

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 WRITING STANDARDS
GRADES 6 - 7**

PUSD 1.0 WRITING STRATEGIES

1.1 Organize and Focus Writing

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Organize and record expository information on pictures, lists charts, and tables for literature and content areas.				Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.
			Use appropriate language variations and genres in writing for language arts and other content areas.	Use appropriate language variations and genres in writing for language arts and other content areas.

1.2 Create Multiple Paragraph Compositions

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Create simple sentences or phrases with some assistance.	Following an outline, create a draft of a paragraph.	From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.		

1.3 Revise and Evaluate Writing

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

1.4 Write on Demand

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

PUSD 2.0 WRITING APPLICATIONS AND GENRES

2.1 Write Narratives

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Write a brief narrative using a few simple sentences that include setting and some details.		Narrate a sequence of events and communicate their significance to the audience.	Write in different genres (e.g., short stories and narratives). Include coherent plot development, characterization, and setting.	Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).
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.	

2.2 Write Expository and Persuasive Text

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).			

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Write simple compositions such as descriptions and compare/ contrast that have a main idea and some details.	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 (e.g., description, compare and contrast, cause and effect, and problem/solution) that include a thesis and some points of support.	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.
	Write brief responses to selected literature with factual understanding of the text using simple sentences.	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.

2.3 Write Technical/Business Text

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Complete basic business forms that require information such as name, address, and telephone number.	Complete simple informational documents related to career development (e.g., bank forms and job applications).	Write documents related to career development (e.g., business letter, job applications).	Write pieces related to career development (e.g., business letter, job applications, letter of inquiry).	Write pieces related to career development (e.g., business letter, job applications, letter of inquiry, memorandum).

2.4 Add Power to Writing

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Use common verbs, nouns, and high frequency modifiers in simple sentences.	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).		
		Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact appropriately.	Develop a clear thesis and support it with various rhetorical devices (e.g., analogies, quotation, fact, statistics, and comparison).

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
		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.
		Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.	Use various methods of investigation and research to develop an essay or report that balances information and original ideas, and includes references and a bibliography.

PUSD 4.0 LANGUAGE EXPRESSIONS

4.1 Capitalize Correctly

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

4.2 Punctuate 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.				

4.3 Spell Correctly

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

4.4 Write with Proper Grammar and Usage

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
		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.

4.5 Structure Sentences and Paragraphs Correctly

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Identify basic vocabulary, mechanics, and structures in a piece of writing.				
	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.			
	Revise writing with teacher assistance to clarify meaning and improve conventions and organization.	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.
			Create coherent paragraphs through effective transitions.	Create coherent paragraphs through effective transitions and parallel constructions.