



Los Angeles Unified School District
 Multilingual Multicultural Education Department
California English Language Development Standards
Independent Study Guide

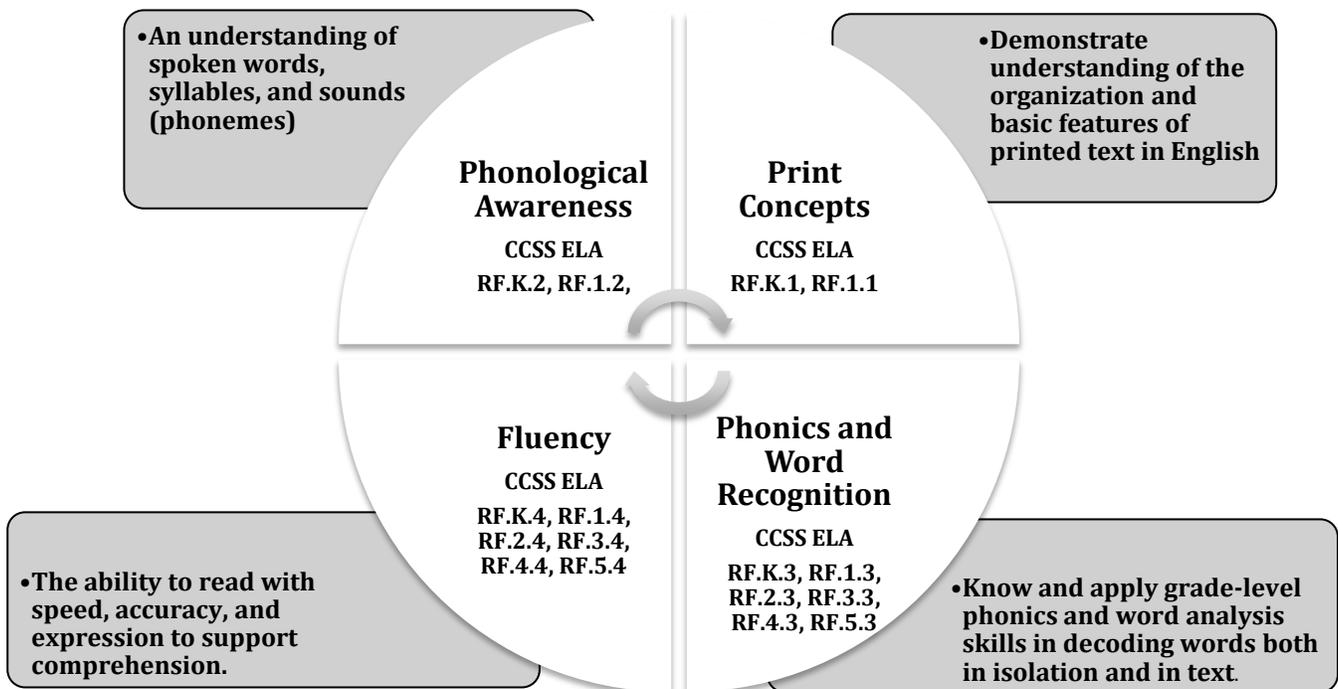
Appendix A:
Foundational Literacy Skills for English Learners

Purpose: To provide an understanding of foundational literacy skills for English Learners who need to learn basic literacy skills, including students who begin learning literacy skills after kindergarten.

Key Points	Key Terms
<ul style="list-style-type: none"> • Student Language and Literacy characteristics • Considerations for Foundational Literacy Skills instruction based on CCSS for ELA Reading Standards • Foundational literacy skills address print concepts, phonological awareness, phonics and word recognition, and fluency. These are critical for English learners (ELs) at all ages that need to learn basic literacy. • 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 they are learning to read and write. • Literacy instruction for ELs will need to be differentiated based on each student’s previous literacy experiences. 	<ul style="list-style-type: none"> • Phonological Awareness • Print Concepts • Phonics and Word Recognition • Fluency

Essential Question for Reading: How can we address foundational literacy skills for English Learners?

Meaning Making Activity





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Teachers should ask: *Can my student...:*

Phonological awareness:

- Correlate a sound to its respective letter?
- Correlate a sound to a two-letter combination?
- Identify each sound in a two, three, and four-letter word?
- Identify and make rhymes?
- Count, pronounce, and segment syllables in spoken words?
- Segment and blend onset and rimes?
- Identify the syllables in single and multi-syllabic words?
- Blend two and three phonemes into recognizable words?
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in: a) three phoneme (consonant-vowel-consonant or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/ **and** b) in spoken single-syllable words?
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words?
- Distinguish long from short vowel sounds in spoken single-syllable words?
- Orally produce single-syllable words by blending sounds (phonemes) including consonant blends?
- Segment spoken, single-syllable words into their complete sequence of individual sounds (phonemes)?

Print concepts:

- Identify a title, heading, subheadings, and key words?
- Recognize that text is read from left to right, top to bottom, and page-by-page?
- Understand that words are separated by spaces in print?
- Recognize captions?
- Distinguish between capital and lower case letters?

Phonics and Word Recognition:

- Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant and of long and short vowels when reading regularly spelled one-syllable words.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **Read:**
 - ✓ Common high frequency words by sight (e.g., the, of, you, to, she, my, is, are, do, does)?
 - ✓ Grade-appropriate irregularly spelled words?
 - ✓ Words with inflectional endings?
- **Know:**
 - ✓ The spelling-sound correspondences for common consonant digraphs and common vowel teams?
 - ✓ Final -e and common vowel team conventions for representing long vowel sounds?
 - ✓ Every syllable must have a vowel sound to determine the number of syllables in a printed word?
 - ✓ The difference between similarly spelled words by identifying the sounds of the letters that differ?
- **Decode:**
 - ✓ Regularly spelled one-syllable and multi-syllable words?
 - ✓ Two-syllable words: with long vowels? By following basic patterns by breaking the words into syllables?
 - ✓ Words with common prefixes and suffixes and derivational suffixes?
 - ✓ Words with common Latin suffixes?
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in and out of context?

Fluency:

- Read emergent-reader, on-level text, and on-level prose and poetry with purpose and understanding?
- Read with accuracy, appropriate rate, and expression in successive readings?
- Use context to confirm, or self-correct word recognition and understanding, rereading as necessary?