



Whether developing your ELA S&S, refining it, or taking it to the next level, consider the following guidance, based on the SABES ELA PD Center's work with programs.

→ The Introduction is Important

1. The principal audience for your Scope & Sequence is the teachers in your program. Secondary audiences, such as coaches and funders, need enough context about how the program works to understand your document, and the Introduction is an excellent place to provide that context.
2. We have found it helpful when programs are explicitly clear about:
 - the range of class meeting hours and formats for classes at the given level
 - program class/Instructional levels, CCRSAE levels, and GLE levels.

THINK ABOUT HOW TO BALANCE STRUCTURE AND FLEXIBILITY IN THE DESIGN & IMPLEMENTATION OF YOUR S&S – AND PUT THIS IN THE INTRODUCTION

- **Be clear that the S&S is a broad view of the curriculum.** Full unit plans should zero in on more specificity while still providing room for teachers to respond to the students in their classrooms. These curricular pieces are meant to be supports, not barriers, to responsive instruction. Teachers working within the parameters set by the program's S&S and unit plans need the flexibility to develop their own lesson plans to differentiate instruction and effectively teach the actual students in front of them.
- **What guidance do you have for classes at the same level that meet for significantly different amounts of time over the course of the time covered by the S&S?** Be clear about the expectations for classes that meet, say, 6 hours/week vs. 15 (e.g., perhaps they are expected to complete 6 out of the 8 units).
- **What will happen with students who need to repeat a level?** Do they go through the same units again? Consider developing unit options that cover different content but the same set of CCRSAE standards. **Or**, provide a broad enough unit topic for each unit that classes can pursue unique interests within that topic while generally staying within a bundle of standards. Explaining the rationale for how units were determined and sequenced—and what teachers need to be thinking about when making decisions in the classroom—are crucial elements to include in the Introduction.

→ Keep These ELA Issues in Mind

3. CCRSAE-ELA Standard R1 (read closely and cite) should probably be the focus of instruction as a Priority Standard in the first unit or two and then listed at least as a Secondary Standard in several units thereafter.
4. Building academic vocabulary (R4/L6) should be part of every unit. At the earliest levels, classes may need to focus on the acquisition of oral vocabulary, since native-English readers are likely to already know the meanings of words that appear in the printed text they are reading.



5. Don't forget literature! Many programs have done an excellent job of using a topical/thematic approach to the units—and incorporating a mix of themes. Incorporate literature into these units and consider unit topics related to poetry or short stories. *The CCRSAE emphasis on informational texts does not mean ignoring literary texts.*

6. Different levels need a different emphasis:

- Lower ABE levels: Remember the Foundational Skills for Reading (phonemics, letter-sound correspondences, fluency). Also, incorporate authentic texts (e.g., can labels, prescriptions) that adults at this level need to read. Find further support in [A Teacher's Guide to the CCRSAE for Level A and Level B Adult Learners](#).
- Levels D & E: Make W1 and W2 a significant part of almost every unit. Informational and argumentative writing are both difficult to develop; look at the level-specific standards to see how complex they are. Students will need time to become proficient at either of these standards, so we recommend that many units in Levels D and E address one of these standards.

Build on/weave together these domains into thematically-connected, project-based units:

Science
Social Studies
Literature
Job & Career Readiness
Life-long Learning
Citizenship /
Participation in Society

→ Strive for Clarity with the CCRSAE Standards

7. Aim for transparency in notating the CCRSAE Standards. We have found that the **notation guidelines** at the right (→) make it easy to locate a standard within the CCRSAE document. It is also helpful to either include a short-hand cue as to what a standard covers, or the full language of the standard if space permits.

8. Some programs divide their standards into **Priority Standards** and **Secondary Standards**.

- Categorizing standards in this way (or something similar) helps teachers to think carefully about what they are teaching with explicit, scaffolded instruction vs. what is being revisited and practiced from previous units. This differentiation may cut down on the “laundry list” of standards that may otherwise happen.
- Including Priority and Secondary Standards in planning and in the matrix at the end of the S&S template:
 - Permits a more transparent “spiraling” approach, in which standards are intentionally revisited again and again across units to promote ongoing development.
 - Allows a program to truly see what skills are being developed versus “covered.”
 - Allows new students to be introduced to standards that might have been addressed earlier in the academic year.

Where's that standard???

(1) Note the **Strand**

(R for Reading, W for Writing, SL for Speaking and Listening, L for Language, or RF for Reading Foundations)

(2) Reference the **Anchor Standard #**

(3) Note the **Level** (*A through E*)

(4) If needed, note the specific skill within that standard (*small letters a, b, c, etc.*)

Level-specific examples:

- **W7B** = "Conduct short research projects that build knowledge about a topic."
- **SL1Cc** = "Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others."