

# 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 8<sup>th</sup> grade reading Focus Goal, 2.1) the student must recognize letters of the alphabet and have adequate decoding skills. Most 8<sup>th</sup> grade students already have these skills in place. However, 8<sup>th</sup> 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  
GRADE 3**

**PUSD 1.0 WRITING STRATEGIES**

**1.1 Organize and Focus Writing**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Label key parts of common objects.				Independently use all of the steps of the writing process.

**1.2 Create a Coherent Paragraph**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Create simple sentences or phrases with some assistance.	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.		

**1.3 Revise and Evaluate Writing**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>

**1.4 Write Legibly**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Write the English alphabet legibly.				

**1.5 Write on Demand**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>

**PUSD 2.0 WRITING APPLICATIONS AND GENRES**

**2.1 Write Narratives**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Use models to write short narratives.				
During group writing activities, write brief narratives and stories using a few standard grammatical forms.	Write short narrative stories that include elements of setting and character.	Narrate a sequence of events with some detail.		Write narratives that describe the setting, character, objects, and events.

**2.2 Write Descriptive, Expository, and Persuasive Text**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.			
	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	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).
		Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	Arrange compositions according to simple organizational patterns.	

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
			Independently write simple responses to literature.	

**2.3 Write Technical/Business Text**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Given a model, write a friendly letter.	Independently write a letter using detailed sentences.		

**2.4 Add Power to Writing**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>

**PUSD 3.0 STUDY AND RESEARCH SKILLS**

**3.1 Alphabetize Correctly**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
			Arrange words in alphabetic order.	

**3.2 Use Reference Sources**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>

### 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 and at the beginning of sentences.	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 with consistent use of correct capitalization, punctuation, and spelling.	
	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.		Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	Edit writing for punctuation, capitalization and spelling.

### 4.2 Punctuate Correctly

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use a period at the end of a sentence.	Use a period at the end of a sentence, and use some commas appropriately.	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	
	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.		Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	Edit writing for punctuation, capitalization, and spelling.

### 4.3 Spell Correctly

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ).	
		Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	
	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.		Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	Edit writing for punctuation, capitalization, and spelling.

### 4.4 Write and Speak with Proper Grammar and Usage

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
				Use correct parts of speech, including correct subject/verb agreement.

### 4.5 Structure Sentences and Paragraphs Correctly

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	Use standard word order; may have some consistent grammatical forms including inflections.	Use complete sentences and correct word order.

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
				Produce writing that demonstrates a command of the conventions of standard English.