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Great care is taken to ensure that EL children who are learning to read in English understand the importance of making meaning when practicing decoding skills and building automaticity. Some EL children may not know the meaning of the words they decode. Teachers help children understand that the goal of reading is to make meaning, not simply to decode words. For example, teachers anticipate which words or phrases children may not know in the texts and briefly explain what the words mean before students read. Teachers cannot teach all the new words students encounter as they practice decoding, but providing students with the meaning of some words aids comprehension and also signals to students that meaning is important. In addition, teachers build

students' autonomy in monitoring their own comprehension while reading by continuously reminding them that, even when they are practicing fluent decoding, the text should make sense. Children learn to slow down and stop periodically to think about what they just read and determine what they understand.

In general, the development of foundational literacy skills in English is addressed during ELA instruction, and teachers take into account the factors outlined previously when designing instruction. During designated ELD instruction, foundational literacy practices, strategies, and skills that children are learning are reinforced. Children enrolled in alternative bilingual programs in which they develop foundational literacy skills in a language other than English may be provided some instruction in English foundational skills during designated ELD. For the most part, designated ELD instructional time is devoted to developing the academic vocabulary, grammatical understandings, and discourse practices children need for comprehending and conveying understanding of ELA and other disciplinary content. Figure 3.11 provides general guidance for supporting ELs' acquisition of foundational skills.

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Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy 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). RF.K-1.2

Oral Skills cont.	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. RF.K–1.1 Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–1.3 Fluency 4. Read emergent-reader texts with purpose and understanding. RF.K–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).	

Supporting Students Strategically

Supporting students strategically begins with knowing the children. Educators should converse with families to learn about children’s experiences with language and literacy; their attitudes, interests, and expectations; and their prior schooling. Families are the source of valuable information, and respectful, collaborative relationships between homes and schools greatly benefit students and those who teach them.