

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 9 - 11**

PUSD 1.0 WORD ANALYSIS, VOCABULARY, AND FLUENCY

1.1 Use vocabulary encountered through reading and learning new concepts

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize and correctly pronounce most English phonemes while reading aloud.	Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.			
Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	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.	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).
	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).	Identify cognates and false cognates in literature and texts in content areas (e.g., cognate-agonia, agony; false cognate - éxito, exit).	Distinguish between cognates and false cognates in literature and texts in content areas.	Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).				
Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).	Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.		Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentence responses.				
			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.	Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.	
Use an English dictionary to derive meaning of simple known vocabulary.	Use a dictionary to derive meaning of unknown vocabulary.	Use a standard dictionary to derive meaning of unknown vocabulary.	Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).	Use a standard dictionary to determine meaning of unknown words.
	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.		Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content area.
	Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., “the last word”).			
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Demonstrate internationalization of English grammar, usage and word choice by recognizing and correcting errors when speaking or reading aloud.		

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Read simple paragraphs and passages independently.	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	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.
	Use connectors to appropriately sequence written text (e.g., first, then, after that, finally).	Apply knowledge of text connectors to make inferences.		

1.2 Recognize the use and purpose of terms about language

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Use idioms, analogies and metaphors in literature and texts in content areas.	

PUSD 2.0 COMPREHENSION

2.1 Use strategies to comprehend informational materials and grade-level texts

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Point out text features such as title, table of contents, and chapter headings.				
		Present a brief report which verifies and clarifies facts presented in two to three forms of expository texts.		

2.2 Read to analyze and evaluate information (with emphasis on informational materials)

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Recognize a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.	Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.			
Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas.		
		Use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax.	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.
			Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.

2.3 Read technical/business material for practical applications

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Understand and follow simple multi-step oral directions of classroom or work-related activities.	Identify and follow some multi-step directions for simple mechanical devices and basic forms.	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.		

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics and headers).	Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.	Analyze the structure and format of workplace documents, and how authors use these to achieve their purposes.	
	Orally identify the features of simple excerpts of public documents using key words or phrases.	Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and work-place documents and content text.	Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).	Analyze the features and rhetorical devices of different types of public documents and how the authors use these features and devices.
	After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.			
		Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.	Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include a bibliography).	

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.		Orally describe the major characteristics of several forms of poetry using detailed sentences.	

4.2 Read and interpret narrative and dramatic literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Orally respond to simple literary texts 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.		
		Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, essay).		
		Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.		
Orally identify different characters and settings in simple literary texts using words or phrases.			Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.	
Role play a character from a familiar piece of literature using words and phrases.	Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.		Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Use pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction and poetry.	Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.		Describe the major characteristics of several forms of fiction and poetry, short story, essay, novel, ballad, lyric epic.	
	Read and orally identify the speaker or narrator in a selection		Describe the author's point of view in literary text using detailed sentences.	
	Identify the difference between first and third person using simple sentences.			
			Identify literary devices such as narrative voice, symbolism, dialect, and irony.	Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).

4.3 Analyze patterns in literature

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Compare and contrast a similar theme across several genres using detailed sentences.	Compare and contrast a similar theme or topic across genre and explain how the genre shapes the themes or topics.
			Orally and in writing describe a similar theme or topic using detailed sentences.	Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).
				Compare and contrast motivation and reactions of characters across a variety of literary texts.