**Program Integration Templates**

Programs can be intentional about creating ELA curriculum that is similar but appropriately differentiated across student performance levels. Addressing the *same or similar*ELA **unit topics** and **anchor standards** across all or some of the ABE/ASE levels in a program can:

* promote **program-wide activities** such as guest speakers, book clubs around specific titles, and project-sharing or publishing across levels
* foster **practitioner conversation** and sharing of **expertise** across levels
* support **multi-level classroom instruction**, where teachers need to differentiate instruction and assessment according to the levels of students in the class.

The templates shared in this document can support programs in designing curriculum that has this multi-level coherency.

**Template #1**: use to ensure that similar/related **unit topics** and similar sets of **ELA standards** are taught at the same time across levels.

**Template #2:** use to ensure that **unit outcomes/culminating assessments** for similar **unit topics** are appropriately differentiated by level.

**Directions:**

As you complete either template, make adjustments as needed to improve coherence across the levels.

Adjust the levels/GLE ranges to match the program structure, change the paper size, and add/delete columns for units as needed.

You may also access a [Google doc version](https://docs.google.com/document/d/1g5GLYC3q02Cj1oPDv9GlAX2CNLYXk_HhMw1Gw8PXFQY/copy); you will be prompted to make a copy, and will need to be signed into a Google account to do so.

Questions? [Contact us](https://sabes.org/node/add/contact/29)! The MA SABES ELA Curriculum & Instruction PD Center (<https://www.sabes.org/pd-center/ela>).

**Template 1: Integrating ELA Standards across Levels** (Use in conjunction with Template 2)

Use this template when the goal is to address similar/related unit topics and similar ELA standards at the same time across levels.

**Directions:**

1. For each unit, input the preliminary **Unit Title** as a heading. Add or delete columns for units as needed.

**Ask:** Is the unit topic framed in a way that is appropriate for each level?

1. Input in the **first row** a core set of [CCRSAE-ELA **Anchor** Standards](https://www.sabes.org/content/anchor-standards-charts-ccr-standards-ela) that students at most/all levels will learn, using [transparent notation and shorthand](https://www.sabes.org/content/ela-scope-sequence-guidance) (See also “Notating the ELA Standards” in Word or PDF formats on the [CCRSAE-ELA Hub](https://www.sabes.org/content/CCRSAE-ELA))
2. In the **remaining rows**, list the [**level-specific** versions](https://www.sabes.org/content/ccr-standards-ela) (or shorthand for the relevant sections) of the core Anchor Standards identified in the first row, using appropriate notation and shorthand (e.g., R2A [main topic/key details]).
3. Finally, **add** to these level-specific rows additional standards needed for specific levels (e.g., Reading Foundation standards for GLE 0-5).

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | Unit 1: (Title) | Unit 2: (Title) | Unit 3: (Title) | Unit 4: (Title) | Unit 6: (Title) | Unit 7:(Title) | Unit 8: (Title) |
| **PRIORITY ELA STANDARDS** |
| **Core** **CCRSAE-ELA** **Anchor Standards** |  |  |  |  |  |  |  |
| Beginning ABE (GLE O-3) |  |  |  |  |  |  |  |
| Intermediate ABE (GLE 4-8) |  |  |  |  |  |  |  |
| ASE(GLE 9-12) |  |  |  |  |  |  |  |

**Template 2: Differentiating Unit Outcomes/Culminating Assessments across Levels** (Use in conjunction with Template 1)

Use this template when the goal is to ensure the unit outcomes/culminating assessments for similar unit topics

are appropriately differentiated by level.

**Directions:**

1. For each unit, input the preliminary **Unit Title** where indicated. Add or delete columns for units as needed.

**Ask:** Is the unit topic framed in a way that is appropriate for *each level*?

1. Input the **unit outcomes/culminating assessments** for each level, making sure that each assessment:
	1. is appropriate for the level,
	2. assesses performance on the [CCRSAE standards](https://www.sabes.org/content/ccr-standards-ela), and
	3. provides level-appropriate, authentic uses of the standards/skills to be taught and learned in the unit.

**Ask:** Is there enough differentiation across levels? Are these differences supported by the level-specific ELA standards? Are there places we can be more specific about the rigor expected at each level?

***Suggested format*** *(can be copied and pasted from current versions of S&S):*

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]*.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | Unit 1:(Title) | Unit 2: (Title) | Unit 3: (Title) | Unit 4: (Title) | Unit 6: (Title) | Unit 7:(Title) | Unit 8: (Title) |
| **Unit Outcomes/Culminating Assessments** |
| Beginning ABE (GLE O-3) |  |  |  |  |  |  |  |
| Intermediate ABE (GLE 4-8) |  |  |  |  |  |  |  |
| ASE(GLE 9-12) |  |  |  |  |  |  |  |