

# 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  
GRADES 9 - 10**

**PUSD 1.0 WRITING STRATEGIES**

**1.1 Organize and Focus Writing into Multi-Paragraph Compositions**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Organize and record expository information on pictures, lists charts, and tables for literature and content areas.			Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).	Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.
			Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.	

**1.2 Organize and Structure Essays**

<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.	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	Narrate a sequence of events and communicate their significance to the audience.	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.	Produce writing that establishes a controlling impression or thesis.
	Form a given topic; use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.			Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy).

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Use simple sentences to follow an outline and create a draft of a short essay.			Structure ideas and arguments within a given context giving supporting and relevant examples.

### 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 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 Biographical, Autobiographical or Fictional Narratives

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Use the writing process to write brief narratives and stories with a few standard grammatical forms.		Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.	Write detailed fictional biographies or autobiographies.	
Write a brief narrative using a few simple sentences that include setting and some details.		Recognize elements of characterization in a piece of writing and apply them when writing.		

## 2.2 Write Interpretive Responses to Literature

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Write reflective compositions that explore the significance of events.	

## 2.3 Write Expository Compositions, including Analytical Essays and Research Reports

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Write simple compositions such as descriptions and compare/ contrast that have a main idea and some detail.	Write expository compositions such as descriptions, compare and contrast, and problem/ solution that include a main idea and some details using simple sentences.	Write brief expository compositions and reports of information that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs.	Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims.
		Recognize structured ideas and arguments and their supporting examples in persuasive writing.		Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and addresses counter-arguments.
				Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning.

## 2.4 Write Technical/Business Text

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Complete a job application form by providing basic information such as name, age, address, and education.	Complete simple informational documents related to career development (e.g., bank forms and job applications).	Write job applications and resumes that are clear and provide all needed information.	Write job applications and resumes that are clear and purposeful and address the intended audience appropriately.	Write job applications and resumes that modify tone to fit purpose and audience and follow the conventional format for the type of document.

## 2.5 Write with Power and Impact

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Use common verbs, nouns, and high frequency modifiers in simple sentences.		Use appropriate language variations and genres in writing for language arts and other content areas.	

## PUSD 3.0 STUDY AND RESEARCH SKILLS

### 3.1 Use Technology

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
			Arrange words in alphabetic order.	

### 3.2 Use Reference Sources

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Collect information and take notes on a given topic from a variety of sources (e.g., dictionary, library books, research materials).			

### 3.3 Gather, Organize, and Interpret Information

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter.	
		Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be evident.)	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.	Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.

## PUSD 4.0 LANGUAGE EXPRESSIONS

### 4.1 Capitalize, Punctuate, and Spell Correctly

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Edit own work and correct punctuation.	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).			
Revise writing for proper use of final punctuation, capitals, and correct spelling.				

#### 4.2 Edit Writing to Reflect Proper Grammar and Usage

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Identify basic vocabulary, mechanics, and structures in a piece of writing.		Edit and correct basic grammatical structures and conventions of writing.	Edit writing for grammatical structures and conventions of writing.	Edit writing for conventions of writing to approximate standard grammatical forms.

#### 4.3 Structure Sentences Correctly

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.	Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.
	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.			
			Create coherent paragraphs through effective transitions.	Create coherent paragraphs through effective transitions and parallel constructions.

#### 4.4 Use Manuscript Form

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