



Evidence-Based Reading Instruction Index

Purpose

This document serves as a quick-reference index to support CDE staff, district and/or school administrators, and educators across the state in identifying and understanding what effective reading instruction looks like in classrooms aligned with the science of reading and evidence-based practices. Each section includes documents and tools found on the CDE website, organized by topic, all in one place. By providing direct access to these key resources, this index enables the user to recognize strong, evidence-based instructional practices and support continuous improvement in literacy outcomes for all students.

Evidence of Effective Instructional Planning

Features of effective instruction should be intentionally planned and evident in both universal instruction (Tier I) and targeted and intensive intervention instruction (Tier II & III), to provide a layered continuum of support. These features include cumulative, systematic, and explicit instruction with multiple examples or models given while providing many opportunities for practice with corrective feedback and support as needed. When planning for effective instruction, considerations around the students receiving the instruction are included in both universal and intervention instruction. Tools to support specific student groups are below.

Planning Resources

- [Features of Effective Instruction Checklist](#)
- [Literacy Evaluation Tool - Systems Analysis](#)
- [Structured Literacy Principles and Alignment with Effective Instruction](#)
- [CDE READ Act Related Resources](#)

Considerations | 4th-12th Grade Students

- [Grades 4-12 Curricular Resource Bank](#)
- [READ Plan Guidance in 4th – 12th Grade](#)
- [FAQs about READ Plans for Grades 4-12](#)
- [IES Guide for 4th-9th Intervention](#)

Considerations | Multilingual Learners (MLs)

- [Multilingual Learner Guidance and Resources](#)
- [Linguistically Responsive Data-Based Instructional Decision-Making for K-12 Multilingual Learners](#)
- [Phoneme Similarities and Differences in Spanish and English](#)

Considerations | Students with Disabilities

- [Literacy Resources Specific to Students with Disabilities](#)
- [Resources for Learners identified with a Specific Learning Disability \(SLD\)](#)
- [Multilingual Learners Identified or Suspected of Having Educational Disabilities](#)

Leader Look-For Tools

The look-for tools below are meant to support instruction and create a plan for identifying areas of strength, areas of growth and trends across classrooms in instructional practices for each component of reading. These tools are not intended to be used for formal evaluation.

[Features of Effective Literacy Instruction Look Fors-Excel](#) | [\(Google Sheets Version\)](#)
[Biliteracy Look Fors Tool-Excel](#) | [\(Google Sheets Version\)](#)

Oral Language

Oral language provides the foundation for all other literacy skills and is embedded into lessons across the instructional day. Effective instruction includes modeling academic language, minimizing teacher talk and providing multiple opportunities for students to engage in think time and peer discussions. This benefits all students and is a necessary instructional component for multilingual learners (MLs).

- [Multilingual Learner Literacy and Language Walk Through Tool](#)
- [Oral Language Look Fors](#)
- [CDE Vocabulary Lesson Template](#)
- [PCG Structured Literacy Lesson Plan Review](#)
- [CDE Text Planning Guide for Comprehension](#)

Phonological Awareness, Phonemic Awareness and Phonics

Phonological awareness, phonemic awareness, and phonics work together to build strong word recognition skills. Effective instruction for teaching the sound-symbol correspondences in the language is explicit and direct, systematic and sequential, cumulative, multi-modal, and diagnostic.

- [Leader Look For Tool PA and Phonics](#)
- [CDE Phonics Lesson Template](#)
- [PCG Teaching Word Recognition](#)
- [PCG Structured Literacy Lesson Plan Review](#)



Fluency

Fluency is the capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. Effective instruction is evidence-based and purpose-driven with texts and tasks appropriate for student level/age/grade.

- [Leader Look Fors Tool Fluency](#)
- [PCG Teaching Word Recognition](#)
- [PCG Structured Literacy Lesson Plan Review](#)

Vocabulary

Deep word knowledge involves understanding its structure—pronunciation, phonemes, syllables, morphemes, and spelling. Explicit vocabulary instruction supports students with learning carefully selected words that are critical to both comprehending the text or content being taught and impact overall academic development.

- [Leader Look Fors Tool Vocabulary](#)
- [CDE Vocabulary Lesson Template](#)
- [PCG Structured Literacy Lesson Plan Review](#)

Comprehension

Both reading and language comprehension involve constructing meaning; language comprehension focuses on spoken or written language, while reading comprehension is specific to written text and is the product of word recognition and language comprehension. Instruction may include a teacher read-aloud or student reading of text to build content knowledge, vocabulary, syntax and the use of strategies to monitor understanding.

- [CDE Text Planning Guide for Comprehension](#)
- [PCG Structured Literacy Lesson Plan Review](#)
- [Text Types: Decodable, Leveled and Authentic](#)

For more information or additional support, please contact your [ELSR Regional Senior Literacy Consultant](#).