Institution Name: CSU Long Beach
Program Coordinator Name: Dr. Shelley Xu
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Reading and Literacy Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.
Note: The course titles are listed in a separate table below due to their length.

Table of Course Names

Course Number	Course Title
EDRG 540	Advanced Studies in Literacy
EDRG 551	Assessment and Instruction in Reading and Writing
EDRG 543	Advanced Studies in Literacy
EDRG 558	Assessment and Instruction in Reading and Writing
EDRG 559	Practicum in Teaching Reading and Language Arts

Link to Commission Approved Reading and Literacy Standards

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Competencies for the Reading and Literacy Added Authorization Standards	EDRG 540	EDRG 551	EDRG 543	EDRG 558	EDRG 559
2.1 Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	I, P, A	P	I, P	P, A	
2.2 Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.		I, P	P		P, A
2.3 Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	I, P, A	I, P			P, A
2.4 Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	I, P, A	P		P, A	

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Competencies for the Reading and Literacy Added Authorization Standards	EDRG 540	EDRG 551	EDRG 543	EDRG 558	EDRG 559
2.5 Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.		I, P			P, A
2.6 Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.		I, P	I, P		P, A
3.1 Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	P, A				
3.2 Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:					
3.2.1 Oral language development		P			
3.2.2 Word analysis		P		P	
3.2.3 Fluency		P			P, A
3.2.4 Vocabulary development		P		P	P, A
3.2.5 Listening and reading comprehension		P			P, A
3.2.6 Written language development		P		P	P, A

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Competencies for the Reading and Literacy Added Authorization Standards	EDRG 540	EDRG 551	EDRG 543	EDRG 558	EDRG 559
3.3 Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.		P			P, A
3.4 Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	P	I, P			P, A
3.5 Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI[2], and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	P	P		P, A	P, A
3.6 Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.			I, P, A		

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Competencies for the Reading and Literacy Added Authorization Standards	EDRG 540	EDRG 551	EDRG 543	EDRG 558	EDRG 559
3.7 Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.		P, A		P, A	P, A
3.8 Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.		P			P, A
3.9 Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.		P			P, A

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