**Review Guide: ELA Scope & Sequence** (rev. JUNE 2025)[SABES ELA PD Center](https://www.sabes.org/pd-center/ela)

The purpose of this review guide is two-fold:

* To support programs in **writing robust and cohesive curricula** that address [DESE priorities for curriculum and instruction](https://sabes.org/content/priority-lenses-ela-curriculum-instruction/ela-sabes-english-language-arts-curriculum)
* To help programs **revise curricula** with the goal of **continuous improvement**

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

***For each item below, check the box only if the answer to the question posed is "yes." Curriculum writers are encouraged to see the resource*** [*Design Tasks & Resources: ELA Scope & Sequence*](https://drive.google.com/file/d/1xy4N_26CMZCGiT6z7lq8Mt0ktCLEKmPj/view?usp=sharing) ***for any boxes not checked.***

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| **Feature** | **What to Look For** *(examples; not meant to be all inclusive)* | **Notes/Comments** |
| **The Basics** | | |
| [**Standards-**](https://www.sabes.org/content/ccrsae-and-standards-based-teaching/ela-sabes-english-language-arts-curriculum-instruction)  [**Based Teaching**](https://www.sabes.org/content/ccrsae-and-standards-based-teaching/ela-sabes-english-language-arts-curriculum-instruction) | Is each unit built around a realistic number (~3-5) of level-appropriate  priority [CCRSAE-ELA Standards](https://www.sabes.org/content/ccr-standards-ela)? (Secondary standards are optional.)  Does each unit include a mix of **Reading**, **Writing**, **Speaking & Listening**, and  **Language** standards? Are **Reading Foundation** standards included for  CCRSAE levels A-D?  Are **most** of the level-appropriate CCRSAE-ELA Standards taught across the  year/cycle? *Look at the ELA Anchor Standards Matrix.*  Do the unit outcomes/culminating assessments use or adapt the suggested  [sentence stems](https://docs.google.com/document/d/1SFKh_dYEOo0yepG2FDI7LWfq-ZE3_jdYERJtVZ_SpKU/edit?tab=t.0) and describe an **observable** project, product, or  performance through which students demonstrate their learning of the  **priority ELA standards**?  Does each unit address the three [instructional shifts](https://www.sabes.org/sites/default/files/resources/FOCUS%20on%20THE%20TEXT.pdf)?   * Regularly engage with appropriately complex text and its academic language. * Find (read and listen) and use (write and speak) evidence from a variety of texts. * Build knowledge through materials centered on the same topic, with an emphasis on content-rich nonfiction. |  |
| **Student Materials** | Do students engage with a **variety of resources**, including [authentic](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) written,  audio, video, and digital texts, that go beyond the use of textbooks?  Are [text complexity and readability levels](https://sabes.org/content/text-levels-sets-and-complexity) provided for each text? Are the  texts at an appropriate level for the stated GLE range?  Are the recommended texts [relevant to adult learners](https://www.sabes.org/content/finding-texts-adult-learners/ela-sabes-english-language-arts-curriculum-instruction-pd-team), [culturally responsive](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum),  and useful for building knowledge and achieving the unit objectives?  Is it clear how each resource **relates to the unit** (e.g., addresses unit topic,  provides opportunity to develop/apply the targeted ELA skills)? |  |
| **Level Benchmarks** | Are there [level-end goals/benchmarks](https://www.sabes.org/sites/default/files/resources/SAMPLE%20Aligned%20Level-End%20Benchmarks%20Across%20Class%20Levels.pdf) that are explicit about expected  student ELA performance by the **end of the level**? (These goals may  duplicate or synthesize relevant ELA standards.)  Do the level benchmarks **align** with the [CCRSAE-ELA](https://www.sabes.org/content/ccr-standards-ela/ela-sabes-english-language-arts-curriculum-instruction-pd-team) and [NRS descriptors](https://www.sabes.org/sites/default/files/resources/NRS%20Level%20Descriptions.pdf) for  that level? |  |
| **Usability** | Is there an **introduction** that overviews the curriculum, tells how it is  organized, and explains the program context?  Are all the expected components from the [ELA Scope & Sequence template](https://docs.google.com/document/d/1BbSS0bRASGHo20yil2eBH5Pdc-c6qdddm5vlmuVgz4Q/edit?usp=sharing)  present?  Does each unit provide an **estimated time** to complete it?  In the time allowed for each unit, does it seem **reasonable** to expect  teachers to be able to introduce the topic, provide scaffolded instruction in  ELA skills, build content knowledge, and complete related projects/papers?  Is there a **balance** of structure and support for the teacher, and  flexibility/respect for their professional judgement? |  |
| **The Priority Lenses** | | |
| [**Contextualiza-tion and Relevance**](https://www.sabes.org/content/ela-lens-contextualization-and-relevance/ela-sabes-english-language-arts-curriculum) | Do unit topics represent **real-life**[**/authentic**](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) **contexts** in which ELA skills are  used by adults (e.g., civics/current events, health, financial literacy,  workforce preparation; see [TSTM](https://www.doe.mass.edu/acls/frameworks/tstm.html))?  For ASE students who do not have separate social studies and science  classes: Do the unit topics relate to **topics they will see on the high school**  **equivalency exam** or in their next steps?  Are there opportunities for learners to apply the targeted ELA  skills/standards in **meaningful, real-life**[**/authentic**](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) **tasks**, appropriate for  adults? *Look for projects and/or problem-based tasks, especially in the unit*  *outcomes/assessments section.*  Do tasks seem **worth the time** involved? Do any need to be streamlined? |  |
| [**Evidence-**](https://sabes.org/content/ela-lens-evidence-based-instruction/ela-sabes-english-language-arts-curriculum-instruction)  [**Based Instruction**](https://sabes.org/content/ela-lens-evidence-based-instruction/ela-sabes-english-language-arts-curriculum-instruction) **(including** [**EBRI**](https://sabes.org/content/evidence-based-reading-instruction-ebri/ela-sabes-english-language-arts-curriculum)**)** | For **beginning reading** levels (CCRSAE Levels A-B): Is instruction in phonemic  awareness, word identification skills, and fluency prompted and tied to  diagnostic assessment? *Look for cues in the Priority ELA Standards section.*  For **intermediate reading levels** (CCRSAE Levels C-D): Are prompts provided  for word analysis and fluency instruction, as needed, based on diagnostic  assessment? *Look for cues in the Priority ELA Standards section and in the*  *Introduction.*  Are [Tier 2 and key Tier 3](https://docs.google.com/presentation/d/1cdeMT2_TLNCtbzm2ewRERh_bHttzF6t0YkgHXNMRkiI/edit#slide=id.p2) **vocabulary** words/phrases taught in all units? *Look*  *for L6, L3, and/or L4 in the Priority ELA Standards section.*  Are **reading comprehension** skills and strategies taught in all units? *Look for*  *Reading standards in the Priority ELA Standards section.*  Are students provided opportunities to **draft, revise, edit,** and **publish** a  range of narrative, explanatory, and argumentative writings, appropriate for  their level, across the units? *Look for Writing standards in the Priority ELA*  *Standards section.*  Does there seem to be time in the units for [**explicit, scaffolded instruction**](https://sabes.org/sites/default/files/resources/GRR.pdf)  of the target ELA skills? |  |
| [**Differentiated Instruction**](https://www.sabes.org/content/ela-lens-differentiation/ela-sabes-english-language-arts-curriculum-instruction-pd-team) | Are teachers cued to **adapt instruction** for their specific learners? *Look in the*  *Introduction*.  Are there adequate supports to help teachers differentiate instruction to  meet the **needs of individual learners**, including English learners and those  with learning disabilities? (e.g., texts at different levels, broad topics, or  compelling tasks that allow teacher/student flexibility)  What kinds of **choices** are students provided (e.g., text selection, project  topics or products)? |  |
| [**Culturally Responsive Teaching**](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum) | Are students invited to connect content and skills **to their own lives** and to  what they already know?  Do the student and teacher resources include authors, images, and ideas  from **more than one perspective** **and/or** **culture**?  Are the cultural representations and/or different perspectives included in  the unit **fair and accurate**? Are stereotypes avoided?  Do activities draw on or connect with students’ **linguistic, cultural,**  **experiential, and interpersonal assets**?  Does the unit promote **civil discourse** by inviting students to share different  points of view and to support their claims with evidence? |  |
| [**Digital Literacy and Technology**](https://www.sabes.org/content/ela-lens-digital-literacy-technology/ela-sabes-english-language-arts-curriculum-instruction) | Are **ELA standards related to digital literacy** included multiple times, ideally  in every unit (as priority or secondary standards)?  Do students not only read digital texts but also use digital tools to **access**  **texts and organize what they learn** from them?  Are students taught **how to find**--and **evaluate the validity** of—online  sources?  Do students use digital tools to **create and present product**s (e.g., papers,  presentations, graphics)?  Will teachers **have access** to the technological tools used across the units? |  |
| **Program Integration** | | |
| **Horizontal Alignment** | Is there a discernible and appropriate logicto the **order** in which unit topics  and skills are taught within a level?  Is the ELA S&S crafted tocoordinate/integrate with what students learn in  **other content areas** at the same level? |  |
| **Vertical**  **Alignment** | Is there a discernible and appropriate logic in what **topics** are covered in one  level vs. another?  Do the **ELA skills** for one level build on the skills taught in the previous level  and prepare learners for the next level? |  |
| **Other Comments** | | |
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**Find useful resources and ideas at** <https://www.sabes.org/pd-center/ela>.