



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Secondary English Language Development (ELD)
Course Codes for Students with Disabilities
Participating on the Alternate Curriculum

NUMBER: REF-5828.0

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PURPOSE: The purpose of this Reference Guide is to provide secondary English Language Development (ELD) course codes and descriptions for students participating on the alternate curriculum.

MAJOR CHANGES: Not applicable.

BACKGROUND: Alternate Curriculum classrooms utilize the *Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities* to plan and design instruction. The English Language Development (ELD) courses in Attachment A are aligned to alternate standards using the *SEACO Curriculum Guide*. All students participating on the alternate curriculum who are English Learners (ELs) served in special day programs must be programmed into these courses. Please consult BUL-3778.0: "Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners (ELs)" for the policies and procedures for identifying and monitoring the progress of ELs participating on the alternate curriculum.

PROCEDURES: Schools are required to use the course codes and descriptions found in Attachment A for ELs on the alternate curriculum served in special day programs.

ATTACHMENTS: Attachment A: Course Codes and Descriptions for Secondary Alternate Curriculum Courses

ROUTING

All Secondary Schools
Local Instructional Area
Superintendents
Instructional Directors
Special Education Service
Center Administrators
School Site Administrators
Bridge Coordinators
Special Education Teachers



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RELATED RESOURCES:

BUL-3778.0: "Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners (ELs)," issued by the Division of Special Education on October 2, 2007.

SEACO Curriculum Guide for Students with Moderate to Severe Disabilities

ASSISTANCE:

For further information, please contact Geri Fuchigami, Coordinator, Least Restrictive Environment Programs, via telephone at 213-241-8050, or via email at geri.fuchigami@lausd.net.

**CURRICULUM COURSE CODES AND DESCRIPTIONS FOR
SECONDARY ALTERNATE CURRICULUM COURSES**

English Language Development, Alternate Curriculum	
Length of Course: One year course, grades 6-12. May be repeated for credit.	
Prerequisite: Required course for English language learners participating on the alternate curriculum	
Course Number: 493505	Course Title: ELD ALT CUR A
Course Number: 493506	Course Title: ELD ALT CUR B
Course Description	
This course emphasizes meaningful and purposeful communicative interactions (both oral and written) to promote English learners' language development and content-area learning, and promote communicative interactions (both oral and written) among students participating on the alternate curriculum.	
This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i> . Students enter into and move through the standards at an individual pace.	
English Language Development	
Standard 1	Recognize and name all uppercase and lowercase letters of the alphabet
Standard 2	Match all consonant and short-vowel sounds to appropriate letters
Standard 3	Understand that printed materials provide information
Standard 4	Classify grade-appropriate categories of words
Standard 5	Read simple one-syllable and high frequency words
Standard 6	Match oral words to printed words
Standard 7	Recognize common abbreviations
Standard 8/9	Follow one-step written instructions/Follow two-step written instructions
Standard 10	Ask and answer questions about essential elements of a text
Standard 11	Identify the main events of the plot, their causes, and the influence of each event on future events
Standard 12	Identify the structural features of popular media and use the features to obtain information
Standard 13	Locate information by using a variety of consumer, workplace and public documents
Standard 14	Write by moving from left to right and top to bottom
Standard 15	Print legibly and space letters, words and sentences appropriately
Standard 16	Demonstrate basic keyboarding skills and familiarity with computer terminology
Standard 17	Understand and follow one- and two step oral directions
Standard 18	Listen attentively
Standard 19	Share information and ideas, speaking audibly in complete coherent sentences
Standard 20	Describe people, places, things, locations and actions
Standard 21	Stay on topic when speaking
Standard 22	Ask questions for clarification and understanding
Standard 23	Recount experiences in a logical sequence
Standard 24	Apply appropriate interviewing techniques

Students will be able to:

English Language Development

Beginning

Standard 1

- *Recognize English phonemes that correspond to phonemes students already hear and produce*

Standard 3

- *Recognize and name all uppercase and lowercase letters of alphabet*

Standard 4

- *Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate pay)*
- *Demonstrate comprehension of simple vocabulary with an appropriate action*
- *Retell simple stories using drawings, words or phrases*
- *Produce simple vocabulary (single words or short phrases) to communicate basic needs*

Standard 8/9

- *Understand and follow simple one-step directions for classroom or work related activities*
- *Identify the basic sequence of events in stories read to them, using key words or pictures*
- *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)*

Standard 11

- *Identify, using key words or pictures the basic sequence of events in stories read aloud*

Standard 12

- *Orally identify types of media (e.g., magazine, documentary, film, news report)*

Standard 13

- *Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers and magazines*

Standard 14

- *Copy the English alphabet legibly*
- *Copy words posted and commonly used in the classroom*

Standard 16

- *Label key parts of common objects*

Standard 19

- *Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)*

Standard 23

- *Recount experiences in a logical sequence*

Standard 24

- *Ask and answer questions using simple sentences or phrases*

Early Intermediate***Standard 1***

- *Recognize English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants*
- *Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., “a” in “cat” and final consonants)*

Standard 4

- *Produce vocabulary, phrases and sentences to communicate basic needs in social and academic settings*
- *Read simple vocabulary, phrases and sentences independently*
- *Read aloud an increasing number of English words*
- *Demonstrate internalization of English grammar usage and word choice by recognizing and correcting some errors when speaking or reading aloud*

Standard 8/9

- *Draw and label pictures related to a story topic or own experience*

Standard 10

- *Orally identify the basic sequence of a text read to them using key words or phrases*
- *Use the content of a story to draw logical inferences*

Standard 13

- *Orally identify the features of simple excerpts of public documents by using key words and phrases*

Standard 14

- *Write simple sentences about events or characters from familiar stories read by the teacher*
- *Write simple sentences using key words posted and commonly used in the classroom [e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”)]*
- *Write one to simple sentences (e.g., “I went to the park”)*

Standard 22

- *Ask and answer questions using phrases or simple sentences*

Standard 24

- *Orally communicate basic needs*

Intermediate*Standard 1*

- *Recognize and name all uppercase and lowercase letters of the alphabet*

Standard 2

- *Pronounce most English phonemes correctly while reading aloud*
- *Recognize sound/symbol relationship and basic word formation rules and phrases, simple sentences, or simple text*
- *Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping)*

Standard 4

- *Demonstrate internalization of English grammar usage and word choice by recognizing and correcting errors when speaking or reading aloud*
- *Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts)*
- *Apply knowledge of content-related vocabulary to discussions and reading*
- *Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping)*

Standard 5

- *Pronounce most English phonemes correctly while reading aloud*

Standard 8/9

- *Understand and follow some multi-step directions for classroom related activities*

Standard 10

- *Read and use simple sentences to orally respond to stories by answering factual comprehension questions*
- *While reading orally in a group, point out basic text features such as title, table of contents and chapter headings*
- *Use of content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made*

Standard 13

- *Identify and use detailed sentences to orally explain the differences among some categories of informational materials*

Standard 14

- *Following a model, use the writing process to independently write short paragraphs of at least three lines*
- *Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies)*

Standard 18

- *Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses*

Standard 20

- *Use expanded vocabulary and descriptive in oral and written responses to simple text*

Standard 21

- *Participate in social conversations with peer and adults on familiar topics by asking and answering questions and soliciting information*

Standard 24

- *Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information*

Assessments will include:

- Communication Observation Matrix (COM)
- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)