

Shanahan 2006; Bialystok 1997; de Jong 2002; Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the student's and the English writing system. By not reteaching previously learned skills, such as basic decoding when students have already developed this skill, students' instruction can be accelerated.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines.

Attention to oral language is important, and students should be taught as many meanings of the words they are learning to decode as possible. As noted above, pronunciation differences due to influences of primary language should not be misunderstood as difficulty with decoding. Although pronunciation is important, students should primarily focus on fluently reading with comprehension. Children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) are taught the foundational skills emphasized in the CA CCSS for ELA/Literacy, with guidance from the CA ELD Standards, along with the CCSS-aligned primary language standards in order to develop foundational literacy skills in both the primary language and in English.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 5.7 outlines for providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Reading Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students 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).

Figure 5.7. Foundational Literacy Skills for ELs in Grades Four and Five*

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
Print Skills	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.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	No or little native language literacy	Students will need instruction in print concepts.	<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print. RF.K–1.1</p>
	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).	<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–5.3</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. RF.K–5.4</p>
	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. RF.K–5.3</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. RF.K–5.4</p>
<p>* Teachers may need to refer to some kindergarten through grade three CA CCSS for ELA/Literacy Reading Foundational Skills standards, depending on individual student learning needs.</p>			

Supporting Students Strategically

Although some students in the grade span demonstrate considerable independence with the code, reading voraciously a wide range of materials and capably using their understanding of written language to record information and ideas, others have not made the same progress. They may not yet have command of the written system as either readers or as writers. They may, in fact, be experiencing substantial difficulty. It is crucial that these students are identified quickly and that their strengths and needs are determined through careful diagnosis. Is the difficulty in meaning making, vocabulary and syntax, or content knowledge, or a combination? Has the student acquired