

address the different profiles of secondary students needing foundational literacy skills instruction. Considerations contributing to the variety of student profiles are described in chapter 6 of the CA ELD Standards.

Figure 6.8 shows the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills that need to be adapted for middle school ELs who need these early literacy skills, based on the students' individual language and literacy characteristics. For further details on teaching foundational skills to ELs, see chapter 6 of the CA ELD Standards.

Figure 6.8. Foundational Literacy Skills for ELs in Grades Six through Eight

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)
	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. (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. (RF.K–5.3) Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy 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 Phonological Awareness skills as needed.

Supporting Students Strategically

Middle school is a remarkable turning point for students. Not only are students undergoing considerable physical, psychological, cognitive, and social changes during these years, they experience significant changes in the structure of schooling. Instead of a single teacher, they likely have many teachers. Instead of one group of classmates, they likely interact with different groups of classmates throughout the day. Instead of relatively flexible periods of time to engage in class projects and lessons, they likely experience tightly constrained instructional periods of time. Middle school students are expected to navigate successfully through all these changes. For the first time they are expected to achieve several sets of standards related to reading and writing (in addition to all content standards): those in their English language arts classes, including reading standards for literature and informational text, and those in their history/social studies, science, and technical classes.

Students who are experiencing difficulty should be identified quickly; their specific needs diagnosed carefully, and intensive and targeted instruction provided deliberately by skillful teachers. By necessity, instruction for these students is differentiated and typically provided in small group settings.

Youth who enter middle school able to engage in **meaning making** with a variety of increasingly complex text and who have well developed **language** (especially academic language), the ability to **effectively express** themselves in writing and speaking, considerable **knowledge** in a range of subject matter, and mastery of the **foundational skills** that enables them to fluently access printed language are well positioned to face the challenges of middle school. Some students, however, experience difficulty in one or more aspects of literacy development. These students are supported strategically to achieve the CA CCSS for ELA/Literacy at grades six through eight, so they are ready for what could be exciting and fulfilling years of high school. English learners achieve the standards while

also learning English as an additional language. Students with disabilities do so with appropriate supports and accommodations in accordance with their Individualized Education Program. (See chapter 9 in this *ELA/ELD Framework*.)