

INTRODUCTION

PATHWAYS TO ACADEMIC PERFORMANCE

Linking the California State English Language Development Standards
to the PUSD Language Arts Standards

The PUSD Core Values state that we believe in All Students Learning and Excellence in All We Do. We have developed language arts standards that reflect these values. One of the challenges in a standards-based learning environment is the need to provide instruction that will help all learners move toward the standards and, eventually, meet or exceed them. Our English Language Learners (ELL students) may have difficulty meeting grade level standards simply because of their limited English oral fluency and literacy skills. In addition, they may have had very different educational experiences in the past, so they may lack the prerequisite skills which are assumed as foundational pieces at their grade level. Because of these challenges, we sometimes think that the PUSD standards do not apply to our English Language Learners. We may be searching for different Standards that will better meet their needs.

Instead of looking for different Standards, we need to identify the beginning prerequisite skills that are required for any student to meet a particular standard. These are the skills that the English language learners must acquire initially before they can meet the English language arts standards. We often don't think about these skills because most of our students already have them in place before they come to our classroom. For example, in order to "use strategies to comprehend informational materials," (PUSD 8th grade reading Focus Goal, 2.1) the student must recognize letters of the alphabet and have adequate decoding skills. Most 8th grade students already have these skills in place. However, 8th grade English Language Learners may not recognize alphabet letters and may not have adequate decoding skills.

The State of California has developed a continuum of some of these prerequisite skills (instructional objects) which they call "pathways to academic performance" and has grouped them together under English language development (ELD) standards. The State ELD standards are divided into four grade level spans (**K-2, 3-5, 6-8, and 9-12**). They address English language learners at five different levels of proficiency (**beginning, early intermediate, intermediate, early advanced, and advanced**) in each grade level span. *This document is organized by individual grade levels.* You will note that some instructional objectives apply to two or more grade levels within a grade level span.

The purpose of this document is to take the instructional objectives from the State ELD standards and link them to our PUSD language arts standards. When a teacher is planning a lesson based on a PUSD standard/focus goal, s/he can easily identify the pathway skills that can be the instructional objectives for the ELL students at a particular level of language proficiency. This list of ELD instructional objectives is not complete, nor is every PUSD focus goal addressed at each grade level for each language proficiency level. Teachers need to use this document as a model for designing instructional objectives for their English language learners to help them develop the pathway skills they need to acquire to meet the PUSD English language arts standards.

**ENGLISH LANGUAGE DEVELOPMENT READING STANDARDS
GRADES 4 - 5**

PUSD 1.0 WORD ANALYSIS, VOCABULARY, AND FLUENCY

1.1 Decode and recognize words

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).	Pronounce most English phonemes correctly while reading aloud.		
Recognize sound/symbol relationships in own writing.				
	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Use common English morphemes in oral and silent reading.	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	
		Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.
Demonstrate comprehension of simple vocabulary with an appropriate action.			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”).	
Retell simple stories using drawings, words, or phrases.				
Read aloud simple words in stories or games (e.g., nouns and adjectives).			Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Apply knowledge of academic and social vocabulary to achieve independent reading.

1.2 Use grade-level vocabulary in speaking and writing

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social academic settings (e.g., locations, greetings, classroom objects).				
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Apply knowledge of content-related vocabulary to discussions and reading.	Use content-related vocabulary in discussions and reading.		
		Create a simple dictionary of frequently used words.	Use standard dictionary to find the meanings of known vocabulary.	Use a standard dictionary to determine meaning of unknown words.
			Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	Recognize that words sometimes have multiple meanings and apply this knowledge consistently.
			Use some common idioms in discussions and reading (e.g., “scared silly”).	Use common idioms, some analogies and metaphors in discussion and reading.

1.3 Read fluently

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Read simple vocabulary, phrases and sentences independently.			
	Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.		

PUSD 2.0 COMPREHENSION

2.1 Use strategies for comprehending informational materials and grade-level text

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Identify the basic sequences of events in stories read to them, using key words or pictures.	Orally identify the basic sequence of written text using simple sentences.			
Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	Read and orally identify relationships between written text and their own experience using simple sentences.	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Describe relationships between text and their experience.	
Point out text features such as title, table of contents, and chapter headings.	Read and identify basic text features such as title, table of contents, and chapter headings.	Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.
	Orally identify examples of fact/opinion in familiar texts read to them.	Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect).
			Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	

2.2 Read to analyze and evaluate information

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., “brown bear”).	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”).	Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).	Generate and respond to comprehension questions related to the text.	
Identify the main ideas in a story read aloud using key words and/or phrases.	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	Describe main ideas and supporting details of a text.	Describe main ideas and supporting details, including supporting evidence.

2.3 Read informational material for practical purposes

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Understand and follow simple one-step directions for classroom or work-related activities.	Understand and follow simple two-step directions for classroom or work-related activities.	Understand and follow some multi-step directions for classroom-related activities.		

PUSD 3.0 LIFELONG READING HABITS

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

PUSD 4.0 LITERARY RESPONSE AND ANALYSIS

4.1 Read and interpret poetry

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Recite simple poems.			
	Read and orally identify metaphors and similes in a selection.		Identify and describe figurative language (e.g., similes, metaphors and personification).	

4.2 Read and interpret narrative and dramatic children’s literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.		
Orally identify different characters and settings in simple literary texts using words or phrases.	Orally describe what a character is like by what he/she does in a selection, using simple sentences.		Identify the motives of characters in a work of fiction.	Compare and contrast the motives of characters in a work of fiction.
	Orally describe the setting of a piece of literature using simple sentences.			

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Orally identify the main events of the plot using simple sentences.		Read and orally identify the main problem of a plot and how it is resolved in a selection.	
		Apply knowledge of language to derive meaning/ comprehension from literary texts.		
			Recognize and describe themes stated directly in a text.	Recognize and describe themes stated directly or implied in literary texts.
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	
			Recognize the difference between first and third person in a literary text.	
				Identify and evaluate the author's use of various techniques to influence readers' perspectives.

4.3 Analyze patterns in literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Orally distinguish between fiction and non-fiction using one-or two-word responses.	Orally distinguish among poetry, drama, and short stories using simple sentences.			Describe the major characteristics of poetry, drama, fiction and non-fiction.
Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.				
			Distinguish between literary connotations and symbols from culture to culture.	