**ESOL Scope and Sequence Template**

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| **An ESOL Scope and Sequence (SS) is** an overview of the skills and content covered in your program’s ESOL curriculum at each class/instructional level over a period of time (scope) and in a particular order (sequence).  Fully developed unit plans will require more detail than the SS provides. | **Once the ESOL SS is completed** for a level, programs have a variety of options for next steps**:**   * request a review by the SABES ESOL PD Center; revise the draft as needed and/or recommended from the feedback you receive * use the ESOL SS to fully develop instructional units * create an ESOL SS for other class levels, aligning the levels and preventing any learning gaps. | **Critical components of this development process** include:   * an understanding of the [Massachusetts English Language Proficiency Standards](https://www.doe.mass.edu/acls/frameworks/elps.pdf) * teacher discussion and engagement * periodic revisions |
| **This template is intended to** help programs develop an ESOL SS for one class/instructional level. While the template is optional, all the elements must be included in any SS.  Programs are encouraged to have teachers work in teams to complete the template. They may also contact the ESOL Curriculum and Instruction PD Center for coaching support. | Please refer to *ESOL Scope and Sequence Review Guide* for helpful pointers. These and other curriculum tools can be found on the SABES ESOL PD Center website. |

**ESOL Scope and Sequence**

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

**Introduction**

While the principal audience for your scope and sequence is the teachers in your program, an introduction provides secondary audiences, such as coaches and funders, with a context for understanding the document. The introduction should include the following:

* The purpose and intention of the scope and sequence
* The number of class levels in the program, where this level fits in, the range of class meeting hours, and formats (online, in-person, hybrid) for classes at the given level. Clarify 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)
* The rationale for how units were determined and sequenced and how the units build on one another
* Expectations for teachers (e.g., use first unit to lay foundation for instructional routines, building community, and what is required and what is optional)
* When and how revisions are planned to take place
* Citation of any resources that were used or borrowed from in the development of the scope and sequence
* 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)

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **UNIT TOPIC/TITLE** |  |  |  |  |
| **TIME** |  |  |  |  |
| **UNIT GOAL and RATIONALE** |  |  |  |  |
| **UNIT OUTCOME/CULMINATING ASSESSMENT** |  |  |  |  |
| **PRIORITY MA ELP STANDARDS and BENCHMARKS** |  |  |  |  |
| **INSTRUCTIONAL RESOURCES and MATERIALS** |  |  |  |  |

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **UNIT TOPIC/TITLE** | ***Contextualize*** *language learning around topics relevant to adults.* | | | |
| **TIME** | ***Indicate estimated # of hours and weeks to complete the unit***. | | | |
| **UNIT GOAL and RATIONALE** | *Provide a broad statement of* ***what students will learn*** *from the unit and* ***why it is important***.   * *Students will learn about …* * *This is important for these learners because…* | | | |
| **UNIT OUTCOME/**  **CULMINATING ASSESSMENT** | *Describe* ***what students will do*** *as a result of the unit, i.e., through what* ***culminating product, project, or task*** *will they* ***demonstrate*** *that they have met the unit goal.*  *The unit outcome should be an application of both the content knowledge and language skills addressed in the unit. The culminating assessment should be: observable, meaningful for the learner, authentic, communicative, rigorous*  ***At the end of the unit, students will demonstrate their learning******by…*** *[creating/writing/presenting/role-playing/completing]*   * *A* ***final product or project*** *[e.g., a poster, portfolio, brochure, role-play, Powerpoint presentation, letter, online form]* * ***Teachers (and students) will evaluate learning by…****using what tool(s) [e.g., rubric with specific criteria, checklist, interview]* | | | |
| **PRIORITY MA ELP STANDARDS and BENCHMARKS** | *List only 3-5 PRIORITY MA ELP standards and benchmarks that align to the unit goal and will be explicitly taught and assessed.*  *Include those from across the Reading, Writing, Speaking/ Listening Strands, as well as the Civics and Navigating Systems Strands (Appendix A of the MA ELPS) as appropriate.*   * *Use both the notation and shortened wording of the benchmark.* | | | |
| **INSTRUCTIONAL RESOURCES & MATERIALS** | *List resources that include:*   * ***Authentic****,* ***relevant, varied*** *materials that students will read, listen to, view, etc.* * ***Rigorous****, complex, nonfiction texts* * ***Digital*** *sources (websites, podcasts)* * *Materials representative of* ***diverse cultures and perspectives*** * *Varied materials that allow for* ***differentiation*** *(e.g., lower and higher complexity levels, various modalities, options for student choice)* | | | |

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|  | **MA ELP Standards & Threads Matrix**  *Indicate each unit’s* ***Priority*** *MA ELPS threads with a “****P****”: they are the focus of instruction and are assessed within that unit.* | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Reading** |  |  |  |  |  |  |
| **Standard 1A** | Read increasingly complex texts, independently and proficiently, to carry out academic and real-world tasks. |  |  |  |  |  |
| **Standard 1B** | Read fluently to access and interpret meaning. |  |  |  |  |  |
| **Standard 1C** | Analyze written arguments. |  |  |  |  |  |
| **Standard 2A** | Understand text structure and development. |  |  |  |  |  |
| **Standard 2B** | Recognize style and register. |  |  |  |  |  |
| **Standard 3A** | Decode English print. |  |  |  |  |  |
| **Standard 3B** | Comprehend and expand reading vocabulary. |  |  |  |  |  |
| **Standard 3C** | Use grammar knowledge to comprehend meaning. |  |  |  |  |  |
| **Standard 3D** | Use understanding of English conventions to comprehend meaning. |  |  |  |  |  |
| **Standard 4A** | Use pre-reading strategies. |  |  |  |  |  |
| **Standard 4B** | Use reading strategies. |  |  |  |  |  |
| **Standard 4C** | Use post-reading strategies. |  |  |  |  |  |
| **Standard 5** | Evaluate and use diverse media, including the internet, to gather, interpret, and synthesize information. |  |  |  |  |  |

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|  | **MA ELP Standards and Threads** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Writing** |  |  |  |  |  |  |
| **Standard 1A** | Use writing to carry out academic and real-world tasks. |  |  |  |  |  |
| **Standard 1B** | Create meaning in increasingly complex texts. |  |  |  |  |  |
| **Standard 1C** | Construct written arguments. |  |  |  |  |  |
| **Standard 2A** | Organize writing. |  |  |  |  |  |
| **Standard 2B** | Develop ideas. |  |  |  |  |  |
| **Standard 2C** | Use appropriate style and register. |  |  |  |  |  |
| **Standard 3A** | Encode English print. |  |  |  |  |  |
| **Standard 3B** | Use and expand written vocabulary. |  |  |  |  |  |
| **Standard 3C** | Use grammar accurately to convey meaning. |  |  |  |  |  |
| **Standard 3D** | Use conventions of standard English to convey meaning. |  |  |  |  |  |
| **Standard 4A** | Use pre-writing strategies. |  |  |  |  |  |
| **Standard 4B** | Use writing strategies. |  |  |  |  |  |
| **Standard 4C** | Use revision and editing strategies. |  |  |  |  |  |
| **Standard 5** | Evaluate and use diverse media, including the internet, to collaborate with others, and produce, publish, and enhance original writing. |  |  |  |  |  |

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|  | **MA ELP Standards and Threads** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Listening/Speaking** | |  |  |  |  |  |
| **Standard 1A** | Carry out increasingly complex communicative tasks. |  |  |  |  |  |
| **Standard 1B** | Comprehend and analyze meaning of information, ideas, and arguments. |  |  |  |  |  |
| **Standard 1C** | Communicate information, ideas, and arguments with increasing fluency. |  |  |  |  |  |
| **Standard 1D** | Participate effectively in interactions. |  |  |  |  |  |
| **Standard 2A** | Attend to organization of spoken text. |  |  |  |  |  |
| **Standard 2B** | Attend to style and register. |  |  |  |  |  |
| **Standard 3A** | Use and expand spoken vocabulary. |  |  |  |  |  |
| **Standard 3B** | Use grammar knowledge to convey and comprehend spoken meaning. |  |  |  |  |  |
| **Standard 3C** | Use conventions of spoken English. |  |  |  |  |  |
| **Standard 4A** | Use listening and repair strategies. |  |  |  |  |  |
| **Standard 4B** | Use speaking and compensation strategies. |  |  |  |  |  |
| **Standard 4C** | Use conversation strategies. |  |  |  |  |  |
| **Standard 5** | Evaluate and use diverse media, including the internet, to gather information, communicate and collaborate with others, and enhance oral presentations. |  |  |  |  |  |