**INSTRUCTIONS FOR USING THIS TEMPLATE:**

# A scope and sequence is an overview of the skills and content covered in your program’s curriculum at each class level over a period of time (scope) and in a particular order (sequence). Fully developed unit plans will require more detail than the outlines sketched here in the scope and sequence.

# This template is intended to capture an ESOL scope and sequence to guide one class level. The first pages explain each of the required elements of the scope and sequence, followed by a blank template for you to fill in.

* The document header in the blank template may be changed to indicate the correct program name, ESOL class level, and SPL for this class level. The footer in the blank template is currently set to re-start at page 1.
* Once the template is filled in, you may wish to print it out on legal-sized paper.
* The format may be adapted to your own needs as long as the scope and sequence includes:

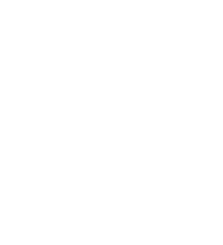
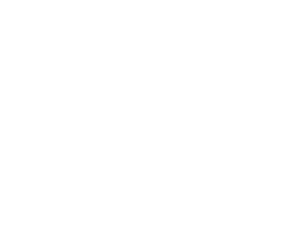
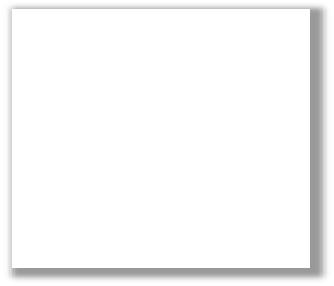
# an introduction with the indicated points;

* + all of the elements in the left-hand column of the chart;
  + the CCR ELA Anchor Standards Matrix at the end of the template is optional but is strongly recommended.
* Once the scope and sequence is completed for a level, the next steps are to:
  + revise this draft as needed and/or recommended from the feedback you received;
  + use this draft to develop coherent instructional units and sample lesson plans;
  + complete the 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 [**MA ABE Curriculum Frameworks for ESOL**](http://www.doe.mass.edu/acls/frameworks/esol.pdf) *(*[*http://www.doe.mass.edu/acls/frameworks/esol.pdf*](http://www.doe.mass.edu/acls/frameworks/esol.pdf)*)*
    - the [**College and Career Readiness Standards for Adult Education**](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) *(*[*http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf*](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)*)*;
  + teacher discussion and engagement;
  + periodic revision of your scope and sequence.

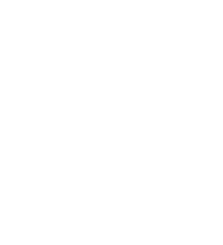
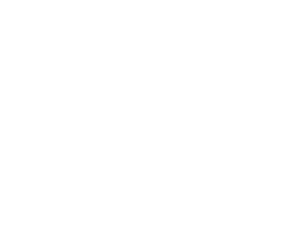
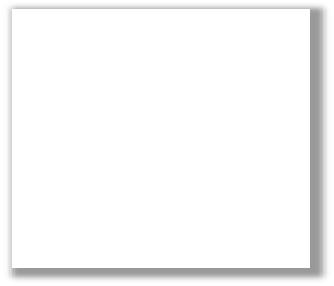
# Program: Class Level and SPL Range:



This cover sheet is intended to remain with this one level of a scope and sequence until all levels are completed, at which time this information may be combined into one introductory page.

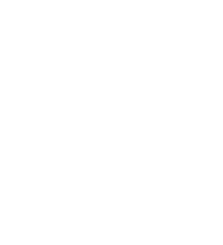
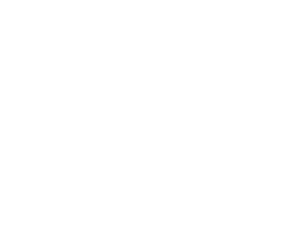
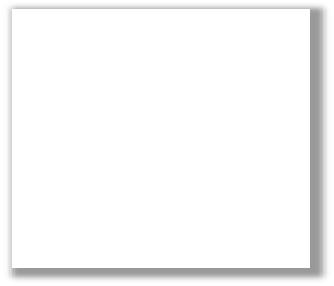
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| Date Revised: |  | Authors: |  |

Introduction



Your Scope and Sequence must contain an Introduction with (but not limited to) the following points, to provide a roadmap for implementing the units across a given time period:

* The purpose and intention of the scope and sequence;
* Expectations for teachers (e.g., use first unit to lay foundation for instructional routines, or what is required and what is optional);
* When and how revisions take place;
* How the sequence of units build on one another;
* The number of class levels there are in the program, how they are divided, and where this level fits in;
* Citation of any resources that were used or borrowed from in the development of the scope and sequence.
* For ESOL only: The organizational structure of the scope and sequence (i.e., according to themes / topics or according to language functions).



Include a separate cover sheet for external use, with identifying information, such as address and director.

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| Program: | Class Level and SPL Range: |

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **Title**  *Reflect the content topic through which skills will be developed.* | *Unit Title: Depending on how the ESOL Program is designed, units might be organized according to themes (such as Health or US Civics) or according to language functions (such as Asking for and Giving Advice or Following and Giving Directions), and titled accordingly.* |  |  |  |
| **Time: # of hours, and # of weeks** | *Purpose: Consider the value of what is being taught, rather than automatically following the content or sequence of a textbook, or cover a topic because it interests the teacher.* |  |  |  |
| **Purpose**  *Why is this topic and skill set important for adult students?* | *Goals and Outcomes: In two-four sentences, describe the desired result for learners to have by the end of unit. How and in what context will they apply their new knowledge and language skills? Integrate technology, digital learning and employability skills as needed.* |  |  |  |
| **Goals and Outcomes**  *“Students will [use what English language skill and how] in order to …”*  *“Students will show learning by … [end product ])”* | *ESOL Standards: Each ESOL Unit includes key priority benchmarks and standards from the MA ABE Curriculum Framework for ESOL. Prioritize the skills learners need to reach the unit goal. Include benchmarks from the R,W,S,L strands as well as standards from the Navigating Systems, Intercultural Awareness, and Strategies and Resources for Learning strands, as appropriate.* |  |  |  |
| **Priority Benchmarks and Standards from the MA ABE Curriculum Frameworks for ESOL** |  |  |  |  |
| **Priority level-specific CCR Standards**  *List only the standards which will be explicitly taught and assessed.* | *CCR Priority Standards: Each Unit also includes a cluster of key level-specific standards from the College and Career Readiness Standards for Adult Education. Prioritize those standards from the Reading, Writing, Speaking & Listening, and Reading Foundations strands that will increase the academic rigor and complexity of the unit.* |  |  |  |
| **Key Resources**  *List 2-3 authentic and relevant resources that students will read and/or listen to.* | *Key Resources: Include a sample of key resources, not only a single textbook series. While many ESOL textbooks are organized around helpful thematic units, they need to be supplemented with authentic materials that target learners’ needs, interests, and goals. Also include informational and complex texts in order to address the college and career readiness needs of today’s English language learner. Include a more comprehensive list of resources in the unit plan.* |  |  |  |

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| Date Revised: |  | Authors: |  |

### Introduction:

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **Title**  *Reflect the content topic through which skills will be developed.* |  |  |  |  |
| **Time: # of hours, and # of weeks** |  |  |  |  |
| **Purpose**  *Why is this topic and skill set important for adult students?* |  |  |  |  |
| **Goals and Outcomes**  *“Students will [use what English language skill and how] in order to …”*  *“Students will show learning by … [end product ])”* |  |  |  |  |
| **Priority Benchmarks and Standards from the MA ABE Curriculum Frameworks for ESOL** |  |  |  |  |
| **Priority level-specific CCR Standards**  *List only the standards which will be explicitly taught and assessed.* |  |  |  |  |
| **Key Resources**  *List 2-3 authentic and relevant resources that students will read and/or listen to.* |  |  |  |  |

**The CCR ELA Anchor Standards Matrix for Unit Alignment (optional)**: ESOL teachers may track the ELA CCR standards which are the focus of instruction and assessed within each unit below by noting the level (A-E) within the unit column for each Anchor.

**Add unit columns as necessary.**

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|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Reading** | *\*Apply Reading Standards 1-9 to texts of appropriate complexity as outlined by Standard 10.* |  |  |  |  |  |
| **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. |  |  |  |  |  |

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|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Writing** |  |  |  |  |  |  |
| **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 |  |  |  |  |  |

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|  | **ELA Anchor Standards** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Speaking and Listening** | |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **Language** |  | **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. |  |  |  |  |  |