

# Chapter 6



## Foundational Literacy Skills for English Learners



Foundational literacy skills—which primarily address print concepts, phonological awareness, phonics and word recognition, and fluency, as described in the Reading Standards for Foundational Skills K–5 (RF Standards) section of the California Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/Literacy)—are critical for English learners (ELs) at all ages who need to learn basic literacy (August and Shanahan 2006; Riches and 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 and Elgie 2009; Short and Fitzsimmons 2007; Torgesen et al. 2007). While more research on English learner literacy is needed (IRA and NICHD 2007), the research results available so far show that ELs can transfer native language literacy skills to English literacy learning (August and Shanahan 2006; Riches and 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. Adapted instruction for ELs needs to consider additional individual student characteristics—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,<sup>1</sup> and, for students with native language literacy, the type of writing system used.<sup>2</sup>

1. For information on which languages are related to each other, visit <http://www.ethnologue.com/> (accessed October 30, 2013).

2. For information on writing systems for the world’s languages, visit <http://www.omniglot.com/> (accessed October 30, 2013).

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

- 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.

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.

**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 who is 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 who are 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 who are literate in unrelated languages (such as Arabic, Chinese, or Korean) will not.

## Alignment Charts for Foundational Literacy Skills in English Language Development and the CA CCSS for ELA/Literacy — the Reading Standards for Foundational Skills

The charts presented in this chapter outline general guidance for providing instruction to ELs on foundational literacy skills that are aligned with the RF Standards. This guidance is intended to provide a general overview; it does not address the full set of potential individual characteristics of ELs that need to be taken into consideration in 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

chapter 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 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 considered when teachers determine 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 when the characteristics in the first column are known. Considerations include the foundational literacy skills that a student with particular language or literacy characteristics may need to learn, and the native language literacy skills the student may be able to transfer to facilitate developing English literacy.

### Third Column: California Common Core State Standards for ELA/Literacy, the Reading Standards for 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 for Foundational Skills, kindergarten, standard 1, and RF.5.3 stands for Reading Standards for Foundational Skills, grade 5, standard 3. California additions to the CA CCSS for ELA/Literacy appear in bold-face and are designated with “CA.”

- ELs who enter school after kindergarten and need specific instruction in foundational English 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 who need foundational English literacy skills after kindergarten, based on the students’ age, cognitive abilities, and life and school experiences, including their level of oral language and literacy proficiency in their native language.

**Table 6.1 Kindergarten**

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for 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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● 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.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. ● RF.K.1  <b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA ● RF.K.3  <b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding. ● 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 versus subject-object-verb word order).	

## Elementary Level: Grades 1–5

As noted at the beginning of this chapter, 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 depend on their age, cognitive level, and previous oral and written literacy experiences in their native language and in English. Since the RF Standards are intended to guide instruction for students in kindergarten through grade 5, 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.<sup>4</sup> 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.

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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 who begin literacy instruction after kindergarten.

- **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. The 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.

## Grade 1

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

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<b>Oral Skills</b>	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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul> <b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.1.4</li> </ul>
	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 versus subject-object-verb word order).	

## Grade 2

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

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills	
<b>Oral Skills</b>	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).	<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>	
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of <b>Phonological Awareness</b> skills as needed.	
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul> <p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA</p> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> </ul> <p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.2.4</li> </ul>	
	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 versus subject-object-verb word order).		
	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 versus subject-object-verb word order).		<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA</p> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> </ul> <p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.2.4</li> </ul>

## Grade 3

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

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<b>Oral Skills</b>	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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of <b>Phonological Awareness</b> skills as needed.
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> CA <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.3.4</li> </ul>



## Grade 4

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

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<b>Oral Skills</b>	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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of <b>Phonological Awareness</b> skills as needed.
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● RF.4.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.4.4</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● RF.4.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.4.4</li> </ul>

## Grade 5

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

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<b>Oral Skills</b>	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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of <b>Phonological Awareness</b> skills as needed.
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.5.4</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.5.4</li> </ul>

## Secondary Level: Grades 6–12

As noted in the beginning of this chapter, 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 depend on their age, cognitive level, and previous oral and written literacy experiences in their native language and in English. Since the RF Standards are intended to guide instruction for students in kindergarten through grade 5, *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 in an accelerated time frame.*<sup>5</sup> 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.

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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.

- **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. The 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.

## Grades 6–12

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

	Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<b>Oral Skills</b>	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).	<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of <b>Phonological Awareness</b> skills as needed.
<b>Print Skills</b>	No or little native language literacy	Students will need instruction in print concepts.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul>
	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 versus subject-object-verb word order).	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> <b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>● RF.5.4 (at the 6–12 grade level)</li> </ul>
	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 versus subject-object-verb word order).	Review of <b>Phonics and Word Recognition</b> skills as needed.

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