“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 learning to read and write. ...the research results available so far show that ELs can transfer native language literacy skills to English literacy learning; 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 his or her age and level of schooling.”

CA ELD Standards, Foundational Literacy Skills for English Learners, Ch.6, p. 178

| WHY: | to capitalize on the student’s primary language and all their linguistic resources and support their development in becoming bilingual and biliterate |
| WHEN: | strategically planned opportunities for students to connect what they have learned in one language and apply to new situations in the other language |

### Benchmark Advance/Adelante: Contrastive Analysis
**English Learners**
This resource helps teachers recognize the distinctions between a student’s primary language and English. It identifies nine world languages its similarities and differences to English. [www.lausd.benchmarkuniverse.com](http://www.lausd.benchmarkuniverse.com)

### Sound-Spelling Transfer Kit
**English/Spanish**
This resource highlights a systematic approach to addressing the linguistic pedagogy of contrastive analysis.

### English Learner Reading Foundational Skills Support Guides (*MMED Resource: [mmed.lausd.net](http://mmed.lausd.net))
**Phoneme Segmentation Fluency (PSF)**
This resource highlights the five most common languages spoken within LAUSD and the problem English sounds for English Learners.

### Wonders: Language Transfers Handbooks
**English Learners**
These handbooks highlight and explain specific transferable and non-transferable skills from a student’s native language to English. [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)