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Appendix A:

Foundational Literacy Skills for English Learners

Foundational Literacy Skills for English Learners

Introduction

Foundational literacy skills—which primarily address print concepts, phonological awareness, phonics and word recognition, and fluency, as described in the Reading Standards: Foundational Skills (K–5) (RF Standards) section of California’s Common Core State Standards for English Language Arts (Common Core State Standards for ELA)—are critical for English learners (ELs) at all ages who need to learn basic literacy (August & Shanahan, 2006; Riches & Genesee, 2006). ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write (Roessingh & Elgie, 2009; Short & Fitzsimmons, 2007; Torgesen et al., 2007). While more research on English learner literacy is needed (IRA/NICHD, 2007), the research results available so far show that ELs can transfer native language literacy skills to English literacy learning (August & Shanahan, 2006; Riches & Genesee, 2006); thus, literacy instruction for ELs will need to be adapted based on each student’s previous literacy experiences in his or her native language, as well as on his or her age and level of schooling. In designing the adapted instruction for ELs, additional individual student characteristics that need to be considered include: the student’s level of oral proficiency in the native language and in English; how closely the student’s native language is related to English;¹ and, for students with native language literacy, the type of writing system used.²

Research Summary and Implications for English Learners

Below is a summary of key findings from the research cited above, with implications for foundational literacy skills instruction for ELs.

- English Learners Benefit From Reading Foundational Skills Instruction
 - **Research Findings:** Instruction in the components of reading foundational skills—such as phonemic awareness, phonics, fluency, vocabulary, and text comprehension (NICHD, 2000)—benefits ELs.
 - **Implications:** Instruction in foundational literacy skills is essential for ELs. However, the instruction should be adjusted based on students’ spoken English proficiency (they may or may not be familiar with the English sound system) and native language or English literacy proficiency (they may or may not be familiar with any type of writing system or with the Latin alphabet writing system in particular). Note that some ELs *at any age* may not be literate in any language when they arrive in the U.S. school system; their native language may not have a

¹ For information on which languages are related to each other, see: www.ethnologue.com

² For information on writing systems for the world’s languages, see: www.omniglot.com

written form, or they may not have had opportunities to develop literacy in their native language or in a local language of wider communication.³

- Oral English Language Proficiency is Crucial for English Literacy Learning
 - **Research Findings:** Oral proficiency in English (including oral vocabulary, grammar, and listening comprehension) is critical for ELs to develop proficiency in text-level English reading comprehension: word identification skills are necessary but not sufficient.
 - **Implications:** Instruction for ELs in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive. In order to be successful in reading English, ELs must develop proficiency in listening and speaking skills in English—depth and breadth of vocabulary, as well as grammatical structures—at *the same time that* they are developing foundational skills in reading and writing English.
- Native Language Literacy Skills Facilitate English Literacy Learning
 - **Research Findings:** ELs’ native language literacy skills can help them learn English foundational literacy skills.
 - **Implications:** Instruction for ELs will need to vary based on variations among ELs’ native language writing systems, as well as ELs’ experiences with literacy in their native language. For example, students who are literate in a language that uses the Latin alphabet (such as Spanish) will be able to transfer decoding and writing skills more easily than a student literate in a language with a non-Latin alphabet (such as Arabic, Korean, or Russian) or a language with a symbol-based writing system (such as Chinese). Similarly, students literate in a language related to English (such as Spanish) will be able to use knowledge of cognates (words with similar meaning and spelling in both languages), whereas students literate in unrelated languages (such as Arabic, Chinese, or Korean) will not.

Alignment Charts for English Language Development Foundational Literacy Skills and California’s Common Core State Standards for English Language Arts Reading Standards: Foundational Skills

The charts in this appendix outline *general guidance* on providing instruction to ELs on foundational literacy skills aligned to the RF Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of ELs that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English). While the focus of this appendix is on foundational literacy skills, instruction in these skills should be integrated with instruction in reading comprehension and in content across all disciplines, as emphasized in the

³ Students who have learning disabilities (as diagnosed separately from their EL designation)—or whose literacy skills in either their native language or English remain below grade level after intensive and extensive instruction—may need specialized literacy intervention services.

California English Language Development Standards (CA ELD Standards). The organization and content of the charts is described below.

First Column: Student Language and Literacy Characteristics

- This column outlines some general characteristics of ELs' previous experience with language and literacy—in both their native language and in English—that need to be taken into consideration when determining which foundational literacy skills a student may need to develop. These characteristics are:
 - **Oral Skills:** Spoken English proficiency
 - **Print Skills:** Native language literacy; reading and writing skills in a language with a non-alphabetic, non-Latin alphabetic or Latin alphabetic writing system

Second Column: Considerations for Foundational Literacy Skills Instruction

- This column describes considerations for foundational literacy skills instruction given each of the characteristics in the first column. Considerations include: which foundational literacy skills a student with particular language or literacy characteristics may need to learn, and which native language literacy skills the student may be able to transfer to facilitate developing English literacy.

Third Column: Common Core State Standards for ELA Reading Standards: Foundational Skills

- This column shows the set of RF Standards for each elementary grade level and all secondary grade levels that a student requiring instruction in English foundational literacy skills will need to achieve in order to reach proficiency in English literacy, ***along with intensive and extensive oral English vocabulary learning.***
 - The RF Standards are identified as follows: strand (RF), grade level (K–5), standard number. Thus, RF.K.1 stands for Reading Standards: Foundational Skills, Kindergarten, standard 1, and RF.5.3 stands for Reading Standards: Foundational Skills, grade 5, standard 3.
- ELs entering school after kindergarten who need specific instruction in English foundational literacy skills based on the RF Standards, as described in the first two columns, will require ***accelerated learning*** of those skills.
- Since the RF Standards address expectations for students in kindergarten through grade 5 who start at kindergarten and continue to develop these skills as they progress through the grade levels, it will be necessary to ***adapt the RF Standards*** for ELs needing English foundational literacy skills after kindergarten, based on students' age, cognitive abilities, and life and school experiences, including their level of oral language and literacy proficiency in their native language.

References

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- Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Kindergarten

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 Fluency 4. Read emergent-reader texts with purpose and understanding. <ul style="list-style-type: none"> • RF.K.4
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).	
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

Elementary Level: Grades 1–5

As noted in the introduction, foundational literacy skills are the same for all students who need to learn basic literacy skills, including students who begin learning literacy skills after kindergarten. However, the way the skills are taught and how quickly the students can be expected to acquire the basic skills and move on to higher level reading and writing depends on their age, cognitive level, and previous oral and written literacy experiences in their native language and/or in English. Since the RF Standards are intended to guide instruction for students in kindergarten through fifth grade, ***these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs who begin learning literacy skills after kindergarten, and addressing the need to teach foundational literacy skills in an accelerated time frame.***⁴ In particular, the curriculum will need to be flexible so that it can address the different profiles of upper-elementary students needing foundational literacy skills instruction. Considerations contributing to the variety of student profiles include:

- **Oral proficiency** (e.g., extent of vocabulary and knowledge of varied grammatical structures) in English: Oral proficiency is the basis for written literacy proficiency; literacy learning for students with higher levels of oral language proficiency can be accelerated.
- **Native language literacy**, both oral and written: When effectively leveraged, oral and written literacy knowledge and abilities can transfer to the acquisition of English literacy, accelerating the learning time.
- **Similarity of native language to English:** The more closely the student’s native language and English are related, the more students can apply knowledge of similarities in vocabulary and grammar in the two languages to learning foundational literacy skills in English, such as spelling of familiar words or determination of where a sentence starts and ends.
- **Native language writing system**, for students with written literacy knowledge in their native language: The more closely the student’s native language writing system and English are related, the more students can apply knowledge of similarities of print or alphabetic features in the two languages to learning to read and write with the English alphabet, such as sound-letter correspondences or direction of print.
- **Previous experiences with school or school programs:** Students’ previous schooling experiences in both the native language and English may affect their proficiency and progress related to all of the above. Extent of time and consistency of school attendance, as well as of instructional setting and services (e.g., structured English immersion with or without native language support; 90/10 or 50/50 dual language immersion; early- or late-exit transitional bilingual instruction; ELD pull-out) may affect a student’s experiences with literacy learning and their needs for particular literacy instruction.

⁴ The forthcoming California ELA/ELD Framework will address in more detail the development and application of a foundational literacy skills curriculum for elementary-level ELs beginning literacy instruction after kindergarten.

Grade 1

Note: Reading Standards: Foundational Skills from Kindergarten need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1 Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.1.4
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).	
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

Grade 2

Note: Reading Standards: Foundational Skills from Kindergarten and grade 1 need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.2.4

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts and phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • RF.2.4

Grade 3

Note: Reading Standards: Foundational Skills from Kindergarten through grade 2 need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.3.4

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • RF.3.4

Grade 4

Note: Reading Standards: Foundational Skills from Kindergarten through grade 3 need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.4.4

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • RF.4.4

Grade 5

Note: Reading Standards: Foundational Skills from Kindergarten through grade 4 need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.5.4

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3 <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • RF.5.4

Secondary Level: Grades 6–12

As noted in the introduction, foundational literacy skills are the same for all students who need to learn basic literacy skills, including secondary students. However, the way the skills are taught and how quickly the students can be expected to acquire the basic skills and move on to higher level reading and writing depends on their age, cognitive level, and previous oral and written literacy experiences in their native language and/or in English. Since the RF Standards are intended to guide instruction for students in Kindergarten through fifth grade, ***these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, and addressing the need to teach foundational literacy skills in an accelerated time frame.***⁵ In particular, the curriculum will need to be flexible so that it can address the different profiles of secondary students needing foundational literacy skills instruction. Considerations contributing to the variety of student profiles include:

- **Oral proficiency** (e.g., extent of vocabulary and knowledge of varied grammatical structures) in English: Oral proficiency is the basis for written literacy proficiency; literacy learning for students with higher levels of oral language proficiency can be accelerated.
- **Native language literacy**, both oral and written: When effectively leveraged, oral and written literacy knowledge and abilities can transfer to the acquisition of English literacy, accelerating the learning time.
- **Similarity of native language to English:** The more closely the student’s native language and English are related, the more students can apply knowledge of similarities in vocabulary and grammar in the two languages to learning foundational literacy skills in English, such as spelling of familiar words or determination of where a sentence starts and ends.
- **Native language writing system**, for students with written literacy knowledge in their native language: The more closely the student’s native language writing system and English are related, the more students can apply knowledge of similarities of print or alphabetic features in the two languages to learning to read and write with the English alphabet, such as sound-letter correspondences or direction of print.
- **Previous experiences with school or school programs:** Students’ previous schooling experiences in both the native language and English may affect their proficiency and progress related to all of the above . Extent of time and consistency of school attendance, as well as of instructional setting and services (e.g., structured English immersion with or without native language support; 90/10 or 50/50 dual language immersion; early- or late-exit transitional bilingual instruction ELD pull-out) may affect a students’ experiences with literacy learning and their needs for particular literacy instruction.

⁵ The forthcoming California ELA/ELD Framework will address in more detail the development and application of a foundational literacy skills curriculum for secondary-level ELs.

Grades 6–12

Note: Reading Standards: Foundational Skills from Kindergarten through grade 5 need to be adapted for student’s age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.5.4 (at 6–12 grade level)

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Review of Phonics and Word Recognition skills as needed.