

Sent to the California Commission on Teacher Credentialing, August 18, 2022
credentials@ctc.ca.gov

I have been asked to comment on the Draft Literacy Standards, which consist of several documents dealing with teaching reading presented in Senate Bill 488:

[Proposed PK-3 ECE Credential Draft Literacy Standards and TPEs Input Survey](#)

[Education Specialist Literacy Standard and TPEs Survey](#)

[MS/SS Literacy Standard and TPEs Survey](#)

My comments for all of these are identical:

They all assume that the elements of literacy (e.g. phonemic awareness, phonics, spelling, morphology, vocabulary, syntax) can and should be taught using “explicit and systematic instruction.”

Evidence continues to emerge that a great deal of these competences is largely acquired by reading, and very little is the result of “study.”

This is not mentioned in any of the documents listed above. A great deal of empirical evidence published in respectable scientific journals during the last few decades supports the substantial role of reading and minor role of explicit instruction. It deserves to be studied and at least considered. Instead, this approach is the law.

Some sources, free download for all of them:

McQuillan, J. The Literacy Crisis: False Claims and Real Solutions.

Available for free PDF download in several places.

<http://bit.ly/LiteracyCrisis>

http://bit.ly/TLC_Download

https://www.researchgate.net/publication/238259665_Literacy_crisis_False_claims_and_real_solution

https://www.academia.edu/1384903/The_literacy_crisis_False_claims_real_solutions

Krashen, S. 2004..The Power of Reading. Englewood, CO: Libraries Unlimited.

http://www.sdkrashen.com/content/books/the_power_of_reading.pdf (second edition)

Draft Literacy Standards and TPEs Input Surveys

The invitation:

The Commission seeks feedback from reading and literacy experts and practitioners, preparation programs and faculty, and all interested parties regarding proposed draft literacy standards and teaching performance expectations (TPEs) as outlined in [Senate Bill 488 \(Chap. 678, Stats. 2021\)](#). The public input surveys are designed to gather feedback to inform further development of the proposed draft Literacy Standards and TPEs for the proposed PK-3 ECE credential, the Education Specialist credentials, and the Multiple and Single Subject credentials. Please take a few minutes to complete the input surveys by September 2, 2022. The Commission will discuss these proposed draft standards and TPEs as well as feedback received to date at its August 25-26, 2022 meeting.