

English Language Arts/English Language Development (ELA/ELD) Framework Webinar Series

Session #2: Foundational Skills

October 10, 2023



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Special Guests



Tony Thurmond
State Superintendent
of Public Instruction



Dr. Marilu Gorno Tempini, MD, PhD
Charles Schwab Distinguished Professor in
Dyslexia and Neurodevelopment
Director, UCSF Dyslexia Center and
Multitudes Project
UCSF Weill Institute for Neurosciences

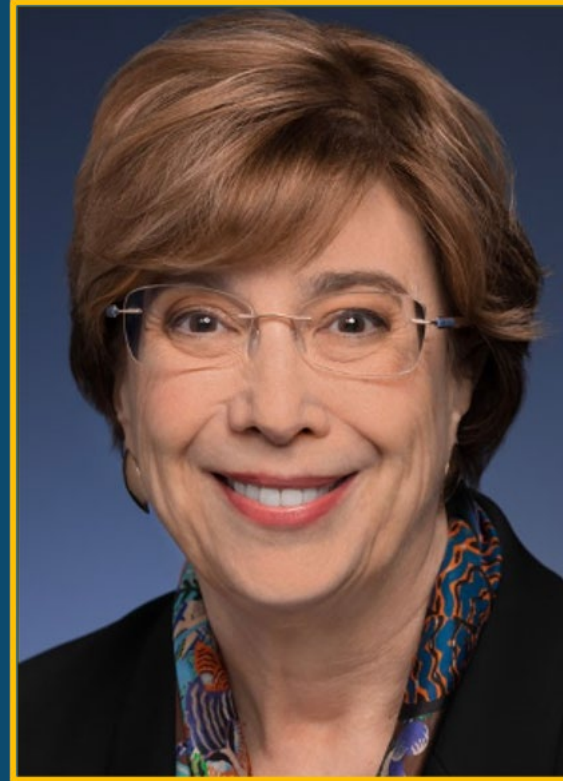
Webinar Series Developers



Dr. Hallie Yopp



Dr. Pam Spycher



Nancy Brynelson



Dr. Bonnie Garcia

Agenda

- Welcome and Opening Remarks
- Context
- Reading, Writing, Comprehension, and the Brain
- Framework Guidance
 - Crosscutting Theme: Foundational Skills
 - Foundational Skills & Multilingual Students
 - Exploration of Framework
- Positioning the Foundational Skills
- Closing

Outcomes (1)

- Learn how brain research has informed the teaching of literacy
- Understand the role of foundational skills in literacy development
- Learn what guidance the framework provides
- Understand the role of foundational skills for multilingual learners
- Identify resources in the *ELA/ELD Framework* to support instruction

Context



Circles of Implementation



[Link to long description](#)

Literacy, Language, and the Brain



Special Guest



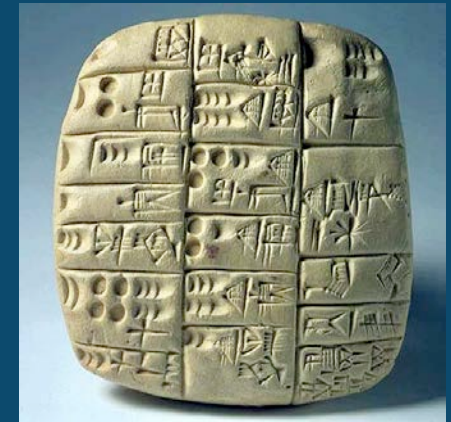
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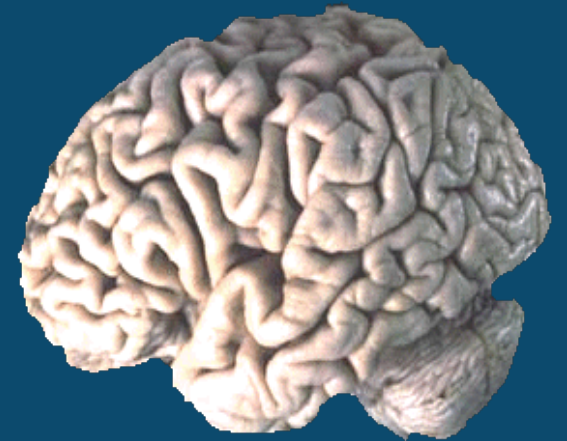
Director, UCSF Dyslexia Center and Multitudes Project
UCSF Weill Institute for Neurosciences

Language and Literacy and the Brain

- Spoken language is ~150,000 yrs old
- Written language is evolutionarily new skill (~6,000 yrs old) with no time for a dedicated brain circuit to have evolved (*Dehaene. Reading in the Brain '09*)
- Needs to be explicitly taught
- Heritable (*Grigorenko. '04*)
- Ubiquitous but heavily influenced by culture and writing system



Sumerian pictographs
~4,000 BC



Language and Literacy Networks

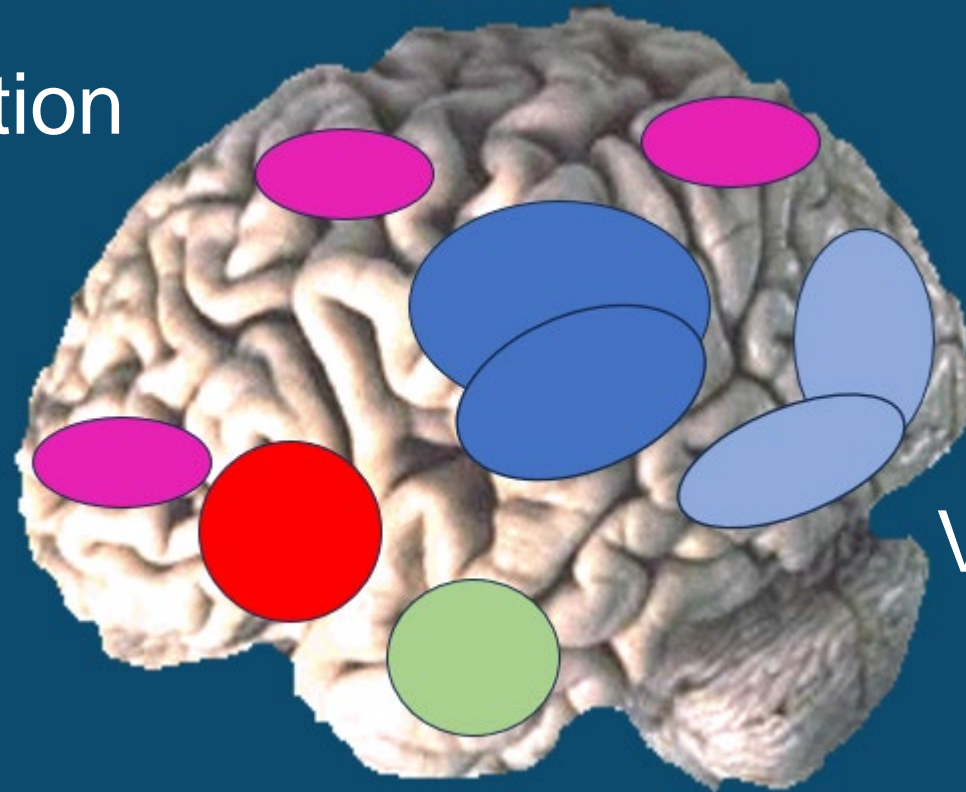


Attention/motivation

Phonology

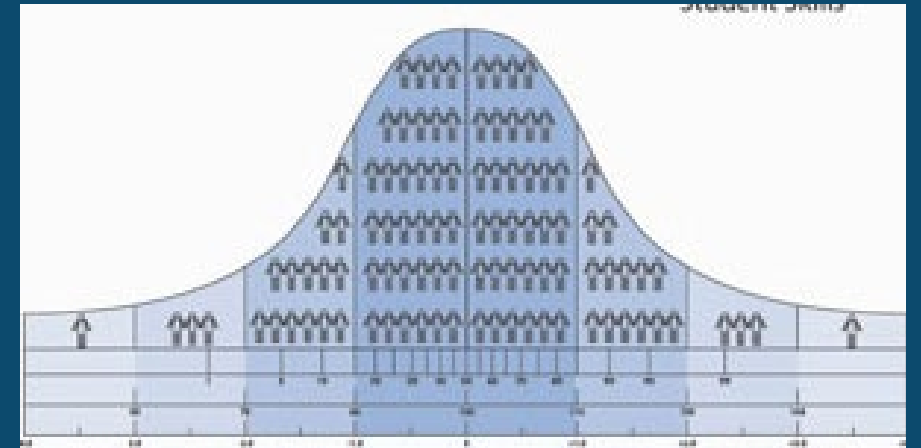
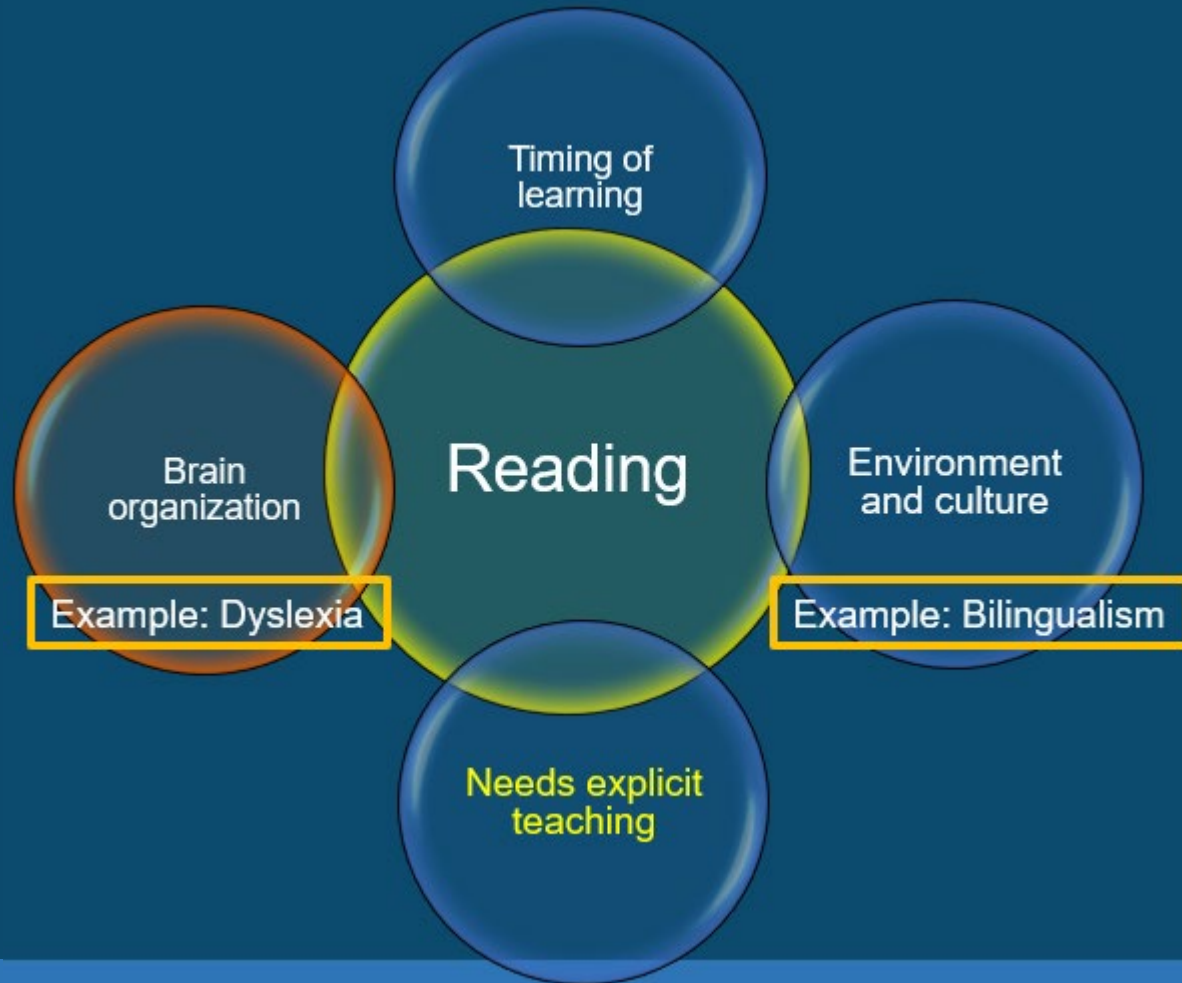
Syntax

Visual properties



Word meaning

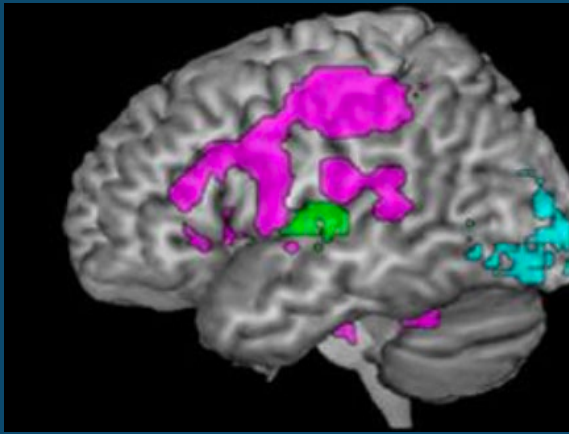
Multifactorial Influences on Written Language Acquisition (and Dyslexia)



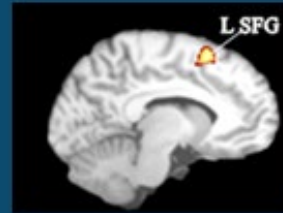
“Challenged readers”

“Superreaders”

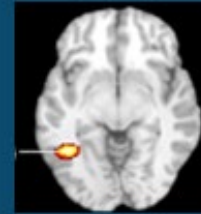
Multilingualism and literacy: Same Biology, Multiple Strategies



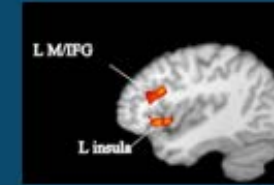
L1 & L2 are largely processed through the same neural structures



Late vs early



L1 & L2 if both early



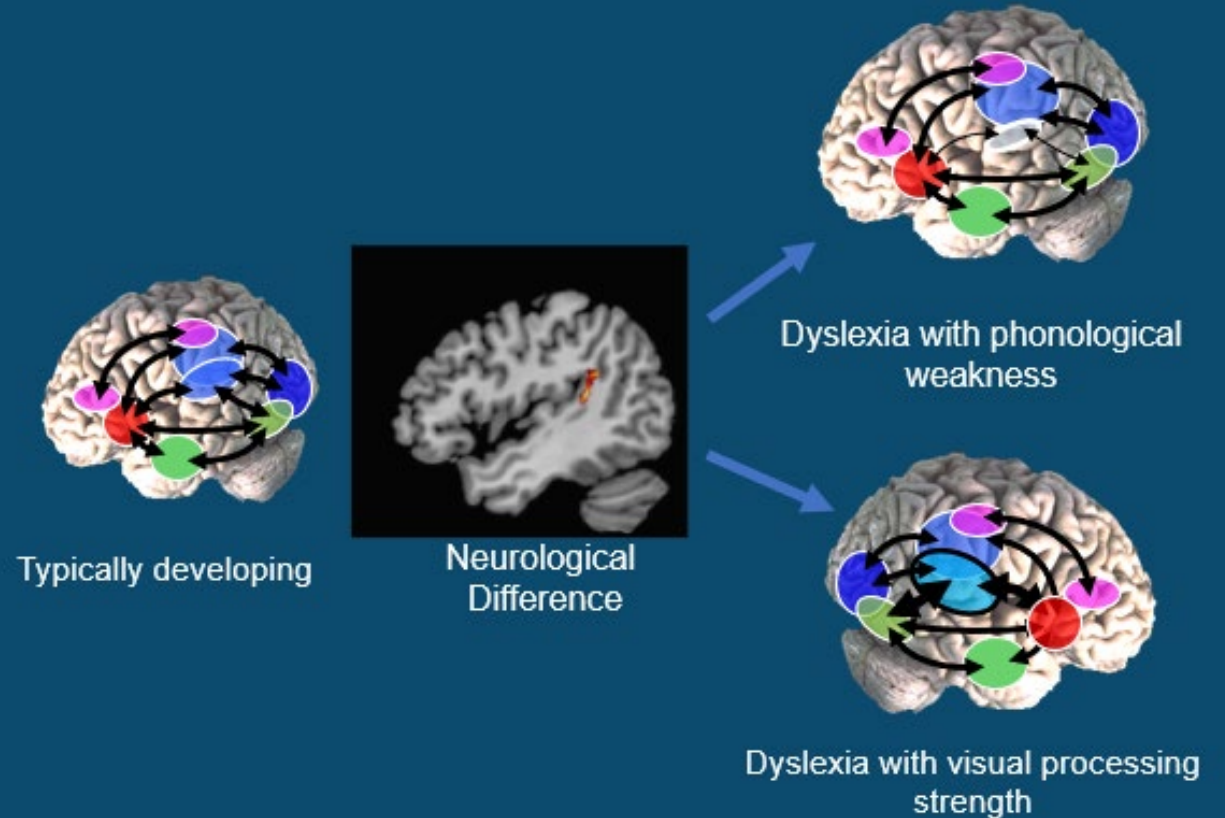
L2 > "irregular" orthography than L1

But some differences emerge based on early vs. late bilinguals, and typology of the L1 & L2 languages (i.e., shallow vs deep or logographic vs alphabetic)

Possible Instructional Implications: Reading instruction proven effective in English monolinguals should work for bilinguals also, with the caveat that certain components should be emphasized

Developmental Dyslexia

- Specific learning disability of neurological origin
- Difficulties with accurate and/or fluent word recognition and spelling
- In the presence of preserved cognitive abilities and adequate instruction
- Highly heritable



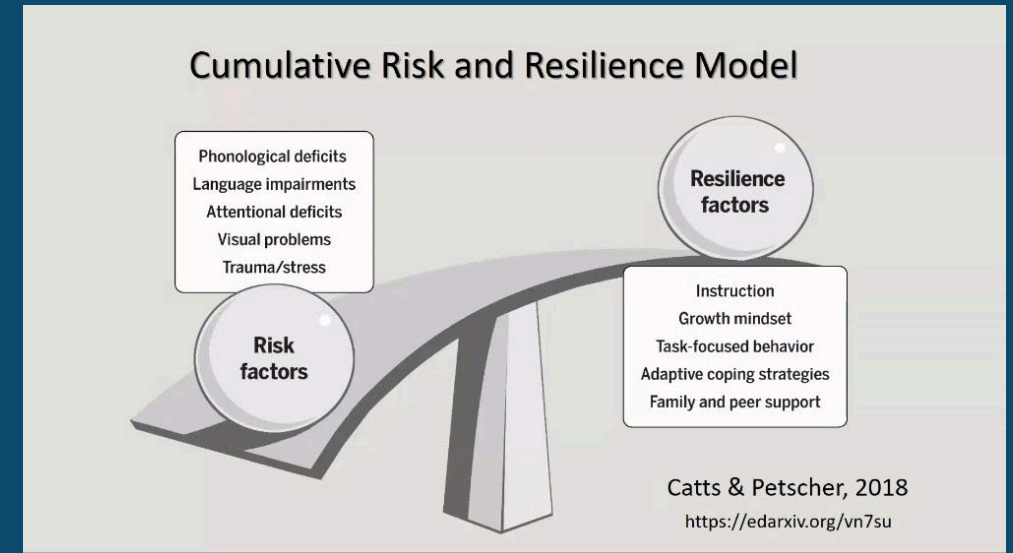
[Link to long description](#)

Multifactorial and probabilistic Influence on the Impact of Dyslexia

Brain Development → Dyslexia

- Biological Factors
 - Genes, Brain
- Environmental Factors
 - Exposure, Instruction, Languages
- Cognitive Factors
 - Auditory, Visual, Phonological, Attention, Executive Functioning

Early Identification and Intervention are Fundamental



[Link to long description](#)

Key Points for Instruction...

Foundational Skills Guidance in the ELA/ELD Framework



ELA/ELD Framework: Foundational Skills

- Acquisition of the foundational skills is crucial.
- The purpose of acquisition is to enable rich meaningful engagement, as readers and writers, with print. This must be obvious to learners.
- Instruction should be thoughtfully sequenced and implemented. Research has much to offer.

Ultimate Goals of Foundational Skills Instruction

- Rapidly recognize and decode printed words in meaningful connected text
- Nearly effortlessly use one's knowledge of the symbol system to record ideas in print

In other words, acquisition of the foundation skills contributes to students' ability to independently engage with and use printed language—as readers and writers—for their own purposes.

Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Print Concepts (1)

- Directionality (K)
- Spoken words are represented by specific sequences of letters (K)
- Words are separated by spaces in print (K)
- Recognize distinguishing features of a sentence (1)
- Recognize and name all upper- and lowercase letters (K)*

Related Language Standard: Print upper and lowercase letters*

Print Concepts (2)

Instruction

- Direct, explicit, connected to printing (L.K.1a; L.1.1a)
- Print-rich environment
- Opportunities to write (W.K.1.3)
- Differentiated

Phonological Awareness (1)

Awareness of and ability to manipulate the sounds of spoken language

- Sound Units (syllables, onsets and rimes, phonemes*)
- Sound Manipulations (match, blend, segment, delete)

Phonological Awareness (2)

- Importance: crucial for understanding the logic of the written system (alphabetic principle) – ensure phonemic awareness
- Instruction
 - Direct, explicit, systematic, sequential, connected to symbols (as appropriate)
 - Environment rich in phonological play
 - Opportunities to write (W.K.1.3)
 - Differentiated

Phonological Awareness (3)

Spoken word: dog

/d/ - /o/ - /g/



d

o

g

Phonics and Word Recognition (1)

Knowledge of

- Relationship between symbols and sounds
- Word parts (syllables, morphemes)
 - “s” for plural for both dogs and cats
 - “ed” for past tense for played, walked, and shouted
- Irregularly spelled words

Phonics and Word Recognition (2)

- Importance: ensure children's understanding of multi-layered logic & complexity of written language, allowing access & use written language meaningfully
- Instruction
 - Direct, explicit, systematic, sequential
 - Practice (decoding and encoding) with attention to meaning (spelling/letter patterns-phonological-semantic connections)
 - Attention to full alphabetic decoding
 - Progress from single syllable to multisyllabic words
 - Attention to morphemes
 - Recognition of irregularly spelled words (highlight regularity as appropriate)
 - Differentiated

Fluency (1)

- Accuracy
- Rate (an indicator of automaticity)
- Prosody

The *Framework* provides a chart of oral reading rate norms for each grade level.

Figure 4.29. Mean Oral Reading Rate of Grade Three Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	128	146	162	1.1
75	99	120	137	1.2
50	71	92	107	1.1
25	44	62	78	1.1
10	21	36	48	.8

*WCPM = Words Correct Per Minute **Average words per week growth

Source
Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." *The Reading Teacher* 57: 646-655.

Fluency (2)

- Importance: free cognitive resources for meaning making
- Instruction
 - Ensure accuracy*
 - Provide opportunities for practice
 - Model
 - Ensure reading volume

Foundational Skills: Instructional Principles

- Explicit
- Systematic
- Sequential
- Diagnostic and differentiated
- Integrated ELD instruction
- Part of a comprehensive literacy program

Foundational Skills (2)

Resource Guide to the Foundational Skills (linked in Guidance document)

Excerpt: Figure 5: Selected Critical Foci in Foundational and Closely Related Skills by Grade Level

Figure 5. Selected Critical Instructional Foci in Foundational and Closely Related Skills by Grade Level

Grade	Skills/Knowledge from Across Strands of Standards The relevant strand or domain is provided in parentheses. RF-Reading Foundational Skills; L-Language; SL-Speaking and Listening
K (See Note)	<ul style="list-style-type: none">all upper- and lower-case letter forms and names (RF) and how to print most (L)isolation of initial, medial vowel, and final sounds in spoken words and blending two to three spoken phonemes into words (RF)identifying most letter-sound correspondences, including short vowels (RF)writing the letters that correspond to most consonants and short-vowel sounds (L)reading by sight selected common high-frequency words (RF)beginning decoding of simple CVC words containing learned letter-sound correspondences (implied by RF K.4 and L.K.2d)spelling simple words phonetically (L)
1	<ul style="list-style-type: none">phoneme blending (including consonant blends) and segmenting (RF)spelling-sound correspondences for digraphs (RF)most frequent common vowel teams, including final e (RF)decoding regularly spelled one-syllable words (RF)

Foundational Skills for English Learner-Identified Students



Foundational Literacy Skills Instruction for EL Students (1)

Foundational skills instruction in English must be adapted according to:

- Previous literacy experiences in the primary language
- Oral proficiency in the primary language and in English
- How closely the student's primary language is related to English
- The type of writing system used (for students with primary language literacy)

Foundational Literacy Skills Instruction for EL Students (2)

Foundational skills instruction in English must:

- Build on skills and knowledge that were acquired in the primary language (transfer).
- Be sensitive to pronunciation differences. Differences should not automatically suggest decoding difficulties.
- Ensure attention to meaning making in addition to the code. (We decode print to make meaning.)

Foundational Literacy Skills Instruction: Integrated ELD Is Necessary

Consult Chapter 6 of the California (CA) ELD Standards publication.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts	
Part III: Using Foundational Literacy Skills	
Foundational literacy skills in an alphabetic writing system <ul style="list-style-type: none">• Print concepts• Phonological awareness• Phonics and word recognition• Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: <ul style="list-style-type: none">• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.• Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).• Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Foundational Literacy Skills Instruction for EL Students: Figures

Figures 3.11, 4.12, 5.7, 6.8, and 7.15 provide guidance from the CA ELD Standards publication on foundational literacy skills instruction for EL students.

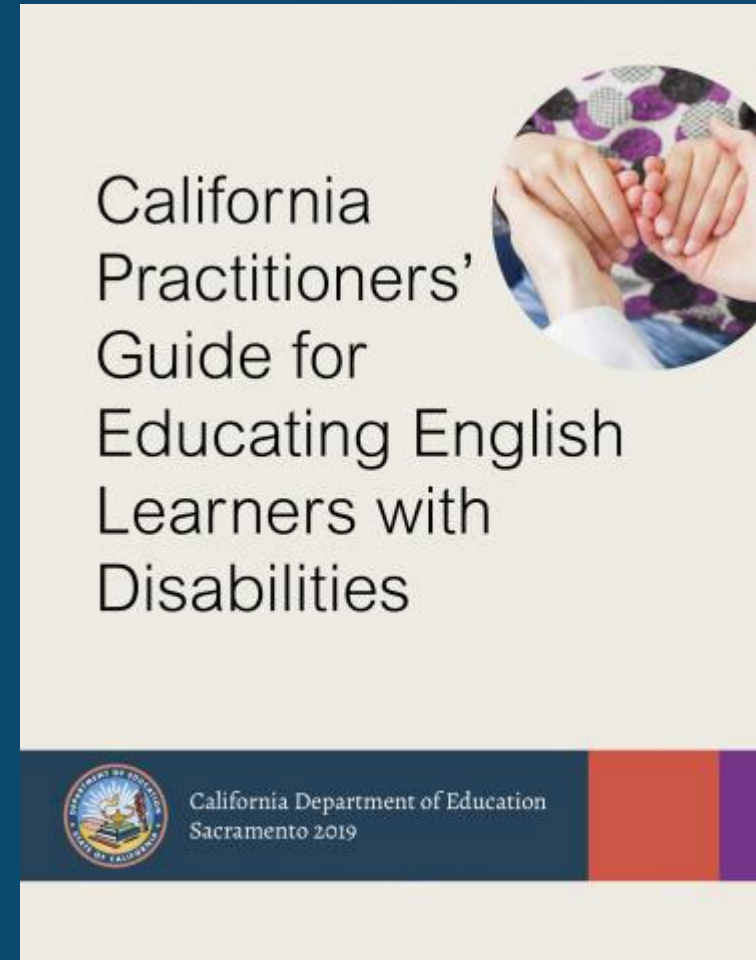
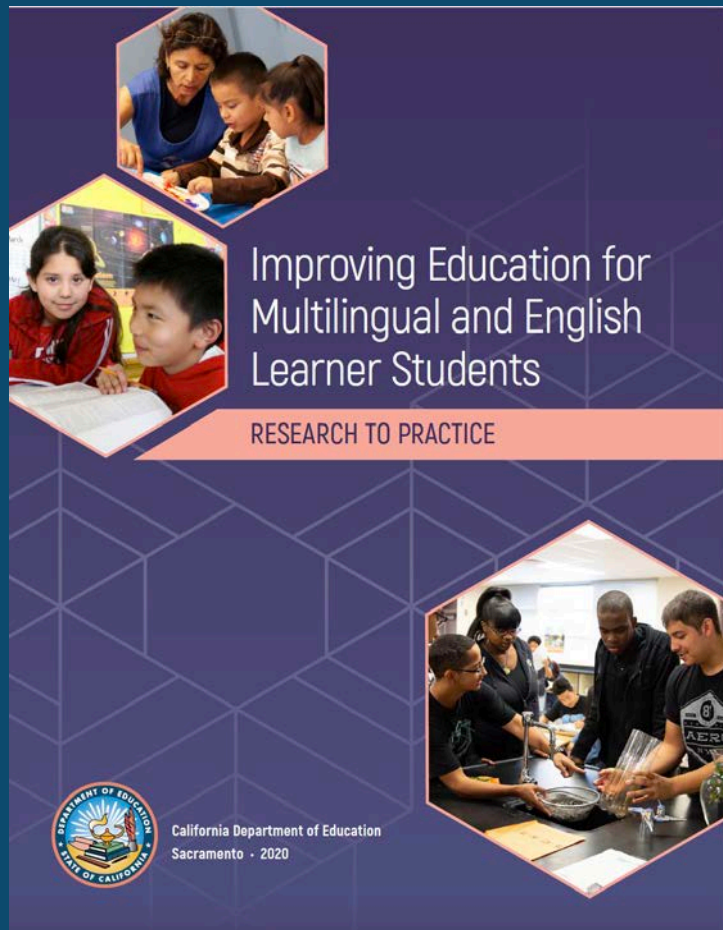
Figure 2.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCS for ELL/Literacy Reading Standard Foundational Skills
One ELs 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 structure).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RFK-1.2
Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed.
Two ELs No or little written language literacy Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will need instruction in print concepts. 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).	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. RFK-1.1 Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RFK-1.3
Three ELs Some 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 orthography (e.g., vowels) and sentence structure (e.g., subject-verb-object vs. subject-object and word order).	Fluency 4. Read emergent reader texts with purpose and understanding. RFK-1.4

Foundational Literacy Skills Instruction: Examine the Instruction Itself

The instructional program itself must be examined to determine the match between the demands of the curriculum and the child's current level of proficiency in the language of instruction ... If several "true peers" are struggling, this is an indication that the instruction is less than optimal for that group of students. (Chapter 9, p. 928)

Foundational Literacy Skills Instruction for EL Students: Additional Resources



Exploring the Framework and Related Documents



Re-centering California's *ELA/ELD* *Framework*

2023–2024 Webinar Schedule
Second Tuesdays, 3:30–4:45 p.m.

- November: Integrated & Designated ELD & Multilingual Programs
- December: Language Development
- January: Meaning Making
- February: Effective Expression
- March: Content Knowledge
- April: Assessment & Intervention
- May: Systems for Implementation & the California Literacy Roadmap

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Circles of Implementation Long Description (1)

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

Circles of Implementation Long Description (2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Center:

- CA Common Core State Standards for ELA/Literacy
- CA ELD Standards

[Return to slide 7](#)

Developmental Dyslexia Long Description

Brain images and arrows showing transference illustrate the neurological difference in an individual with dyslexia is in the phonological region of the brain found in the parietal temporal lobe. Individuals with dyslexia have issues with phonological processing and strengths in visual processing.

[Return to slide 14](#)

Cumulative Risk and Resilience Model Long Description

Cumulative risk and resilience model: Risk factors (phonological deficits, language impairments, attention deficits, visual problems, trauma/stress) vs. resilience factors (instruction, growth mindset, task-focused behavior, adaptive coping strategies, family support)

(Catts & Petscher, 2018; edrxiv.org/vn7su)

[Return to slide 15](#)