**Design Tasks & Resources: ELA Scope & Sequence**

DIRECTIONS: For each program level, complete the numbered tasks, **chunking and spacing out** the tasks, working with a **partner/team**, and **revisiting/revising previous sections** as you move through the process.

IMPORTANT: Be sure to use the most updated SABES [template for the ELA](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing) [Scope & Sequence](https://docs.google.com/document/d/14gXLhuLYtyIiV0B7ao_od8-NvZujei8wMTEg4s7iaqw/edit?tab=t.0). The template has been designed to address all the ACLS-identified instructional priorities for ABE programs. The template, [general guidance](https://www.doe.mass.edu/acls/frameworks/ela-scope-sequence-general-guide.pdf), [program integration tools](https://sabes.org/sites/default/files/resources/Program%20Integration%20Templates.docx), and all the resources listed below can be accessed via the SABES [ELA Curriculum Hub](https://sabes.org/content/ela-curriculum-hub). Associated [videos](https://sabes.org/content/video-series-creating-robust-ela-unit-plans-using-sabes-template/ela-sabes-english-language) are also available.

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| **Tasks** | **Tips & Resources** |
| * **TASK 1:** Develop **Level-End Benchmarks** for each level.
 | * [Sample Level Benchmarks for End of Level 1](https://www.doe.mass.edu/acls/frameworks/sample-level-benchmarks-l1.pdf)
* [EXAMPLES of Aligned Level-End Benchmarks](https://www.sabes.org/sites/default/files/resources/SAMPLE%20Aligned%20Level-End%20Benchmarks%20Across%20Class%20Levels.pdf) [Across Class Levels](https://www.sabes.org/sites/default/files/resources/SAMPLE%20Aligned%20Level-End%20Benchmarks%20Across%20Class%20Levels.pdf)
* [NRS Level Descriptions](https://www.sabes.org/sites/default/files/resources/NRS%20Level%20Descriptions.pdf) (helpful in creating level-end benchmarks)
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| * **TASK 2:** Identify knowledge-based **unit topics** relevant to learners at this level *(e.g., civics, health, science, financial literacy, workforce prep).* Articulate a learner-centered **rationale** for each to be included. Ensure there is a **logic** to the unit topics covered at this level.
 | * [ELA Lens: Contextualization & Relevance](https://www.sabes.org/content/ela-lens-context)
* ELA Lens: [Culturally Responsive Teaching](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum)
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| * **TASK 3:** Craft **culminating assessments** that capture real-life application of the skills in use. Ensure there are different types of assessments across the units so that students develop a palette of skills over time.
 | * Use the sentence stems provided in the [S&S template](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing)
* [EXAMPLES of Unit Outcomes/Culminating Assessments](https://docs.google.com/document/d/1SFKh_dYEOo0yepG2FDI7LWfq-ZE3_jdYERJtVZ_SpKU/edit?tab=t.0)
* [ELA Lens: Assessment](https://sabes.org/content/ela-lens-assessment/ela-sabes-english-language-arts-curriculum-instruction-pd-team)
* ELA Lens: [Digital Literacy & Technology](https://www.sabes.org/content/ela-lens-digital-literacy-technology/ela-sabes-english-language-arts-curriculum-instruction)
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| * **TASK 4:** Identify priority **ELA standards** to be learned and assessed in each unit, ensuring there is a logic to the progression of skills across the level.
 | * ELA Lens: [CCRSAE & Standards-Based Teaching](https://www.sabes.org/content/CCRSAE-ELA)
* Carefully read the **ELA Standards** section in the [CCRSAE](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (Chapter 4), noting the distinctions from one level to the next
* See [Evidence-Based Reading Instruction (EBRI)](https://sabes.org/content/evidence-based-reading-instruction-ebri/ela-sabes-english-language-arts-curriculum) to identify relevant reading components and match with ELA standards
* Consider the skills/standards needed to complete the culminating assessment
* See the **ELA Anchor Standards Matrix** at end of [S&S template](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing)
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| * **TASK 5:** Curate **key student materials** to be used within each unit.
 | * [Text Complexity and Text Selection](https://sabes.org/content/text-complexity)
* [Resources for Social Studies and Science topics](https://sabes.org/content/ela-connections)
* ELA Lens: [Culturally Responsive Teaching](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum)
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| * **TASK 6: Sequence and time out units**, ensuring there is a logical progression across the learning cycle and a reasonable amount of time for each unit.
 | * Use the [ELA S&S template](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing), moving units around as needed
* Roughly map out what instruction might look like for each unit to ensure there is time for explicit instruction, practice, and assessment of the set of targeted skills
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| * **TASK 7:** Write **an introduction** to the S&S.
 | * See guidance on p. 1 of the [S&S template](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing)
* Prompt teachers to customize and differentiate as needed (ELA Lens: [Differentiated Instruction](https://www.sabes.org/content/ela-lens-differentiation/ela-sabes-english-language-arts-curriculum-instruction-pd-team))
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| * **TASK 8:** Checkto see that **all expected S&S**

**components** are fully addressed. | * [Review Guide: ELA Scope & Sequence](https://docs.google.com/document/d/1O-tvG0UBlFY0s-9iGi_odxHeEKoJKLsUjGfW8qUnz2A/edit?usp=drive_link)
* Explore [Priority Lenses](https://sabes.org/content/priority-lenses-ela-curriculum-instruction/ela-sabes-english-language-arts-curriculum).
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