**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.
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| **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>.