

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 LISTENING AND SPEAKING STANDARDS
GRADE 11**

PUSD 1.0 LISTENING COMPREHENSION

1.1 Comprehend Oral and Media Presentations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Ask and answer questions using simple sentences or phrases.	Ask and answer questions using phrases or simple sentences.	Respond to messages by asking simple questions or by a brief restatement of the message.	Respond to messages by asking questions, challenging statements or offering examples that affirm the message.	
Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Restate and execute multistep oral directions.	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.		

1.2 Analyze and Evaluate Oral Presentations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Restate in simple sentences the main idea of oral presentations of subject matter content.	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.		

1.3 Analyze and Evaluate Media Communication

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Orally identify types of media by name (e.g., magazine, documentary film, news report).		Identify a variety of media messages and give some supporting details (e.g., radio, television, movies).		Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).

1.4 Take Notes

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

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PUSD 2.0 SPEAKING STRATEGIES

2.1 Use Organizational Strategies

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Prepare and deliver short oral presentations.	Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources.	Prepare and deliver presentations that follow a process of organization and use a variety of sources.	
			Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “sunshine girl,” “heavy as a ton of bricks”).	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.

2.2 Use Delivery Techniques

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns (he/she)).	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

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2.3 Participate Actively in Discussions

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Orally communicate basic needs (e.g., “Do we have to _____?”).	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.

PUSD 3.0 SPEAKING APPLICATIONS

3.1 Deliver Reflective Presentations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Prepare, ask, and respond to basic interview questions.		

3.2 Deliver Oral Responses to Literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Respond with simple words or phrases to questions about simple written texts.			Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	

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3.3 Deliver Oral Reports on Historical Investigations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Prepare and deliver brief oral presentations/reports on historical investigations, problem/solution, or cause/effect.	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.

3.4 Deliver Multimedia Presentations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

3.5 Deliver Oral Interpretations

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced