De-Mystifying the Development of an ELA Scope and Sequence

ABE Directors’ Meeting
April 29 and 30, 2015
Jane Schwerdtfeger
Goals for Today

★ The essential elements of an ELA scope and sequence

★ Methods for developing a scope and sequence

★ Helpful materials to support your work

★ Samples and Resources

★ Q&A
Standards-Based Curriculum
Standards are the Foundation for Learners in Meeting their Goals

- Standards + Learner Goals
- Standards are compiled to become Outcomes
- Outcomes determine what you’ll assess
Scope and Sequence? Curriculum?

★ Scope and Sequence is a component of curriculum that is a big-picture view of what the plan for instruction is at the class level:

★ what is important for students to learn (content, skills)
★ organized into unit themes/topics/essential questions and brief description of what will be covered in each
★ sequenced and within the amount of teaching time available, and
Scope and Sequence? Curriculum?

★ Curriculum may also contain:
★ Program mission and beliefs
★ Philosophy of teaching or teaching techniques
★ Tools for teachers to use in class placement
★ Needs assessments
★ Instructional activities
★ Resources for planning instruction (e.g., ESE Model Curriculum Units, ReadWorks.org, Odell)
★ Research that informs instruction
Scope and Sequence

Can give information to teachers in two ways:

1. Overall scope and sequence that guides all classes in ABE; makes clear the transitions from one level to next

2. Scope and sequence for each level made up of instructional units (coordinated series of lesson plans that build content knowledge and skills

★ ...As in the following slide:
Scope:
Levels A – D/E; other skills and/or standards

Beginning of a Sequence

ABE 100 | PRE-ASE 200 | ASE/CCR 300

Further Sequencing: Units of Instruction

Lesson Plans within a Unit of Instruction
How to Begin? How to Enrich?

- **Assess program strengths and needs** in the curriculum development process
- **Develop an action plan**
- **Use the Scope and Sequence Template** to:
  - Start with drafting a scope and sequence for one level (big picture) and then complete units
  - **OR**
  - Start with drafting/revising units for one level to fill in a scope and sequence

**Look at what you have been teaching and use the CCRSAE standards for ELA to determine outcomes for each class level**
How to continue?

- **Pilot / implement** the units and scope and sequence, **review**, and **revise** as needed.

- If programs have not developed a scope and sequence as part of their overall curriculum, do this first before fleshing out the rest of your curriculum.

- **Assess your Scope and Sequence:**
  - **See Handout**
  - **Use the Checklist and Action Plan**
Assessing Your Scope and Sequence

- See handouts
- Use the checklist and template to determine the strengths and needs of your scope and sequence
- Discuss in small groups and compare notes
- (if time) Use the Action Plan to determine next steps
Use the ELA Scope and Sequence Template

- How Can it be Used?
- Explanation of the Components and Format
- Blank Template and CCRSAE Checklist for Program Use
- Find this template shortly on http://www.doe.mass.edu/acls/frameworks/resources.html
Great Program Sample

★ SCALE sample of Reading and Writing Scope and Sequence
  ★ Please give credit if you borrow or use

★ For Level (GLE)

★ Turn and Talk: What works well? What questions do you have?
EDC Scope and Sequence

Materials:

★ 1. **Overview** of Six Units and Strategy Instruction Targeted
★ **Sample Scope and Sequence Using the ELA Template**
★ **Resources** Excel File
★ These (and the full ELA document will be posted onto ACLS Curriculum Resources site: [http://www.doe.mass.edu/acls/frameworks/resources.html](http://www.doe.mass.edu/acls/frameworks/resources.html)
What is the Director’s Role?

★ What have you done (or think you need to do) to foster the climate of change (if needed) in your program?

★ If your program needs support, contact Merilee Freeman, SABES director of ELA Professional Development at mfreeman@qcc.mass.edu
Directors’ Considerations

★ Prep time: How many have 2:1 prep time? 1:1?

★ Common planning time: How many use it for curriculum development?

★ How to include part-time staff? Strategies?
Roles for Leaders

- Collaborate with teachers and staff
- Establish and communicate clear expectations
- Require consistently that ANY expectations be for and about ALL students’ improvement
- Work with others to create a clearly articulated curriculum
- Ensure that everything that is written, taught, and tested is as specified by the CCRSAE
Former ABE Directors suggest:

Make CCR Standards Implementation a priority by:

⭐ Finding the time for teachers to deepen their understanding of them, seeing how they relate to what teachers are already doing and to determine what more needs to be done.

⭐ Including aspects of the implementation into every teacher’s/staff/s PD plan
Former ABE Directors suggest:

Make CCR Standards Implementation a priority by:

- Schedule separate standing meetings that focus solely on curriculum
- Setting up a Google doc in the Cloud or a blog or wiki to track the program’s progress and have a place for all staff to post updates about their implementation efforts.
- Explaining to students the class focus on college and career readiness via Orientation
Former ABE Directors suggest:

Make CCR Standards Implementation a priority by:

- Use pre/post planning time hours AND add a week mid-year for curriculum work
- Reallocate extra money at the end of the year for part-time teachers to be involved in curriculum development or learning the standards
- Scheduling 4 weeks/year instead of 2 for planning time for staff
Resources

- SABES  http://www.sabes.org/
- Achieve the Core (Student Achievement Partners)  www.achievethecore.org
  - Introduction to the ELA/Literacy Shifts is excellent; shows how to scaffold for all learners
- 32 short videos on the Common Core:  www.youtube.com/user/TheHuntlnstitute
- Leadership Characteristics that Facilitate Change:  www.sedl.org/change/leadership
- Illustrative Mathematics:  https://www.illustrativemathematics.org/
Resources, cont.

- Standards-in-Action materials for evaluating how well a textbook is aligned with the CCR standards (may be used with other texts used for instruction)
- www.ReadWorks.org contains texts that are leveled and generally have text dependent questions developed
- Odell Education Literacy Curriculum:
  http://odelleducation.com/literacy-curriculum
Comments? Questions?

Please let me know your comments and questions.

★ Jane Schwerdtfeger, Curriculum Developer, janes@doe.mass.edu

Thank you!