

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 6**

PUSD 1.0 LISTENING COMPREHENSION

1.1 Focus on the Speaker's Message

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|--|--|--|--|-----------------|
| Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). | 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. | Retell stories in greater detail including characters, setting, and plot, summary, and analysis. | |

1.2 Evaluate What is Heard

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---|---|---|
| | | Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. | Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details. | Listen attentively to stories and subject area topics, and identify the main points and supporting details. |
| | | Respond to messages by asking simple questions or by brief restatement of the message. | Respond to messages by asking questions, challenging statements or offering examples that affirm the message. | |

1.3 Follow Oral Directions

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|--|---------------------|-----------------------|-----------------|
| | Restate and execute multistep oral directions. | | | |

1.4 Take Notes

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---------------------|-----------------------|-----------------|
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**ENGLISH LANGUAGE DEVELOPMENT LISTENING AND SPEAKING STANDARDS
GRADE 6**

PUSD 2.0 SPEAKING STRATEGIES

2.1 Use Organization and 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. |
| Ask and answer questions using simple sentences or phrases. | Ask and answer questions using phrases or simple sentences. | | | |
| | Prepare and deliver short oral presentations. | Prepare and deliver short presentations on ideas, premises, or images from a variety of common 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., “heavy as a ton of bricks,” “soaking wet”). | Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately. |

2.2 Participate Actively in Discussions

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---|--|---|--|---|
| Independently use common social greetings and simple repetitive phrases (e.g., “Good Morning Ms. ----.”). | Orally communicate basic needs (e.g., “I need to borrow a pencil.”). | 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. |

**ENGLISH LANGUAGE DEVELOPMENT LISTENING AND SPEAKING STANDARDS
GRADE 6**

PUSD 3.0 SPEAKING APPLICATIONS

3.1 Deliver Narrative Presentations

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

3.2 Deliver Informative Presentations

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---------------------|--|--|
| | | | Prepare and deliver presentations that use a variety of sources. | Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions. |

3.3 Deliver Oral Responses to Literature

| 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. | Retell stories in greater detail including characters, setting, and plot, summary, and analysis. | |
| | | Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. | Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details. | Listen attentively to stories and subject area topics, and identify the main points and supporting details. |

**ENGLISH LANGUAGE DEVELOPMENT LISTENING AND SPEAKING STANDARDS
GRADE 6**

3.4 Deliver Persuasive Presentations

| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|------------------|---------------------------|---------------------|-----------------------|-----------------|
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3.5 Deliver Presentations Theorizing on Problems and Solutions

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