

# 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 2**

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

**1.1 Decode and recognize words**

<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.		Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	
		Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).		
			Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	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 and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
			Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/ consonant-vowel = sup/per)	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/ consonant-vowel = sup/per).
			Decode two-syllable nonsense words and regular multisyllable words.	Decode two-syllable nonsense words and regular multisyllable words.

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
			Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife, wives).	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly-flies, wife/wives). Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
			Read aloud fluently and accurately and with appropriate intonation and expression.	

### 1.2 Learn and use new words from reading

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Demonstrate comprehension of simple vocabulary with an appropriate action		Apply knowledge of content-related vocabulary to discussions and reading.		Apply knowledge of academic and social vocabulary to achieve independent reading.
Respond appropriately to same social and academic interactions (e.g., simple questions/answer, negotiate play).				
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.			
Retell simple stories using drawings, words or phrases.				
		Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
			Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	Explain common antonyms and synonyms.
				Recognize words that have multiple meanings in texts.

### 1.3 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.			
	Read simple vocabulary, phrases, and sentences independently.		Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Read narrative and texts aloud with appropriate pacing, intonation, and expression.
	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.		Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	

## 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>
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.	
Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	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.	Read and use detailed sentences or orally identify the main idea to draw inferences about text.	
			Write a brief story summary (three or four complete sentences.)	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.

### 2.3 Read informational material for practical application

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	Read and use basic text features such as title, table of contents, and chapter headings.	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.
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.		

### PUSD 3.0 LIFELONG READING HABITS

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

### PUSD 4.0 LITERARY RESPONSE AND ANALYSIS

#### 4.1 Read poetry

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	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.