

# 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 READING STANDARDS  
GRADE 1**

**PUSD 1.0 WORD ANALYSIS, VOCABULARY, AND FLUENCY**

**1.1 Apply concepts about print**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
		Recognize and name all upper and lower case letters of the alphabet.		
		Match oral words to printed words.		
		Identify letters, words, and sentences.		

**1.2 Apply knowledge of phonemics**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Recognize English phonemes that correspond to phonemes students already hear and produce.	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.	Pronounce most English phonemes correctly while reading aloud.		
	Distinguish initial, medial, and final sounds in single-syllable words.	Distinguished long and short vowel sounds in orally stated single-syllable words (e.g., bit/bite).		
		Create and state a series of rhyming words, including consonant blends.		
		Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).		

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
		Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).		
		Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).		
	Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., “a’ in “cat” and final consonants)			

**1.3 Decode and recognize words.**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
		Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping)	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife, wives).	Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).
			Recognize sound/symbol relationship and basic word formation rules in phrases simple sentences, or simple text. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	Generate the sounds from all the letters and letter patterns, including consonant blends and long and short vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
			Read common, irregular sight words (e.g., the, have, said, come, give, of)	Read common, irregular sight words (e.g., the, have, said, come, give, of).
			Use knowledge of vowel digraphs and r-controlled letter sound associations to read words.	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
			Read compound words and contractions.	Read compound words and contractions.
			Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
			Read common word families (e.g., -ite, -ate).	Read common word families (e.g., -ite, -ate).
			Read aloud with fluency in a manner that sounds like natural speech.	Read aloud with fluency in a manner that sounds like natural speech.

#### 1.4 Learn and use new words from reading

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Retell simple stories using drawings, words, or phrases.				
Demonstrate comprehension of simple vocabulary with an appropriate action.		Use decoding skills to read more complex words independently.		
		Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).		
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	Apply knowledge of content-related vocabulary to discussions		

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).				
Read aloud simple words in stories or games (e.g., nouns and adjectives)			Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	

### 1.5 Develop fluency

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Read aloud an increasing number of English words		Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	
	Read simple vocabulary, phrases, and sentences independently.			
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.		

## PUSD 2.0 COMPREHENSION

### 2.1 Use strategies to comprehend grade level text

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Identify the basic sequences of events in stories read to them, using key words or pictures.	Orally identify the basic sequence of text read to them using key words or phrases.			

## 2.2 Read to analyze and evaluate information

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Respond orally to stories read to them, using physical actions and other means of non-verbal communications (e.g., matching objects, pointing to an answer, drawing pictures.)				
Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	Draw and label pictures related to a story topic or own experience.	Write captions of words or phrases for drawings related to a story.		
Respond orally to stories read to them by answering factual comprehension questions using one or two-word responses.	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	
	Use the content of a story to draw logical inferences.	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.		

## 2.3 Read informational material for practical application

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Understand and follow simple one-step directions for classroom or work-related activities.	Understand and follow simple two-step directions of classroom or work-related activities.	Understand and follow some multi-step directions for classroom-related activities.		
			Read and use basic text features such as title, table of contents, and chapter headings.	

**PUSD 3.0 LIFELONG READING HABITS**

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

**PUSD 4.0 LITERARY RESPONSE AND ANALYSIS**

**4.1 Read poetry**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	Recite simple poems.	Read simple poetry and respond to factual comprehension questions using simple sentences.	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).

**4.2 Read and interpret narrative and dramatic children’s literature**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Draw pictures related to a work of literature identifying setting and characters.	Orally identify setting and characters using simple sentences and vocabulary.		Read and orally identify literary elements of plot, setting and characters.	
Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	Orally respond to stories by answering factual comprehension questions, using simple sentences.	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.		Read and respond both orally and in writing to a variety of children’s literature.
			Read and identify beginning, middle, and end of a story.	

### 4.3 Analyze patterns in literature

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
				Compare and contrast literary elements of different authors.