

## Grade 1

**Note:** The Reading Standards for Foundational Skills from kindergarten need to be adapted to the student's age, cognitive level, and educational experience.

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<p>No or little spoken English proficiency</p> <p>Spoken English proficiency</p>	<p>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).</p> <p>Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.</p>	<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul>
	<p>No or little native language literacy</p> <p>Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)</p>	
<p><b>Print Skills</b></p> <p>Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)</p>	<p>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 versus subject-object-verb word order).</p>	<p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul> <p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> </ul> <p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.1.4</li> </ul>

## Grade 3

**Note: The Reading Standards for Foundational Skills from kindergarten through grade 2 need to be adapted to the student's age, cognitive level, and educational experience.**

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<p>No or little spoken English proficiency</p> <p>Spoken English proficiency</p> <p>No or little native language literacy</p>	<p>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).</p> <p>Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.</p>	<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul> <p>Review of Phonological Awareness skills as needed.</p>
<p>Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)</p>	<p>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 versus subject-object-verb word order).</p>	<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> <p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● RF.3.4</li> </ul>

## Grade 5

**Note:** The Reading Standards for Foundational Skills from kindergarten through grade 4 need to be adapted to the student's age, cognitive level, and educational experience.

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<p>No or little spoken English proficiency</p> <p>Spoken English proficiency</p> <p>No or little native language literacy</p> <p>Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)</p>	<p>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).</p> <p>Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.</p> <p>Students will need instruction in print concepts.</p> <p>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 versus subject-object-verb word order).</p>	<p><b>Phonological Awareness</b></p> <ol style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).               <ul style="list-style-type: none"> <li>● RF.K.2</li> <li>● RF.1.2</li> </ul> </li> </ol> <p>Review of Phonological Awareness skills as needed.</p> <p><b>Print Concepts</b></p> <ol style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.               <ul style="list-style-type: none"> <li>● RF.K.1</li> <li>● RF.1.1</li> </ul> </li> </ol> <p><b>Phonics and Word Recognition</b></p> <ol style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA               <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> </li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> </li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>● RF.5.4</li> </ul> </li> </ol> <p><b>Phonics and Word Recognition</b></p> <ol style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA               <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> </li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> </li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>● RF.5.4</li> </ul> </li> </ol>
<p><b>Print Skills</b></p> <p>Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)</p>	<p>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 versus subject-object-verb word order).</p>	<p><b>Phonics and Word Recognition</b></p> <ol style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA               <ul style="list-style-type: none"> <li>● RF.K.3</li> <li>● RF.1.3</li> <li>● RF.2.3</li> <li>● RF.3.3</li> </ul> </li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>● RF.4.3</li> <li>● RF.5.3</li> </ul> </li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>● RF.5.4</li> </ul> </li> </ol>

## Grades 6–12

**Note:** The Reading Standards for Foundational Skills from kindergarten through grade 5 need to be adapted to the student's age, cognitive level, and educational experience.

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
<p>No or little spoken English proficiency</p>	<p>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).</p>	<p><b>Phonological Awareness</b></p> <ol style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                             <ul style="list-style-type: none"> <li>RF.K.2</li> <li>RF.1.2</li> </ul> </li> </ol>
<p>Spoken English proficiency</p>	<p>Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.</p>	<p>Review of <b>Phonological Awareness</b> skills as needed.</p>
<p>No or little native language literacy</p>	<p>Students will need instruction in print concepts.</p>	<p><b>Print Concepts</b></p> <ol style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.                             <ul style="list-style-type: none"> <li>RF.K.1</li> <li>RF.1.1</li> </ul> </li> </ol>
<p>Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)</p>	<p>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 versus subject-object-verb word order).</p>	<p><b>Phonics and Word Recognition</b></p> <ol style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA                             <ul style="list-style-type: none"> <li>RF.K.3</li> <li>RF.1.3</li> <li>RF.2.3</li> <li>RF.3.3</li> </ul> </li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.                             <ul style="list-style-type: none"> <li>RF.4.3</li> <li>RF.5.3</li> </ul> </li> </ol>
<p><b>Print Skills</b></p>	<p>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 versus subject-object-verb word order).</p>	<p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.                             <ul style="list-style-type: none"> <li>RF.5.4 (at the 6–12 grade level)</li> </ul> </li> </ol> <p>Review of <b>Phonics and Word Recognition</b> skills as needed.</p>
<p>Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)</p>	<p>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 versus subject-object-verb word order).</p>	<p>Review of <b>Phonics and Word Recognition</b> skills as needed.</p>

## Glossary of Key Terms



This glossary provides definitions of key terms used in the California English Language Development Standards (CA ELD Standards) and in related chapters. Many of these terms derive from traditional grammar and from linguistics, and some have evolved in their meaning or have different meanings that vary by linguistic tradition. The definitions provided here are intended to be teacher-friendly and are specific to use within the CA ELD Standards and related chapters.

**adjectives and adjective phrases.** Adjectives provide details about (or modify) nouns or pronouns. For example, adjectives such as *appalling*, *obnoxious*, *desperate*, *alluring*, and *pleasant* allow speakers and writers to add nuance and precision to a description of a person or thing. An adjective can be made even more precise by adding pre- or post-modifiers, as shown in the following table:

### Adjective phrase

	Pre-modifier	Head adjective	Post-modifier
	quite	distraught.	
	even more	distraught	than yesterday.
She was	so	distraught	that she couldn't eat.

**Note:** In addition to the terminology found in the glossary, the terms listed below were referenced where relevant in the CA ELD Standards, but are not summarized here. Appendix A (NGA Center for Best Practices and CCSSO 2010, referenced in chapter 5) provides extensive and detailed explanations and elaboration of these terms: *text complexity*, *Reading Foundational Skills*, *text types*; *argument* (*informational/explanatory writing and narrative writing*), *oral language development*, *conventions and knowledge of language*, and *acquiring vocabulary*.

**adverbs.** Adverbs add detail to (or modify) verbs, adjectives, and other adverbs about when, where, why, or the conditions under which something happens or happened. Examples are shown below (the adverb is in boldface, and the word that it modifies is italicized).

Sentence with adverb	Word modified
He ate his dinner <b>slowly</b> .	Verb
It was a very <b>graceful</b> <i>gesture</i> .	Adjective
She moved <b>extremely quickly</b> across the room.	Adverb

**clause.** A clause is a unit of meaning that expresses a message. A clause always contains a verb (e.g., *go*) and is usually accompanied by a subject noun or noun phrase (e.g., *She went*). A clause may be independent or dependent.

- **independent clause (also known as the main clause).** A clause that contains a complete idea and can stand alone (independently) as a complete sentence. For example:
  - The bees swarmed in the attic.
  - I couldn't hear anything.

Two independent clauses can be combined to form a compound sentence by using a **coordinating conjunction** (*and*, *but*, *for*, *nor*, *or*, *so*, *yet*). For example:

The bees swarmed in the attic, but I couldn't hear anything.

- Interrogative (questions):  
How do you solve this problem?  
What’s your name?  
Why are you here?
- Imperative (commands):  
Don’t you ever do that again!  
Put that over there, please.
- Subjunctive (expressing wishes, desires, or suggestions):  
I wish I were younger.  
If I were you, I wouldn’t boast so loudly.  
It is necessary that I be allowed to participate in this event.

**nominalization.** Nominalization is the process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase. Often, a verb or verb phrase is nominalized (e.g., *They destroyed the rain forest.* → *The destruction of the rain forest*), though adjectives are nominalized as well (e.g., *strong* → *strength*; *different* → *difference*). Nominalization can also collapse a clause or even multiple clauses at once. For example, in conversational language, a student might say, “The ranchers came to the rain forest, and they cut down all the trees. The next year, the rain flooded many areas of the rain forest.” With nominalization, these three clauses can be collapsed into one clause: “*The arrival of the ranchers and the clearing of the rainforest led to widespread flooding.*”

**nouns and noun phrases.** Nouns and noun phrases represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *ball*) plus its modifiers, including articles (e.g., *the ball*) and adjectives (e.g., *the blue ball*).

**expanding noun phrases.** More detail can be added to nouns by expanding the noun phrase with pre- and post-modifiers (words that come before and after the head noun). In the following example, the head noun is in boldface, and modifiers are added incrementally:

**frog** → That **frog** → That green **frog** → That fat green **frog** → That very fat green **frog** → That very fat green **frog** on the rock

**prepositions and prepositional phrases.** A preposition (e.g., *to, of, with, at, in, over, through*) combines with a noun or noun phrase to form a prepositional phrase. Prepositional phrases provide more information or specific details about people, things, ideas, activities, or events in a sentence. Specifically, they enable a writer or speaker to add detail about where things are, why things occur, or how things are in comparison to other things. Prepositional phrases can be used to locate something in space or time (e.g., **under the table, on the moon**); to show reason (e.g., **due to the rain**), purpose (e.g., **for tomorrow**), or comparison (e.g., **like a dog**); or to specify which thing is referenced (e.g., **the lady with the blue hat**).

**register.** Register refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken). Specific examples of contextual variables are the nature of the communicative activity (e.g., talking with someone about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the Civil War in history); and the medium through which a message is conveyed (e.g., a text message versus an essay).

**scaffolding.\*** Scaffolding is temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on. (Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky [1978]. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.)

\*This definition, including the parenthetical note, is drawn directly from page 43 of Appendix A (NGA Center for Best Practices and CCSSO [2010], referenced in chapter 5); see [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf) (accessed October 23, 2013).

**vocabulary.** The CA ELD Standards and the CA CCSS for ELA/Literacy define three categories of vocabulary.

1. **Domain-specific vocabulary.** Vocabulary that is specific to a particular discipline (field of study, or domain). Domain-specific words and phrases carry content meaning (e.g., *lava*, *hypotense*, *chromosome*, *democratic*, *stanza*).
2. **General academic vocabulary.** Vocabulary that is found across text types, particularly in written texts, that provides more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., *devastation*, *reluctance*, *significantly*, *misfortune*, *specificity*).
3. **Conversational vocabulary.** The vocabulary of everyday interaction (e.g., *run*, *table*, *friend*). This is also referred to as *frequently occurring vocabulary* or *everyday vocabulary*.

**voice (active and passive).** In addition to verb types and tenses, sentences can be structured in the active voice (*He told the children to do their best*) or the passive voice (*The children were told to do their best*).

There are a number of reasons to choose the passive voice over the active voice. One reason often seen in academic texts is to suppress the human agents in an event, discovery, and so on, either because the event or discovery is important or because the speaker or writer does not wish to reveal who is responsible for certain acts. For example:

The discovery that “junk DNA” actually plays critical roles in controlling cell, tissue, and organ behavior was first made last year.

(Here, the scientists who made the discovery are not as important as the discovery.)

Mistakes were made.

(A conscious effort was made to conceal the identities of the people who made the mistakes.)