**ESOL Scope and Sequence: Review Guide**

The purpose of this review guide is three-fold:

1. to support staff in writing a cohesive, coherent program’s scope and sequence

2. to help programs assess, revise, and enhance their scope and sequence, moving it from good-to-great

3. to guide program staff in creating exemplary scope and sequence models as the basis for unit and lesson planning.

|  |
| --- |
|  |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **What to Look For** *(examples; not meant to be all inclusive)* | **Notes/Comments** |
| **The Basics** | | |
| **Overview** | * Is there an introduction that provides information about the program and class levels, an overview of the curriculum and its organizational structure (i.e., according to themes / topics or according to language functions), expectations for teachers (e.g., use first unit to lay foundation for instructional routines, or what is required and what is optional). * Are allthe expected components of an ESOL Scope & Sequence present (as shown in the ACLS SS template)? * Is there horizontal alignment -- a discernible and appropriate logic to the order in which unit topics are taught within a level? * Is there vertical alignment--a discernible and appropriate logic in what topics are covered in one level vs. another? * Do theskills for one level build on the skills taught in the previous level and prepare learners for the next level? * Is the time allotted realistic for teachers to introduce the unit, provide scaffolding and differentiated instruction as well as for students to complete the culminating task? * Do major tasks seem worth the time allotted? Do any need to be streamlined? * Are there level-end goals 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 MA ELPS or the National Reporting System level)? |  |
| **Standards-Based Teaching** | * Is each unit built around ~ 3-5 level-appropriate priority MA ELP standards benchmarks? * Are the benchmarks appropriate for the level? * Does each unit include a mix of reading, writing, and speaking, and listening standards/benchmarks? * Do the units include standards from the Civics and/or Navigating Systems strands, if applicable? * Are most of the MA ELP standards and threads taught across the year/cycle? Refer to the MA ELP standards/threads matrix. * Is it clear that the unit outcome/culminating assessment(s) will measure the priority MA ELP standards and benchmarks? * Do students demonstrate their learning of MA ELP standards/benchmarks in a variety of ways across the units (e.g., oral presentation, research paper, data display, role play, etc.)? |  |
| **Student Materials** | * Are the texts appropriate for the level? * Are the recommended resources relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the unit goals? * Is it clear how each resource provides opportunities for learners to develop/apply the targeted skills? * Are there sufficient, clear details included about each resource (e.g., text name, level and page numbers, URL for Internet resources)? |  |
| **The Lenses** | | |
| **Contextualization** | * Do unit topics represent real-life contexts for language use (e.g., civics/current events, health, financial literacy, workforce preparation)? * Are there opportunities for learners to apply the targeted skills/standards in meaningful real-life tasks, appropriate for adults? Look for projects and/or problem-based tasks, in the unit outcomes/culminating assessments section*.* |  |
| **Culturally Responsive Teaching** | * Are the unit topics culturally relevant to the learners? * Do the student resources regularly include authors, images, and ideas from a range of perspectives and cultures? * Are cultural representations and varied perspectives fair and accurate? Are stereotypes avoided? * Do the topics, texts, and tasks across the units foster exploration and appreciation for diversity, as a whole? |  |
| **Differentiated Instruction** | * Are students given a choice in how they engage in learning and demonstrate progress (i.e., are there options for students regarding the unit content, product, and process)? * Is there flexibility in the units for teachers to differentiate instruction to meet the needs of individual learners, including learners with limited literacy and/or learning disabilities (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)? |  |
| **Digital Literacy and Technology** | * Are MA ELP standards and benchmarks regarding digital literacy included? * Do the materials include digital texts, tools, and applications (e.g., shared Google Docs, YouTube video, WhatsApp, Quill)? * Do unit outcomes/culminating assessments include digital literacy (e.g.,   do students use technology to research, create, and present products)? |  |
| **Other Comments** | | |
|  | | |