CALIFORNIA

Reading & Literature

PROJECT



The **California Reading & Literature Project (CRLP)** provides transformative professional learning in reading and literacy. Our professional learning positions educators as learners and leaders to ensure that every California student receives high-quality, rigorous, comprehensive literacy instruction that is responsive to their identities, assets and needs. CRLP intends that all California students complete high school as broadly literate individuals prepared for success in higher education, the work force and civic life in the 21st century.

CRLP's effectiveness stems from its core values and the evolution of elements that serve them:

Literacy: Literacy is a civil right.

Equity: All students deserve high-quality, responsive, culturally affirming literacy instruction.

Leadership: Teacher leadership fosters agency for courageous and informed decision-making.

Community: Inclusive and collaborative educational communities advance collective expertise.

Inquiry: Curiosity and questioning create a cycle of learning, knowing and understanding.

LEADERSHIP

Leadership qualities grow from a wide range of experiences. CRLP professional learning is designed to deepen educators' content knowledge and strengthen their classroom practice as they develop their capacity as educators. Teachers who want to support their colleagues may become presenters, coaches, mentors or curriculum developers.

A principal venue for leadership growth is the year-long Regional Invitational event held at each CRLP site. Here, educators engage in teacher-action research, lesson study, and training in coaching and facilitation skills. Collectively, all who participate in leadership development form a pivotal resource for CRLP professional learning development and delivery.

OFFERINGS

Teacher leaders collaborate in teams with university faculty and researchers to develop CRLP's professional learning content. All CRLP programs are aligned with California's ELA/ELD Framework. CRLP establishes partnerships with schools and districts to provide PK–12 teachers with comprehensive, high-quality, professional learning for teaching reading, subject literacy and academic language.

Results for Reading Comprehension

In the Results for Reading Comprehension (RRC) institute, we will focus on the central role that reading comprehension plays in developing academic literacy by guiding educators in creatively thinking about and choosing appropriate strategies and scaffolds for comprehension of challenging texts.

Results: Word Recognition and Fluency

The Results program offers an in-depth understanding of the four major components of reading foundational skills: print concepts, phonological awareness, word recognition and fluency. Grounded in current research, Results teaches best practices in reading instruction, provides routines that will help students master Common Core State Standards and offers assessments for determining students' reading proficiency.

Spanish-English Biliteracy Transfer (K–5) (SEBT)

Spanish-English Biliteracy Transfer (SEBT) is a carefully designed multiday program that equips biliteracy educators with the skills needed to successfully introduce English into their classrooms. Drawing on the most current research in Spanish-English reading development, we offer a developmental sequence for simultaneously teaching Spanish and English foundational reading skills. Participants are guided through a comprehensive collection of assessments in both languages and a scope and sequence of when to introduce English foundational reading skills, as well as lesson templates for effective transfer instruction.

Learning How English Works (LHEW): Assessing and Teaching Part II of the California ELD Standards

In LHEW, educators consider classroom language demands connected to the CA ELD standards; gain a deeper understanding of the text-, sentence- and word-level academic language of Part II of the CA ELD standards; and learn instructional routines for teaching integrated and designated ELD.

Content Area Language and Literacy for Academic Success in Middle and High School (CALL)

CALL equips 6th- through 12th-grade educators with strategies and routines to engage students in all reading complex tests across different content areas. The CALL approach to lesson design and delivery offers an in-depth understanding of the relationship between language arts standards and subject-area content. Grounded in current research, CALL teaches best practices in discipline-specific content and reading instruction. It provides teachers with routines that help students master course content. Teachers are guided through a systematic approach to text and task analysis that can be applied to any content area.

(De)Normalizing Literature

The (De)Normalizing Literature professional development focuses on intentional lesson design for reading diverse texts and culturally responsive instruction in our literature and literacy practices in PK–12 classrooms.

IMPACT

CRLP advocates for better access to literacy instruction in PK–12 education in the following ways:

- Maintaining a statewide professional network to bolster educators' subject knowledge and instructional skills in reading, literature and academic language
- Providing signature professional learning customized to district, school and educators' contexts, strengths and needs
- Building professional learning communities that contribute to educator retention and effectiveness, especially in underserved schools and districts

CRLP's accomplishments include:

- Providing transformative professional learning as part of the Diamond Educational Excellence Partnership in San Diego
- Sustaining a long-term partnership with Galt Joint Union Elementary School District
- Partnering with the Geffen Playhouse to offer Literacy in the Theatre Arts learning and coaching to high school educators

REGIONAL SITES

CRLP Statewide Office

CRLP — Cal Lutheran University

CRLP — CSU Fresno

CRLP — CSU Sacramento

CRLP — Imperial Valley County Office of Education

CRLP — UC Berkeley

CRLP — UC Irvine

CRLP — UCLA

CRLP — UC San Diego Regional Office

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2,415

Number of educators served (2024–25)

384

Number of schools served (2024–25)

"I participated in CALL when I first worked with the CRLP, but I feel that my time in partnership with the CRLP has given me context and a deeper understanding of the signature programs. I love LHEW and this one is relevant to the ages I work with."

"I enjoyed experiencing a strategy we can implement in the classroom with adult-level text that benefited me personally and professionally. I thought it was well done and the intention behind the activity was very obvious to me. I enjoyed it immensely."

"I very much enjoy working with the CRLP and having a voice at the table since I come from a site that has long worked with CRLP to bring feedback and questions in a productive, meaningful way to use my time."

CRLP PARTICIPANTS

CRLP is a member of the **California Subject Matter Project (CSMP)**, a network of nine discipline-specific projects administered by the University of California Office of the President (UCOP) that provide high-quality professional learning for PK–12 teachers throughout California. Each project is represented statewide by regional sites on the campuses of UC, California State University and independent colleges and universities. For more information about CSMP, please visit **csmp.online**.

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