

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 WRITING STANDARDS
GRADES 1 - 2**

PUSD 1.0 WRITING STRATEGIES

1.1 Organize and Focus Writing

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---|---|--|
| | | Following a model, use the writing process to independently write short paragraphs of at least three lines. | Use the writing process to write short paragraphs that maintain a consistent focus. | Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. |

1.2 Group Related Ideas

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---|---|---|--|
| | Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday")). | | | |
| | Write one to two simple sentences (e.g., "I went to the park."). | Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. | Produce independent writing using consistent standard grammatical forms, but some rules may not be in evidence. | Produce independent writing using correct grammatical forms. |

1.3 Revise and Evaluate Writing

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---------------------|-----------------------|-----------------|
| | | | | |

1.4 Write Legibly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---|--------------------|--------------|----------------|----------|
| Copy the English alphabet legibly. | | | | |
| Copy words posted and commonly used in the classroom. | | | | |

1.5 Write on Demand

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|----------|
| | | | | |

PUSD 2.0 WRITING APPLICATIONS AND GENRES

2.1 Write Narratives

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|---|---|---|
| | | Write short narrative stories that include the elements of setting and character. | Write short narratives that include elements of setting, character, and events. | Write short narratives that describe the setting, character, objects, and events. |

2.2 Write Descriptive, Expository, and Persuasive Text

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|--|--|---|---|--|
| Write a few words or phrases about an event or character from a story read by the teacher. | Write simple sentences about events or characters from familiar stories read by the teacher. | | | |
| Write a phrase or simple sentence about an experience generated from a group story. | | Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies). | Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). | Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). |

2.3 Write Technical/Business Text

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|---|------------------------|----------|
| | | Write a friendly letter of a few lines. | Write a formal letter. | |

2.4 Add Power to Writing (Grade 2)

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|----------|
| | | | | |

PUSD 3.0 STUDY AND RESEARCH SKILLS

3.1 Alphabetize Correctly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|----------|
| | | | | |

3.2 Use Reference Sources

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|----------|
| | | | | |

3.3 Gather, Organize, and Interpret Information

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|----------|
| | | | | |

PUSD 4.0 LANGUAGE EXPRESSIONS

4.1 Capitalize Correctly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|--|--|--|---|--|
| Use capital letters when writing own name. | Use capital letters to begin sentences and proper nouns. | Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling. | |
| | Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections | | Edit writing for some conventions (e.g., capital letters and periods). | Edit writing for punctuation, capitalization and spelling. |

4.2 Punctuate Correctly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---|--|---|---|
| | Use a period or question mark at the end of a sentence. | Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling. | |
| | Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections. | | Edit writing for some conventions (e.g., capital letters and periods). | Edit writing for punctuation, capitalization, and spelling. |

4.3 Spell Correctly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|--|---|---|
| | | Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling. | Edit writing for punctuation, capitalization, and spelling. |
| | | | <u>Grade 1</u> : Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly. | |

| | | | | |
|--|--|--|--|--|
| | | | Grade 2: Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). | |
|--|--|--|--|--|

4.4 Write and Speak with Proper Grammar and Usage

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|---|--|---|
| | | Use standard word order but may have some inconsistent grammatical forms (e.g., subject/ verb without inflections). | Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). | Use correct parts of speech, including correct subject/verb agreement. |
| | | | | Produce writing that demonstrates a command of the conventions of standard English. |

4.5 Structure Sentences and Paragraphs Correctly

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-----------|--------------------|--------------|----------------|--|
| | | | | Use complete sentences and correct word order. |