If needed, copy blank tables from above for Lesson 4 and Lesson 5.

1. Recent observations, assessments [e.g., screenings; formative, summative, state testing], literacy and/or language profiles, student work samples, and/or information provided by your cooperating teacher [↑](#footnote-ref-1)
2. Foundational reading skills: print concepts, phonological awareness, phonics, word recognition, fluency, morphology/morphological awareness. For candidates in PK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print, games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters [↑](#footnote-ref-2)
3. Additional themes: meaning making, effective expression, language development, content knowledge [↑](#footnote-ref-3)
4. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-4)
5. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-5)
6. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-6)
7. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-7)
8. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-8)
9. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development. [↑](#footnote-ref-9)