**Review Guide: ELA Scope & Sequence** (rev. January 2022)[SABES ELA C&I PD Center](https://www.sabes.org/pd-center/ela)

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| **Program** |  | **Class Level/GLE range** |  |
| **Reviewer(s)** |  | **Date of Review** |  |

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| **Feature** | **What to Look For** *(examples; not meant to be all inclusive)* | **Notes/Comments** |
| **The Basics** |
| **Standards-Based Teaching** | * Is each unit built around ~ 3-5 level-appropriate priority [CCRSAE-ELA Standards](https://www.sabes.org/content/ccr-standards-ela)? (Secondary/supporting standards are optional.)
* Does each unit include a mix of Reading, Writing, Speaking & Listening, and Language standards?
* Are a majority of the CCRSAE-ELA Standards taught across the year/cycle? *Look at the Anchor Standards Matrix.*
* Is it clear that the unit outcome/culminating assessment(s) described for each unit will be able to assess the priority ELA standards upon which the unit is built?
* Do students demonstrate their learning of ELA standards in a variety of ways, with at least some of the units incorporating projects or problems to solve?
* Does each unit address the three instructional shifts?
1. Regularly engage with appropriately complex text and its academic language
2. Find (read and listen) and use (write and speak) evidence from texts (of all sorts)
3. Build knowledge through topically related materials, with an emphasis on content-rich nonfiction
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| **Student Materials** | * Are [text complexity and readability levels](https://sabes.org/content/text-levels-sets-and-complexity) provided for each text? Are the texts at an appropriate level for the stated GLE range?
* Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the unit objectives?
* Is it clear how each resource relates to the unit?
* Is it clear how each text provides opportunity to develop/apply the targeted ELA skills?
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| **Level Benchmarks** | * Are there level-end goals/benchmarks that are explicit about expected student ELA performance by the end of the level? (These goals may duplicate or synthesize relevant ELA standards.)
* Do the level benchmarks align with the CCRSAE-ELA and NRS descriptors for that level?
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| **Usability** | * Is there an introduction that overviews the curriculum, tells how it is organized, and explains the program context?
* Are all the expected components from the ELA Scope & Sequence template present?
* Does each unit provide an estimated time to complete it?
* In the time allowed, does it seem reasonable to expect teachers to be able to introduce the unit, provide scaffolded instruction in ELA skills, build content knowledge, and complete related projects/papers?
* Is there a balance of structure and support for the teacher, and flexibility/respect for their professional judgement?
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| **The Lenses** |
| **Relevance and Contextual-ization** | * Do unit topics represent real-life contexts in which ELA skills are used by adults (e.g., civics/current events, health, financial literacy, workforce preparation)?
* For HiSET students who do not have separate social studies and science classes: Do the unit topics relate to topics they will see on the HiSET or in their next steps?
* Are there opportunities for learners to apply the targeted ELA skills/standards in meaningful real-life tasks, appropriate for adults? *Look for projects and/or problem-based tasks, especially in the unit outcomes/assessments section.*
* Do major tasks seem worth the time involved? Do any need to be streamlined?
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| **Evidence-Based Instruction (including EBRI)** | * Is vocabulary taught in all/most units? *Look at the ELA priority standards mentioned.*
* For **beginning reading** levels (CCRSAE Levels A-B): Is instruction in phonemic awareness, word identification skills, and fluency prompted and tied to diagnostic assessment? *Look for cues in the Priority ELA Standards row.*
* For **intermediate reading levels** (CCRSAE Levels C-D): Are prompts provided for including word analysis and fluency instruction, as needed, based on diagnostic assessment? *Look for cues in the Priority ELA Standards row and in the Introduction).*
* Are students provided opportunities to draft, revise, edit, and publish a range of narrative, explanatory, and argumentative writings, appropriate for their level, across the units?
* Does there seem to be time in the units for explicit instruction, with scaffolding, of the target ELA skills?
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| **Differentiated Instruction** | * Are teachers cued to adapt instruction for their specific learners? *Look in the Introduction*.
* Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)
* What kinds of choices are students able to make (e.g., text selection, project topics or products)?
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| **Culturally Responsive Teaching** | * Is it evident that students will connect content to their own lives and to what they already know?
* Do the student resources regularly include authors, images, and ideas from a range of perspectives and cultures?
* Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?
* Do the topics, texts, and tasks across the units foster exploration and appreciation for diversity, as a whole?
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| **Digital Literacy and Technology** | * Are ELA standards related to digital literacy included multiple times, ideally in every unit (as priority or secondary standards)?
* Do students not only read digital texts but also use digital tools to access texts and organize what they learn from them?
* Are students taught how to find--and evaluate the validity of--online sources? Are they given opportunity to practice doing so with different topics and for different tasks?
* Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?
* Is it likely that teachers will have access to the technological tools used across the units?
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| **Program Integration** |
| **Horizontal Alignment** | * Is there a discernible and appropriate logic to the order in which unit topics are taught within a level?
* Is it clear that the social studies, science, and/or math topics included in the ELA S&S align with content-area standards at that level?
* Is the ELA S&S crafted to coordinate/integrate with what students learn in other content areas at the same level?
* Does the introductory material address how other content area teachers might use the ELA S&S?
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| **Vertical** **Alignment** | * Is there a discernible and appropriate logic in what topics are covered in one level vs. another?
* Do the ELA skills for one level build on the skills taught in the previous level and prepare learners for the next level?
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| **Other Comments** |
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**Find useful resources and ideas at** <https://www.sabes.org/pd-center/ela>.