"...foundational skills instruction for ELs needs to be differentiated based on a variety of factors, including age, similarities between the primary language and English, and oral language proficiency in English."

CA ELA/ELD Framework, Ch. 2, p. 91

WHY: English Learners who are struggling readers have specific needs and require differentiation in their instruction taking into account their primary language

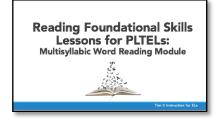
WHEN: Specific measures assessed indicate English Learners are struggling in phonological awareness and/or phonics





English Learner Reading Foundational Skills Support Guides

(*MMED Resource: mmed.lausd.net)
These resources provide guidance with small
group targeted instruction. They address English
Learner needs and teaching considerations,
activities, and lessons.



Multisyllabic Word Reading Online Module (*MMED

Resource: <u>mmed.lausd.net</u>)
This module will assist in targeting the specific needs of students for reading foundational skills.

- 1. Open and Closed Syllable Lesson
- This lesson teaches students how to identify and read open and closed syllables.
- **2.** Syllable Division Strategy VC/CV Lesson
- This lesson teaches strategies to help students with syllable division, VC/CV.
- **3.** Syllable Division Strategy VCV Lesson
- This lesson builds on the previous VC/CV lessons and addresses syllable division, VCV.
- **4.** Syllable Segmentation Strategy Lesson
- This lesson will support students in decoding multisyllabic words. Students apply their knowledge from the previous lessons.

NOTE: It is recommended that these lessons are taught in order.

Reading Foundational Skills Digital Lessons (*MMED Resource: mmed.lausd.net)

These digital lessons were developed as a resource to tailor instruction specifically to meet the needs of individual students.

Phonological Awareness & Phonics