**ELA Scope & Sequence Template (2022)**

SABES ELA C&I PD Center **\*** <https://sabes.org/pd-center/ela>

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| An ELA Scope & Sequence (S&S) is an overview of the skills and content covered in your program’s ELA curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the particular order (sequence) in which key content will be taught.  Fully developed unit plans will require more detail than the S&S provides. | Once the ELA S&S is completed for a level, programs have a variety of options for next steps:   * request a review by the SABES ELA Center; revise the draft as needed and/or recommended from the feedback you receive; * use the ELA S&S to develop coherent instructional units; * create an ELA S&S for other class levels, taking care to align the levels and prevent any learning gaps. | Critical components of this development process include:   * an understanding of the [College and Career Readiness Standards for Adult Education](https://www.sabes.org/content/college-and-career-readiness-standards-adult-education-0) * teacher discussion and engagement; * periodic revision of your scope and sequence. |
| This template is intended to help programs develop an ELA S&S for one class/instructional level. Programs are encouraged to have teachers work in teams to complete the template. They may also contact the ELA C&I PD Center for coaching support. | Please refer to *ELA Scope & Sequence General Guidance* and to the *Review Guide: ELA Scope & Sequence* for helpful pointers. These and other curriculum tools can be found at the [ELA Curriculum Hub](https://sabes.org/content/ela-curriculum-hub). |

**Notes on using this template:**

The document header in the blank template may be changed to indicate the program name, ELA class/instructional level, and GLE range for this level.  The footer in the blank template is currently set to re-start at page 1 with your Introduction. All explanatory notes and this initial page may be deleted.

While the format may be adapted to your own needs, we recommend that the ELA S&S include:

* an introduction addressing the bullets mentioned on the next page;
* all of the elements in the left-hand column of the S&S chart; and
* the CCRSAE-ELA Anchor Standards Matrix at the end of this document.

**ELA Scope & Sequence**

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| Date Created: |  | Authors: |  |
| Date Revised: |  | Revised by: |  |

**Introduction**

*Your ELA Scope & Sequence (S&S) will benefit from an introduction that includes:*

* The purpose and intention of the S&S
* How the S&S was developed, and when and how revisions are planned to take place
* The number of instructional levels in the program, how they are divided, and where this level fits in
* Why the unit topics were chosen and why units are sequenced as they are
* Expectations for teachers (e.g., what is required and what is optional; expectations for differentiation; etc.)
* Level Benchmarks that articulate what students should know and be able to do by the end of the instructional level (programs may use/adapt the level-specific standards from the CCRSAE or the National Reporting System level descriptions)
* Citation of any resources that were used or borrowed from in the development of the S&S.

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|  | **Unit 1** | | **Unit 2** | | **Unit 3** | | **Add columns as needed...** |
| **Unit Topic/Title**   * *frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc).* * *aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit* |  | |  | |  | |  |
| **Time**   * *indicate the estimated # of hours (and weeks?) required to complete the unit* |  | |  | |  | |  |
| **Rationale**   * *explain why this unit topic is important for adult learners (e.g., how it relates to typical goals of learners at this level)* |  | |  | |  | |  |
| **Essential Questions (optional)**   * *include “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking.” (Wiggins and McTighe, 2013)* |  | |  | |  | |  |
| **Unit Outcome / Culminating Assessment**   * *describe in a few sentences the desired outcome, focusing on the central texts and end products students will use to show their ELA learning (and understanding of the content topic)* * *when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology* | Students will read/analyze/listen to **[what kinds of texts?]** in order to [**advance their thinking in some way related to SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting [**end product/project**].  [NOTE: The end product should require the application of the ELA skills being taught.] | | Students will read/analyze/listen to **[what kinds of texts?]** in order to [**advance their thinking in some way related to SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting [**end product/project**].  [NOTE: The end product should require the application of the ELA skills being taught.] | | Students will read/analyze/listen to **[what kinds of texts?]** in order to [**advance their thinking in some way related to SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting [**end product/project**].  [NOTE: The end product should require the application of the ELA skills being taught.] | | Students will read/analyze/listen to **[what kinds of texts?]** in order to [**advance their thinking in some way related to SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting [**end product/project**].  [NOTE: The end product should require the application of the ELA skills being taught.] |
| **Priority ELA Standards**   * *list only the ~3-5* ***level-specific*** *CCRSAE-ELA standards that will be explicitly taught and assessed* * *include standards from across the Reading, Writing, Speaking/* * *Listening, and Language domains* * *regularly include ELA standards related to digital literacy* |  |  | |  | |  | |
| **Key Student Materials**   * *list authentic and relevant resources (texts, videos, websites, podcasts…) that students will read, listen to, or view* * *include digital sources and attend to representations of different cultures/perspectives* * *provide text complexity levels* * *include texts with lower and higher text complexity levels to support differentiation* |  |  | |  | |  | |

**CCR ELA Anchor Standards Matrix** *(add or delete unit columns as necessary)*

*Indicate each unit’s* ***Priority*** *ELA Anchor standards with a “****P****”: they are the focus of instruction and are assessed within that unit.*

*(Optional) Indicate each unit’s* ***Secondary*** *standards with an “****S****”: these are standards that are practiced or reinforced but not explicitly taught to the whole class.*

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| **Reading** *\*Apply Reading Standards 1-9 to texts of appropriate complexity as outlined by Standard 10.* | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Anchor R1** | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.\* |  |  |  |  |  |
| **Anchor R2** | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.\* |  |  |  |  |  |
| **Anchor R3** | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.\* |  |  |  |  |  |
| **Anchor R4** | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.\* |  |  |  |  |  |
| **Anchor R5** | Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.\* |  |  |  |  |  |
| **Anchor R6** | Assess how point of view or purpose shapes the content and style of a text.\* |  |  |  |  |  |
| **Anchor R7** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |  |  |  |  |  |
| **Anchor R8** | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.\* |  |  |  |  |  |
| **Anchor R9** | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.\* |  |  |  |  |  |
| **Anchor R10** | Read and comprehend complex literary and informational texts independently and proficiently. |  |  |  |  |  |
| The **Reading Standards Foundational Skills** are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. | | | | | | |
| **RF.2** | Phonological Awareness, Level A only:  Demonstrate understanding of spoken words, syllables, and sounds (phonemes) |  |  |  |  |  |
| **RF.3** | Phonics and Word Recognition, Levels A, B, C:  Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |  |
| **RF.4** | Fluency, Levels A, B, C: Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |  |

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| **Writing Anchor Standards** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Anchor W1** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  |  |  |  |
| **Anchor W2** | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |  |  |  |  |
| **Anchor W3** | Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details and well-structured event sequence *(not a priority after Level B).* |  |  |  |  |  |
| **Anchor W4** | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |  |  |  |  |  |
| **Anchor W5** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |
| **Anchor W6** | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |  |  |  |  |
| **Anchor W7** | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  |  |  |  |  |
| **Anchor W8** | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  |  |  |  |  |
| **Anchor W9** | Draw evidence from literary or informational texts to support analysis, reflection, and research |  |  |  |  |  |
| **Speaking and Listening Anchor Standards** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Anchor SL1** | Prepare for and participate effectively on a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |  |  |  |  |  |
| **Anchor SL2** | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |  |
| **Anchor SL3** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |  |  |  |  |  |
| **Anchor SL4** | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience. |  |  |  |  |  |
| **Anchor SL5** | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |  |  |  |  |  |
| **Anchor SL6** | Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. |  |  |  |  |  |

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| **Language Anchor Standards** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Anchor L1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |  |
| **Anchor L2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| **Anchor L3** | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |  |  |  |  |  |
| **Anchor L4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |  |  |  |  |  |
| **Anchor L5** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| **Anchor L6** | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |  |  |  |  |  |