Sponsoring organizations with Early Childhood, Elementary, and Moderate Disabilities PK-8 licensure programs under formal review will undergo a more detailed review of those programs to ensure their alignment to the [Early Literacy Program Approval Criteria](https://www.doe.mass.edu/edprep/resources/early-literacy.html). These criteria are part of the broader expectations necessary for teacher preparedness in any one of the three licensure roles, as outlined in the [Professional Standards for Teachers](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) (PSTs) and the [Subject Matter Knowledge Guidelines](https://www.doe.mass.edu/edprep/domains/instruction/smk-guidelines.docx) (SMKs). This Early Literacy Coursework Crosswalk should be used by all relevant programs to identify the required coursework in which the described knowledge and skills are being demonstrated at the requisite practice level.

Early Literacy Matrix

The structure of the Early Literacy Program Approval Criteria mirrors the structure of the PSTs, which define the pedagogical and other professional knowledge and skills required of all teachers, as well as the level of practice that candidates should demonstrate by the time they complete their teacher preparation program and are endorsed for licensure. The early literacy program criteria are thereby organized into the following practice levels:

|  |  |
| --- | --- |
| **Level of Practice** | **Expectations for Candidates** |
| Introduction | Candidates ***show understanding*** through coursework and/or in field-based experiences. |
| Practice | Candidates ***have opportunities to practice, to be observed, and to receive feedback*** through coursework and/or in field-based experiences.Practice may also take place in coursework through a combination of simulations, rehearsals, or role-play; it is not limited to field-based experiences.  |
| Demonstrate | Candidates ***consistently demonstrate competency*** through coursework and in field-based experiences. |

|  |
| --- |
| **Instructions:** 1. In each row below, indicate the course number, instructor(s), and title of the **required course(s) in which the described knowledge or skill is explicitly and coherently addressed**. Course identifiers should match the numbers/abbreviations/titles of submitted syllabi and indicators should not be spread across too many courses.
2. Then, **briefly denote where in the syllabus the content is covered** (i.e., unit name, week number, objective number).

The **bolded cell within each row indicates the level of practice candidates should demonstrate** by the time they complete their educator preparation program and are endorsed for licensure. Coverage beyond that level of practice is not required. |

|  |
| --- |
| **High Level Course Information**  |
| For each course noted in the matrix below, provide any information you feel is relevant to our team’s understanding of the course for the purpose of scheduling course observations, such as:  Course number, title, next semester the course will be offered, days and times the courses are offered, faculty who teach the course  **EXAMPLE** EDUC 1234: Foundations of Early Literacy Fall Semester 2026 Wednesdays 5:30 – 8:30 pm Instructor: Jessica Bazinet   |
|   |

**A. Core Principles of Intentional and Equitable Literacy Instruction**

In their coursework, candidates have opportunities for learning in each of these basic principles of effective literacy instruction. This will ensure that candidates have a solid foundation for literacy instruction that is culturally and linguistically sustaining, informed by research, and interactive and engaging for young learners.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Research on the Development of Skilled Reading and Writing** | **Introduce** | **Practice** | **Demonstrate** |
| 1. Frameworks for understanding the development of literacy
 |  |  |  |
| 1. Frameworks for understanding the interrelatedness of literacy skills
 |  |  |  |
| 1. The factors that impact skilled reading and writing, including physical ability (e.g., vision, hearing, fine motor skills), language, culture, personal identity, motivation, and engagement
 |  |  |  |
| 1. The basic principles of how the brain learns to read and write as demonstrated through neuroscientific research
 |  |  |  |
| 1. The characteristics of students diagnosed or at risk of reading difficulties and/or learning disabilities that impact literacy development as described in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/reading-difficulties/default.html), as well as the current definition and characteristics of dyslexia as described in the [Massachusetts Dyslexia Guidelines](https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf)
 |  |  |  |
| 1. The research on the importance of a play approach in early literacy instruction
 |  |  |  |
| **2. The Development of Language and Literacy in Students Who Speak Multiple Languages and/or Dialects of English** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The benefits of multilingualism and bidialectalism
 |  |  |  |
| 1. The research on cross-linguistic transfer and the role of translanguaging in leveraging students' linguistic assets to support learning
 |  |  |  |
| 1. The factors that can affect the development of language and emergent literacy skills of English language and/or home language proficiency, such as the differences in concepts of print among languages and/or dialects and the connections between a student’s home language and General American English
 |  |  |  |
| 1. Plan appropriate entry points for learners of all language backgrounds to grade-level literacy instruction and activities
 |  |  |  |
| 1. Build on students’ background knowledge of speech and language
 |  |  |  |
| 1. Provide opportunities for translanguaging throughout instruction
 |  |  |  |
| **3. Instructional Materials** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The research on the importance of high-quality instructional materials
 |  |  |  |
| 1. The concept and process for internalizing curricular materials
 |  |  |  |
| 1. The research on culturally and linguistically sustaining pedagogy and practices in early literacy development as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/pathway-to-equity.html)
 |  |  |  |
| 1. The research base and instructional purpose of different types of text (e.g., decodable, complex, text sets), as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/differentiated-instruct.html) and “[The Four Shifts](https://www.doe.mass.edu/massliteracy/topresources/the-four-shifts.docx)”
 |  |  |  |
| 1. Critically analyzing instructional materials and discerning whether there is a need to adjust and/or adapt instructional materials or select additional instructional materials to create evidence-based early literacy learning experiences that are rigorous, culturally and linguistically sustaining, and engaging
 |  |  |  |
| 1. Plan evidence-based, inclusive, and culturally sustaining literacy instruction that includes opportunities for students to create meaningful, relevant connections rooted in the local context
 |  |  |  |
| 1. Identify necessary supplemental resources and/or tiered supports to provide all students access to grade-level literacy instruction
 |  |  |  |
| **4. Engaging Instruction** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The research on cultivating student engagement in literacy instruction
 |  |  |  |
| 1. Implement evidence-based strategies for cultivating student engagement that align to the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/), such as:
	* Helping students understand the functions of print and identifying different genres, text types, and topics of interest
	* Identifying opportunities for students to connect and relate early literacy content to students’ communities and everyday lives
	* Identifying opportunities for playful learning (e.g., guided play, sociodramatic play, language play) that support literacy development
	* Providing opportunities for students to identify as successful readers and writers
	* Allowing students to have reading choices
	* Designing inclusive and engaging language-rich learning environments
 |  |  |  |
| **5. Assessments and Data-Based Decision-Making** | **Introduce** | **Practice** | **Demonstrate** |
| 1. A variety of formal and informal evidence-based assessments for measuring and monitoring students’ early literacy development in each of the subskills of reading (e.g., decoding, sight word recognition, phonological awareness, fluency, vocabulary, background knowledge, language comprehension, and reading comprehension) and writing (e.g., handwriting, spelling, conventions, craft, process)  recognition, phonological awareness, fluency, vocabulary, background knowledge, language comprehension, and reading comprehension) and writing (e.g., handwriting, spelling, conventions, craft, process)
 |  |  |  |
| 1. The specific considerations in administering assessments in General American English for students of all language backgrounds as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/leading-mtss/data-based-decision.html)
 |  |  |  |
| 1. The importance and appropriate use of reliable and valid assessments administered in a culturally and linguistically sustaining way for screening, diagnostic, and progress monitoring purposes to make decisions about student intervention/instruction as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/leading-mtss/data-based-decision.html)
 |  |  |  |
| 1. The concept and research base of a multi-tiered system of support (MTSS) structure for literacy instruction
 |  |  |  |
| 1. The appropriate role of MTSS and evidence-based, culturally and linguistically sustaining tiers of instruction in supporting students who are currently or at risk of experiencing reading or writing difficulties
 |  |  |  |
| 1. Critically analyzing assessments
 |  |  |  |
| 1. Interpreting the data in view of specific student groups and instruction to make equity-driven data-based decisions, including determining the extent to which difficulties in developing word-level reading and spelling skills are related to language acquisition
 |  |  |  |
| 1. Communicating assessment results with a variety of stakeholders, including families to support and empower home-school partnerships that are culturally and linguistically sustaining
 |  |  |  |
| 1. Using student data to create intentional instruction plans in collaboration with a multidisciplinary team including ESL/Bilingual educators and reading specialists when applicable
 |  |  |  |
| 1. Interpret data from at least one valid and reliable early literacy screening assessment, such as those [approved by DESE](https://www.doe.mass.edu/instruction/screening-assessments.html), to identify students at risk of reading difficulties, learning disabilities, and dyslexia
 |  |  |  |
| 1. Determine progress and ability in each of the subskills of reading
 |  |  |  |
| 1. Make connections to practice across subtests, such as the ability to:
* Analyze students’ oral reading to gain insight into students’ reading abilities
* Analyze writing samples in order to make adjustments to practice (ex: analysis of students’ spelling to gain insight into students’ phonemic awareness, decoding, and encoding abilities)
 |  |  |  |
| 1. Make data-based decisions for grouping students and designing small group instruction, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/leading-mtss/data-based-decision.html)
 |  |  |  |
| 1. Monitor student growth using valid progress monitoring approaches as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/leading-mtss/data-based-decision.html)
 |  |  |  |

**B. Language Comprehension**

In their coursework, candidates have opportunities to gain the content knowledge and skills needed to effectively support students’ development of language comprehension, with a clear understanding of the role of a student’s native oral language in literacy development and the importance of vocabulary in effective literacy instruction.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Research on the Development of Language Comprehension** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The research on the interrelationships between oral language and literacy development (i.e., how speaking and listening skills interact with reading and writing skills) and the impact of language development on later literacy success
 |  |  |  |
| 1. The components of language comprehension, including vocabulary, syntax and grammar, higher level language skills, and background knowledge
 |  |  |  |
| 1. The language development and learning of students who speak multiple languages and/or dialects of English, including the benefits of translanguaging in supporting language development
 |  |  |  |
| 1. Evidence-based practices that create a language-rich and culturally and linguistically sustaining environment in order to promote oral language development and language comprehension growth as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/oral-language.html)
 |  |  |  |
| 1. Evidence-based instructional strategies and adaptations that effectively support the development of oral language for multilingual and/or bidialectal students as [outlined in the Mass Literacy](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/vocab-morphology.html) Guide and the [CGCS Framework for Foundational Skills Instruction](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_Foundational%20Literacy%20Skills_Pub_v12.pdf)
 |  |  |  |
| **2. Vocabulary** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The role of vocabulary knowledge in reading comprehension and academic success
 |  |  |  |
| 1. The role of morphology (General American English word roots and their origins as well as common English affixes and their meanings) in reading and spelling development as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/vocab-morphology.html)
 |  |  |  |
| 1. The use of incidental and intentional social interactions, interactive read-alouds, songs, centers, and play to build oral language and vocabulary development
 |  |  |  |
| 1. Evidence-based instructional activities that support all students’ vocabulary growth and understanding of morphology, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/vocab-morphology.html), including:
* Explicit vocabulary instruction embedded in meaningful contexts (reading, writing, and speaking opportunities)
* Selection of tier two vocabulary for focused instruction
* Play-based learning opportunities for learning and applying vocabulary
 |  |  |  |
| 1. Evidence-based instructional strategies and adaptations that effectively support the development of vocabulary for multilingual and/or bidialectal students as [outlined in the Mass Literacy](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/vocab-morphology.html) Guide and the [CGCS Framework for Foundational Skills Instruction](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_Foundational%20Literacy%20Skills_Pub_v12.pdf)
 |  |  |  |

**C. Foundational Skills**

In their coursework, candidates have opportunities to gain the content knowledge and skills needed to effectively teach the foundational skills of reading, rooted in the understanding that these foundational skills are necessary for fluent and successful reading in later grades.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Research on the Development of Skilled Word Reading** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The correlations established in [research](https://docs.google.com/document/d/1lc3TRd2-y6DA8WWiIen4-sJLAxZIBOUBo1T9aalSWlU/edit#bookmark=id.h6aqvl7pu52n) between foundational reading skills and later academic performance
 |  |  |  |
| 1. The model of gradually releasing responsibility when introducing new content in foundational skills
 |  |  |  |
| 1. Considerations for allocating instructional time for all the foundational skills components in the early grades
 |  |  |  |
| **2. Phonological Awareness Instruction** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The role of phonological awareness in reading development in alphabetic writing systems
 |  |  |  |
| 1. The factors that impact students’ development of phonological awareness, such as variability in students’ phonological awareness knowledge, multilingualism, bidialectalism, and/or neurodiversity
 |  |  |  |
| 1. Evidence-based instructional strategies for explicit, systematic instruction of phonological awareness, such as those outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/foundational-skills/for-all.html), including opportunities to:
	1. Focus attention on the sounds of language (e.g., through songs, rhymes, chants, poems)
	2. Combine phoneme-level instruction with alphabet knowledge
	3. Segment and blend
	4. Map symbols to sounds through invented spelling and writing for sound in PK-1
 |  |  |  |
| 1. Linguistically sustaining adaptations to phonological awareness instruction that support the growth and development of multilingual and/or bidialectal students, such as contextualized practice or comparative study of phonemes in the student’s home language as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/phonological-awareness.html)
 |  |  |  |
| **3. Phonics and Decoding Instruction** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The phoneme-grapheme correspondences of the English language and their place and manner of articulation
 |  |  |  |
| 1. The role of phonics knowledge, decoding skills, and sight word knowledge in reading development
 |  |  |  |
| 1. The connection between automaticity of decoding and encoding skills and fluent reading and writing
 |  |  |  |
| 1. Recommended progression(s) of phonics instruction based on complexity and utility of spelling patterns
 |  |  |  |
| 1. Evidence-based strategies for explicit and systematic phonics and decoding instruction, such as those outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/phonics-decoding.html), including:
	1. Instructional activities for alphabetic knowledge such as Elkonin boxes and games, songs, or hands-on materials that help students learn letter sounds
	2. Routines that help students develop automatic recognition of high-frequency words by mapping the words’ sounds, spelling, and meaning
	3. Instruction in multisyllabic words and morphology
	4. Instructional strategies for irregularly spelled high-frequency words
 |  |  |  |
| 1. The use of text and activities purposefully for whole- and small-group instruction, based on student needs, interests, and identities, to promote transfer of phonics and decoding skills
 |  |  |  |
| 1. Skillful adaptations to phonics and decoding instruction that support the growth and development of multilingual and/or bidialectal students, such as cross-linguistic analysis and making explicit connections between code-learning and meaning-making, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/foundational-skills/for-all.html)
 |  |  |  |
| **4. Encoding Instruction** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The concept of spelling as a complex cognitive process that is related to language, phonics, and writing rather than an exclusive process of rote memorization
 |  |  |  |
| 1. The typical developmental progression of spelling and current research on spelling development for multilingual and bidialectal learners
 |  |  |  |
| 1. The need to teach encoding in connection with phonics, including explicit and systematic phonics instruction of the 250 graphemes used to represent the 42-44 phonemes of the English language and the patterns and rules that inform when to use different graphemes depending on the word’s language of origin, meaning, or sound structure
 |  |  |  |
| 1. The ability to create active and meaningful practice opportunities for encoding, such as opportunities for students to play spelling games, practice using invented spelling, and transfer and apply the phonics they are learning to their writing
 |  |  |  |
| 1. The ability to implement activities and strategies that support the development of encoding skills for multilingual and bidialectal learners, such as oral language strengthener exercises and explicitly connecting spelling to meaning-making
 |  |  |  |
| **5. Fluency** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The role of fluency (rate, prosody, and accuracy) in reading development
 |  |  |  |
| 1. The factors and processes influencing fluency development, including development of automatic word recognition that occurs through repeatedly encountering, decoding, and understanding a word, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/fluent-word-reading/word-recognition.html)
 |  |  |  |
| 1. Evidence-based instructional activities for fluency, such as repeated readings with feedback, readers’ theater, and echo reading
 |  |  |  |
| 1. Evidence-based instructional strategies and modifications that effectively support the development of fluency for multilingual and bidialectal students, such as exercises that also attend to syntactic comprehension or explicitly teach intonation
 |  |  |  |

**D. Reading Comprehension**

In their coursework, candidates have opportunities to gain the content knowledge and skills needed to effectively teach the competencies in the [MA English Language Arts and Literacy Frameworks](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf) through grade-level appropriate practices that will promote comprehension, knowledge building, and independent reading.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Research on the Development of Reading Comprehension** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The factors that impact development of reading comprehension, such as
	* Fluent word reading (e.g., Phonological awareness, Phonics and decoding, Advanced phonics, Automatic word recognition)
	* Language comprehension (e.g., Vocabulary and morphology, Knowledge, Syntax and grammar, Higher-level language skills)
	* Motivation and engagement
	* Executive Functioning
	* Use of comprehension strategies
	* Sociocultural considerations, including pragmatics
 |  |  |  |
| **2. The role of knowledge building** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The role of both conceptual and cultural knowledge in reading comprehension
 |  |  |  |
| 1. The ability to build students’ knowledge as outlined in the [Mass Literacy](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/knowledge.html) Guide and the [MA ELA Frameworks](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf), including the use of:
	1. Informational read-aloud that support students’ growing understanding of a topic
	2. Text sets that allow students to engage with a varied and coherent body of texts that work together to build broad and deep knowledge of the world
	3. Explicit instruction of culturally-bound concepts encountered in texts
	4. Routines and strategies that promote curiosity, inquiry, and discussion about a topic of study
	5. Opportunities to practice reading independently
 |  |  |  |
| **3. The Role of Language and Literacy Knowledge** | **Introduce** | **Practice** | **Demonstrate** |
| Depending on determination of prior knowledge[[1]](#footnote-2):* The Reading Standards for Literature and Informational Text outlined in the [MA English Language Arts and Literacy Frameworks](https://www.doe.mass.edu/frameworks/current.html)
* Literacy knowledge and skills assessed in [Communications and Literacy Skills MTEL](https://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html), including the features and structures of General American English and the features and structures of various genres of text
* The Key Language Uses outlined in [WIDA ELD Standards](https://wida.wisc.edu/teach/standards/eld) Framework
 |  |  |  |
| 1. Explicit instruction on the features and structures of language (ex: expanded noun groups, use of conjunctions) to support comprehension at the sentence level, including an asset-based cross-linguistic comparison of language structures in General American English with home language and/or language varieties
 |  |  |  |
| 1. Explicit instruction on the purposes (i.e., inform, narrate, explain, and argue) of text
 |  |  |  |
| 1. Explicit instruction on the structures (i.e., the elements of a narrative text, common structures of informational texts) of different texts
 |  |  |  |
| 1. The ability to provide students with opportunities to use their knowledge of language and text features and structures to comprehend complex texts [as outlined in the Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/higher-level-language.html)
 |  |  |  |
| **4. The Role of Culturally and Linguistically Sustaining Complex Texts** | **Introduce** | **Practice** | **Demonstrate** |
| 1. Research on the importance of high expectations and engaging all students with grade-level complex texts
 |  |  |  |
| 1. The role of appropriate, temporary, individualized scaffolds in instruction of complex texts
 |  |  |  |
| 1. The importance of and research on texts that affirm students’ identities as well as texts that introduce students to diverse perspectives
 |  |  |  |
| 1. The ability to construct, assess, and modify tasks and questions connected to complex texts to ensure that they align to grade-level standards and are culturally and linguistically responsive
 |  |  |  |
| 1. The ability to provide opportunities for all students to engage with complex, relevant texts that represent multiple perspectives and diverse life experiences across genres and content areas as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/complex-text/choosing-using.html) and the [MA ELA Frameworks](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf)
 |  |  |  |
| 1. The ability to provide students with opportunities to analyze and respond to complex texts in order to develop critical literacy
 |  |  |  |
| **5. Instructional Strategies for Reading Comprehension** | **Introduce** | **Practice** | **Demonstrate** |
| 1. The purpose and benefits of dialogic reading and active discussions during read-alouds as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/complex-text/understanding.html)
 |  |  |  |
| 1. The research on close reading strategies and analyzing a text to make meaning
 |  |  |  |
| 1. The process of gradually shifting responsibility for selecting and using reading strategies to students
 |  |  |  |
| 1. The role of text-based discussions in developing reading comprehension as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/complex-text/understanding.html)
 |  |  |  |
| 1. The research on developing language and literacy skills in content area instruction
 |  |  |  |
| 1. Intentional and planned read-alouds that use evidence-based strategies, such as text talk or scaffolded rereads, in order to promote students’ development of inferential thinking
 |  |  |  |
| 1. The ability to facilitate text-based discussions that provide brief, explicit instruction on some aspect of the text or model a comprehension strategy before and/or while reading
 |  |  |  |
| 1. Routines for helping students apply reading strategies
 |  |  |  |
| 1. Evidence-based instructional practices and modifications that effectively support the development of metacognitive strategies for all students, such as explicitly breaking down the language demands and cultural nuances of making an inference
 |  |  |  |
| 1. Effective instructional practices that will guide students through high-quality discourse about texts, outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/complex-text/understanding.html), including the ability to:
	1. Plan meaningful analysis and discussion of texts at the discourse, sentence, and phrase/word level
	2. Develop higher-order discussion questions that are tied to grade-level standards and reflect the reader’s ability and grade-level
	3. Ask follow-up questions that facilitate discussion and higher-level thinking
	4. Structure lessons to encourage student-led discussions and peer-to-peer interactions
 |  |  |  |

**E. Writing**

In their coursework, candidates have opportunities to gain the content knowledge needed to effectively teach the skills in the [MA ELA Frameworks](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf) through playful, culturally and linguistically sustaining, grade-level appropriate practices that will promote an awareness of the purposes of writing and the development of writing fluency.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Research on the Development of Writing Skills** | **Introduce** | **Practice** | **Demonstrate** |
| 1. Frameworks for understanding early writing and the development of early writing skills, including fine motor development and development of oracy skills
 |  |  |  |
| 1. The relationship between writing and the retention of content knowledge, improved reading comprehension, and gains in oral language skills
 |  |  |  |
| **2. Handwriting** | **Introduce** | **Practice** | **Demonstrate** |
| 1. Research on effective handwriting instruction, including
* The connection between handwriting and letter recognition
* The value of playful activities that support development of shapes, letter, and word formation
* The impact of handwriting on writing fluency
 |  |  |  |
| 1. Explicit, systematic instruction in letter formation, word spacing, posture, and pencil grip for both left and right-handedness, including activities to support fine motor development
 |  |  |  |
| 1. Application of the research on effective handwriting instruction in a classroom setting *when practicum placements allow*[[2]](#footnote-3)
 |  |  |  |
| **3. Sentence Structure and Writing Conventions** | **Introduce** | **Practice** | **Demonstrate** |
| Depending on determination of prior knowledge:* The Writing and Language conventions noted in the [MA English Language Arts and Literacy Frameworks](https://www.doe.mass.edu/frameworks/current.html)
* Writing knowledge and skills assessed in the Writing Subtest of the [Communications and Literacy Skills MTEL](https://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html)
 |  |  |  |
| 1. Explicit, evidence-based, culturally and linguistically sustaining instruction of sentence structure and writing conventions, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/writing/structure.html), including the ability to implement:
	1. Collaborative practice opportunities, such as peer feedback activities
	2. Instruction embedded in meaningful, authentic writing tasks
	3. Development of syntactic awareness of academic English and/or home languages or dialects
	4. Supports for multilingual and bidialectal students, such as guided practice or explicitly teaching text connectives
 |  |  |  |
| **4. Writing Craft** | **Introduce** | **Practice** | **Demonstrate** |
| Depending on determination of prior knowledge:* The Text Types and Purposes noted in the [MA English Language Arts and Literacy Frameworks](https://www.doe.mass.edu/frameworks/current.html)
* Writing knowledge and skills assessed in the Writing Subtest of the [Communications and Literacy Skills MTEL](https://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html)
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| 1. Evidence-based, culturally and linguistically sustaining methods for teaching writing craft, as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/writing/craft.html), including the ability to implement:
* Explicit instruction in the differences between speaking and writing
* Explicit instruction of genres relevant to grade-level content learning
* The use of mentor texts in building metalinguistic awareness, especially for multilingual and bidialectal learners, and supporting students’ understanding of writing craft at the discourse, paragraph, sentence, and word/phrase level
* The use of a gradual release model that involves building the field or knowledge of the topic, deconstruction of mentor texts or model responses, teacher modeling through think-alouds and/or co-construction of a text, collaborative writing, and independent writing
* Frequent and sustained writing practice embedded in authentic tasks tied to content and student interest
 |  |  |  |
| **5. Writing Process** | **Introduce** | **Practice** | **Demonstrate** |
| Depending on determination of prior knowledge:* The steps and skills needed to write using research, as well as the production and distribution of writing noted in the [MA English Language Arts and Literacy Frameworks](https://www.doe.mass.edu/frameworks/current.html)
* Writing knowledge and skills assessed in the Writing Subtest of the [Communications and Literacy Skills MTEL](https://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html)
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| 1. Evidence-based, culturally and linguistically sustaining instructional practices for each stage of the writing process as outlined in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/writing/process.html), including:
2. The use of modeling to support a student’s understanding of the purpose and application of a writing strategy (such as the use of a graphic organizer)
3. The ability to provide targeted, explicit, timely, and meaningful feedback on student writing throughout the writing process delivered in a way that promotes a safe learning environment
4. The gradual release of responsibility to students to independently use (and/or evaluate the efficacy of) the strategy in their own writing
5. The ability to adapt writing strategies and processes to the linguistic and cultural needs of students, including knowing when to use evidence-based instructional supports for multilingual and bidialectal students, such as scaffolding through sentence frames or providing additional processing time
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1. In cases where the foundational knowledge needed to practice and demonstrate effective instruction is part of the Massachusetts Curriculum Frameworks for PK-12 public schools or, in some cases, part of the generalized curriculum of institutions of higher learning, explicit and direct instruction of this content may not be necessary in educator preparation programs [↑](#footnote-ref-2)
2. For Moderate Disabilities PK-8 candidates whose caseloads during practicum placements do not allow for instruction in handwriting, these candidates may not be able to demonstrate effective handwriting instruction in a classroom setting. In this case, Moderate Disabilities PK-8 candidates should be given opportunities to practice effective instruction of handwriting through pre-practicum, role play, and/or simulations. [↑](#footnote-ref-3)