

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
KINDERGARTEN**

PUSD 1.0 WORD ANALYSIS, VOCABULARY, AND FLUENCY

1.1 Understand concepts about print

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Recognize and name all upper and lower case letters of the alphabet.		
		Identify the front cover, back cover, and the title page of a book.		
		Follow words from left to right and from top to bottom on the printed page.		
		Understand that printed materials provide information.		
		Recognize that sentences in print are made up of separate words.		
		Distinguish letters from words.		

1.2 Develop phonemic awareness

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize English phonemes that correspond to phonemes students already hear and produce.	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.			

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/ ,/j, d, j/).	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/ ,/j, d, j/)	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	
	Identify and produce rhyming words in response to an oral prompt.		Blend vowel-consonant sounds orally to make words or syllables.	
			Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	
			Track auditorily each word in a sentence and each syllable in a word.	
			Count the number of sounds in syllables and syllables in words.	
	Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., “a’ in “cat” and final consonants).			

1.3 Decode and recognize words.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	Apply knowledge of common morphemes to derive meaning.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Match all consonant and short-vowel sounds to appropriate letters.	Match all consonant and short vowel sounds to appropriate letters.
			Read simple one-syllable and high frequency words (i.e., sight words).	Read simple one-syllable and high frequency words (i.e., sight words).
			Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

1.4 Learn and use new words

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). Describe common objects and events in both general and specific language.		
Demonstrate comprehension of simple vocabulary with an appropriate action.		Apply knowledge of content-related vocabulary to discussions		
Read aloud simple words in stories or games (e.g., nouns and adjectives)			Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	
Identify and sort common words in basic categories (e.g., colors, shapes, foods).				

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).				
Retell simple stories using drawings, words, or phrases.				

1.5 Develop Fluency

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Read aloud an increasing number of English words			Read simple one-syllable and high-frequency words (i.e., sight words).
	Read simple vocabulary, phrases, and sentences independently.			
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking.	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking.		

PUSD 2.0 COMPREHENSION

2.1 Learn to use strategies when reading

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 text read to them using key words or phrases.			

2.2 Read to analyze and evaluate information

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	Use simple sentences to orally respond to stories by answering factual comprehension questions.	Orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	
Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.				
Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	Draw pictures related to a story topic or own experience.			

2.3 Read informational material for practical application

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.			

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 children's literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Draw pictures related to a work of literature identifying setting and characters.	Orally identify setting and characters using simple sentences and vocabulary.		Identify literary elements of plot, setting, and characters.	
Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Orally respond to stories by answering factual comprehension questions, using simple sentences.	Use expanded vocabulary and descriptive words for oral responses to simple texts.		Respond orally to a variety of children's literature.
		Identify beginning, middle, and end of a story.		