

language and/or in English. Since the CA CCSS for ELA/Literacy Foundational Skills standards are intended to guide instruction for students in kindergarten through grade five, these standards need to be adapted, using appropriate instructional strategies and materials to meet the literacy needs of ELs at the grades nine through twelve, and addressing the need to teach foundational literacy skills in an *accelerated time frame*. In particular, the curriculum needs 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 are described in chapter 9 of the CDE publication of the CA ELD Standards.

Figure 7.15 shows the CA CCSS for ELA/Literacy Foundational Skills that need to be adapted for high school ELs who need these early literacy skills, based on the students' individual language and literacy characteristics. For further details on the foundational skills themselves, see chapter 6 of the CA ELD Standards (2014).

Figure 7.15. Foundational Literacy Skills for ELs in Grades Nine through Twelve

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.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
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–5.3) Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)
	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).	
	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

Students enter high school with a range of abilities, skills, knowledge, attitudes, and educational experiences. They vary widely on many dimensions, including their achievement in the five themes of the ELA/literacy curriculum (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills). Some are well positioned to find high school a successful and satisfying time—indeed, a highlight—in their school careers, and others enter quite unprepared for the academic demands they face during these four years. They need considerable support if they are to attain the goals outlined in the introduction and chapter 2 of this *ELA/ELD Framework*: developing the readiness for college, careers, and civic life; attaining the capacities of literate individuals; becoming broadly literate; and acquiring the skills for learning and living in the 21st century.