

# 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 6**

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

**1.1 Learn and use new words from reading**

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Recognize and correctly pronounce English phonemes while reading aloud.	Pronounce most English phonemes comprehensibly, while orally reading their own writing, simple sentences or texts.			
Recognize most common English morphemes in phrases and simple sentences.	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.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
		Apply knowledge of word relationships, such as roots and affixes, 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.	
Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.	Use knowledge of literature and content areas to understand unknown words.			
	Read simple paragraphs and passages independently.	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.		

## 1.2 Use grade-level vocabulary in speaking and writing

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).				
Retell stories using phrases, and sentences.				
Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).				
Create a simple dictionary of words frequently used by the student.	Use a standard dictionary to find the meaning of known vocabulary.	Use standard dictionary to determine meanings of unknown words.	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 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 – agonía, 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.
		Recognize that words sometimes have multiple meanings.	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.
		Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	Use idioms, analogies and metaphors in literature and texts in content areas.	Use common idioms and some analogies and metaphors (e.g. “shine like a star,” “let the cat out of the bag”).

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
				Apply knowledge of academic and social vocabulary to achieve independent reading.

### 1.3 Read fluently

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
	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.		
	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.	
			Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	

## PUSD 2.0 COMPREHENSION

### 2.1 Use strategies for comprehending informational materials and grade-level text

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).	Locate and orally explain categories of familiar informational materials using simple sentences.	Identify and use detailed sentences to orally explain the differences among some categories of informational materials.	Identify and explain the differences among various categories of informational materials.	Identify and analyze the differences among various categories of informational materials.
Orally identify examples of fact/opinion and cause/effect in simple texts.	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.			
Point out text features such as title, table of contents, and chapter headings.				

### 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>
Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.	Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.		
Orally identify main ideas and some details of familiar texts using key words or phrases.	Read and orally identify main ideas and details of informational materials, literary text and text in content areas using simple sentences.	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.

### 2.3 Read technical/business material for practical applications

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
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.		
Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines.	Orally identify the factual components of simple informational materials using key words or phrases.	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).	Analyze a variety of rhetorical styles found in consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).	Analyze a variety of rhetorical styles, found in consumer and informational materials (e.g., warranties, contracts, newspapers, magazines, signs, textbooks).

### 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 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.	

<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
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.			
	Identify the difference between first and third person using simple sentences.		Describe the author's point of view in literary text using detailed 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

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