

ENGLISH LANGUAGE ARTS BEGINNING				
COMPETENCY AREAS	LAUSD	BUSD	CCUSD	MUSD
I.READINESS SKILLS FOR READING & WRITING <i>Students know the letters, words, and sounds, and recognize that letters make words, and words make sentences.</i>	<ul style="list-style-type: none"> • Basic Language Arts - Beginning • for the 0 – 3.9 GLE reader as per TABE 9 Reading 	N/A	N/A	Beginning ESL and/or Computer Lab
II.LISTENING AND ORAL SKILLS <i>Students speak with a command of standard English conventions, listen critically, and respond appropriately to oral communication, and share information and ideas in complete and coherent sentences.</i>	<ul style="list-style-type: none"> • Basic Language Arts - Beginning • for the 0 – 3.9 GLE reader as per TABE 9 Reading 	ABE English	N/A	ESL Intermediate Advanced-Low and/or Computer Lab
III. COMPOSITION <i>Students write clear and coherent sentences with a subject and verb that develop a central idea with relevant facts and details for various purposes and audiences.</i>	<ul style="list-style-type: none"> • Basic Language Arts - Beginning • for the 0 – 3.9 GLE reader as per TABE 9 Reading 	ABE English	ELA	ESL Intermediate-High
IV.MECHANICS <i>Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.</i>	<ul style="list-style-type: none"> • Basic Language Arts - Beginning • for the 0 – 3.9 GLE reader as per TABE 9 Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • ELA Intermediate 	<ul style="list-style-type: none"> • ESL Intermediate-High
V. GRAMMAR AND USAGE	<ul style="list-style-type: none"> • Basic Language Arts - Beginning 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • ESL Intermediate-High

<p><i>Students apply basic grammatical concepts and rules.</i></p>	<ul style="list-style-type: none"> for the 0 – 3.9 GLE reader as per TABE 9 Reading 			
<p>VI. CRITICAL THINKING <i>Students demonstrate and apply critical thinking skills in oral and written forms.</i></p>	<ul style="list-style-type: none"> Basic Language Arts - Beginning for the 0 – 3.9 GLE reader as per TABE 9 Reading 	<ul style="list-style-type: none"> ABE English 	<ul style="list-style-type: none"> ELA Advanced 	<ul style="list-style-type: none"> ESL Advanced-Low ABE
<p>VII. REFERENCE, LOCATION, AND STUDY SKILLS <i>Students use a variety of resources to locate, interpret, and use information.</i></p>	<ul style="list-style-type: none"> Basic Language Arts - Beginning for the 0 – 3.9 GLE reader as per TABE 9 Reading 	<ul style="list-style-type: none"> ABE English 	<ul style="list-style-type: none"> ELA Intermediate 	<ul style="list-style-type: none"> ESL Intermediate-High

ENGLISH LANGUAGE ARTS INTERMEDIATE				
COMPETENCY AREAS	LAUSD	BUSD	CCUSD	MUSD
<p>I. LISTENING & ORAL SKILLS <i>Students speak with a command of standard English conventions, listen critically, respond appropriately to oral communication, and share information and ideas coherently.</i></p>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE reader as per TABE 9 Reading 	ABE English	ELA Intermediate	ESL Intermediate/High
<p>II. Composition <i>Students write clear sentences that utilize a variety of sentence structures and follow the writing process to create well-organized</i></p>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE 	ABE English	ELA Intermediate	ESL Intermediate/High

<i>paragraphs for various purposes and audiences.</i>	reader as per TABE 9 Reading			
III. MECHANICS <i>Students will apply the rules of capitalization, punctuation, and spelling to written communication.</i>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE reader as per TABE 9 Reading 	ABE English	ELA Intermediate	ESL Intermediate/High
IV. GRAMMAR & USAGE <i>Students apply basic grammatical concepts and rules in oral and written communication.</i>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE reader as per TABE 9 Reading 	ABE English	ELA Intermediate	ESL Intermediate/High
V. CRITICAL THINKING <i>Students demonstrate and apply critical thinking skills in oral and written communication.</i>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE reader as per TABE 9 Reading 	ABE English	ELA Intermediate	ESL Intermediate/High
VI. REFERENCE AND STUDY SKILLS <i>Students use a variety of resources to locate, interpret, and use information.</i>	<ul style="list-style-type: none"> English Language Arts Intermediate for the 4.0 – 6.9 GLE reader as per TABE 9 Reading 	ABE English	ELA Intermediate	ESL Intermediate/High

ENGLISH LANGUAGE ARTS ADVANCED				
COMPETENCY AREAS	LAUSD	BUSD	CCUSD	MUSD
I. LISTENING AND ORAL SKILLS <i>Students speak with a command of standard English conventions, listen critically and respond appropriately to oral communication, and share information and ideas coherently.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0 – 8.9 GLE readers as per TABE 9 Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Intermediate 	<ul style="list-style-type: none"> • ESL Intermediate-High
II. MECHANICS <i>Students apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0 – 8.9 GLE readers as per TABE 9D Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts – Advanced 	<ul style="list-style-type: none"> • ESL Advanced-Low
III. GRAMMAR & USAGE <i>Students apply basic grammatical concepts and rules in oral and written communication.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0-8.9 GLE readers as per TABE 9D Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Advanced 	<ul style="list-style-type: none"> • ESL Advanced • ABE
IV. COMPOSITION <i>Students write clear sentences that utilize a variety of sentence structures and use the writing process to create</i>	<ul style="list-style-type: none"> • Basic Language Arts- • for 7.0-8.9 GLE readers as per TABE 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Advanced 	<ul style="list-style-type: none"> • ESL Advanced • ABE

<i>well-organized paragraphs for various purposes and audiences</i>	9D Reading Advanced			
V. WRITING IN THE CONTENT AREA <i>Students use critical thinking skills to respond in writing to literature, social studies, and science subject-matter.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0-8.9 GLE readers as per TABE 9D Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Advanced 	<ul style="list-style-type: none"> • ESL Advanced • ABE
VI. LIFE & WORKPLACE SKILLS <i>Students use written communication for a variety of work and life-skill tasks.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0-8.9 GLE readers as per TABE 9D Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Advanced 	<ul style="list-style-type: none"> • ESL Advanced • ABE
VII. REFERENCE & STUDY SKILLS <i>Students use a variety of resources to locate, interpret, and use information.</i>	<ul style="list-style-type: none"> • Basic Language Arts – Advanced • for 7.0-8.9 GLE readers as per TABE 9D Reading 	<ul style="list-style-type: none"> • ABE English 	<ul style="list-style-type: none"> • English Language Arts - Advanced 	<ul style="list-style-type: none"> • ESL Advanced • ABE

SUMMARY OF FINDINGS

- Each district within LARAEC has a place for students to access curriculum that addresses listening & oral skills, writing mechanics, grammar, and composition. However, where students are placed is not consistent across the LARAEC regions
- Some ABE focus group participants demonstrated difficulty speaking the English language. This observation raises questions about what differentiates an ABE from an ESL student

RECOMMENDATIONS

- LARAEC districts operate from a clear definition and/or profile of the ABE and the ESL student
- Create modules of Language Arts skills that can be integrated into specific CTE courses (i.e. Health programs, Transportation, Energy, etc.)
- Continue working on aligning Language Arts curriculum across districts based on expected student competencies

Note: Please refer to ABE English Language Arts, Reading, and Math Curricula Alignment Charts for competency descriptors.