

## **K-12 ESL Scope and Sequence**

The K-12 ESL Scope and Sequence is a collaboration between members of the Bilingual department, including English Language Development Coaches and ESL teachers. The ESL curriculum builds on the students' capacity to use grade-level social and academic (instructional) language knowledge, skills and practices necessary to access the grade level curriculum and standards.

***During the 2018-2019 school year teachers volunteered to participate in an early adoption of the Scope and Sequence, shared feedback and met to create resources to facilitate the implementation process. The 2019-2020 school year is the district-wide early adoption of the Scope and Sequence. Teachers will have additional opportunities to share feedback and create additional resources.***

***Below is a list of questions we discussed through the curriculum development process:***

### **What is the ESL Scope and Sequence?**

The ESL **scope and sequence** is an overview of the Focus Language Goals, language skills and knowledge that will be taught at each course/ grade level over a period of time (**scope**) and in a specific order (**sequence**).

### **Why do we need a Scope and Sequence?**

*The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, Transitional Bilingual Education)... As its own subject matter, ESL instruction should follow a dedicated, language-focused curriculum that is aligned to the WIDA English Language Development Standards and the Massachusetts Curriculum Frameworks, and is based on the research, theory, and pedagogy of second language acquisition[1] within the context of the Frameworks. (Next Generation ESL Curriculum Resource Guide, 2)*

This scope and sequence outlines the focus language goals, language targets, knowledge and skills students will develop at the end of each unit. The transferable skills and knowledge students will develop are aligned horizontally across proficiency and grade levels, and intentionally planned to build upon the previous through vertical alignment.

## How will we use the Scope and Sequence?

The Scope and Sequence is a guide to the WIDA ELD standards, skills and knowledge our students need to be explicitly taught during each unit. The identified Focus Language Goals, language skills and knowledge for each unit can be taught using any context.

Resources and content connections have been identified for each unit. ESL teachers have the flexibility to use additional grade-level resources from multiple sources that are aligned with the Focus Language Goals and language skills and knowledge, and support the topics and themes of each unit.

During ESL instruction, teachers are connecting concepts and academic practices from the grade level standards, as a vehicle to explicitly teach the academic (instruction) and social English language functions students need [across disciplines](#) to demonstrate understanding, growth, and mastery of curriculum, grade-level content standards and objectives. All curriculum choices and instruction are driven by the WIDA ELP standards and the Common Core/ state content standards and the Scope and Sequence will be implemented in all instructional delivery models.

## How will the Scope and Sequence be rolled out?

The Scope and Sequence will be piloted in grades K-12 during the 2019-2020 with schedule dates for ESL and ESL/SEI co-taught team feedback. The Scope and Sequence committee will review the feedback, make necessary updates and create additional resources for teachers and students.

[A menu of resources is being developed and new resources are always being added that may be helpful when piloting the Scope and Sequence and developing daily lesson plans.](#)

During the April 12th PD, K-12 ESL teachers were introduced (or reintroduced) to the Focus Language Goals, language skills and knowledge benchmarks identified for each unit. In addition, teachers will have the opportunity to reflect on a current unit and the relationship between the current unit and the updated Scope and Sequence with “job-alike” colleagues. In addition, throughout the 2019-2020 school year, the Bilingual Department will be providing job-embedded Professional Development.

## What is the relationship between Focus Language Goals and Language Objectives?

Focus Language Goals (FLGs) highlight specific language development benchmarks that students will reach at the end of each unit and emphasize [depth of knowledge](#). The FLGs help focus and create language development

### Language Objectives

- Daily lesson-level objectives based on the content objectives/standards, ELP levels of students, and the unit Focus Language Goals
- Articulate for learners the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards (Echevarria, Short, & Vogt, 2008).

### vs. Focus Language

- Unit-level language objectives from which daily language objectives are derived
- Based on the unpacking of the Key Uses of Academic Language and Key Academic Practices inherent within the content
- Created with intentionality from a backwards design perspective in order to target the highest-leverage language skill students must be proficient with in order to meet the demands of the content standards
- Designed in collaboration between language and content-area experts, using the [Collaboration Tool](#)

and learning opportunities through contextualized content-based language development experiences, allowing students to become aware of their use of language and teaching them how to transfer these skills across various disciplines.

**The FLGs directly inform the daily lesson language objectives. Language objectives are created by unpacking the Focus Language Goals** and the daily lessons and objectives are designed to meet the needs of the students and demonstrate progress towards developing the language skills and knowledge required of the unit.

### **What if the unit/scope and sequence does not work for my students?**

[Curriculum in general must be reflective of the needs of the students in front of us](#), and it should be flexible enough that every student can access and participate in it. Principles of Universal Design for Learning provide the foundation for differentiation in each unit.

The specific topics and themes of each unit can be different depending on the students, the teacher, the classroom, and the instructional model. ***However, they must be grade-level appropriate and measure the same FLGs, language skills and knowledge.*** By using qualitative and quantitative data in conjunction with the Can Do Descriptors, lessons, materials, and assessments should be differentiated to meet the diverse needs of our students. Individual students can be provided additional ELD interventions and/or language development action plans, which can be co-created in collaboration with the Language Development Coach or Bilingual Department Head.

Evaluative criteria for each unit includes a Curriculum Embedded Performance Assessment (CEPA) that aims to authentically measure language development. [Project-Based Learning and Performance-Based Assessment are successful research-proven methods](#) for engaging students in relevant and authentic curriculum. PBL and PBA allow for more choice and voice from students as they determine the methods that work for them to demonstrate their language development.

The Scope and Sequence includes resources and instructional goals for our students. Resources to teach students at the entering level of their English Language development *include* Inside the USA and English to a Beat. Teachers will also use their discretion as they access several resources listed in the Scope and Sequence.

### **How do I use the collaboration tool?**

Ideally, the collaboration tool is used during co-planning meetings with partner teachers, content colleagues, and coaches. It can serve as a tool for unpacking the academic language demands of the content standards with input from language and content experts.

Massachusetts guidelines for English Learner Education (ELE) programs require that English Learners (ELs) receive both grade-level academic content and English as a Second Language (ESL) instruction that is aligned to both WIDA and the state curriculum frameworks. ([MA DESE Collaboration Tool Guide, 1](#))

The collaboration tool can be used by individual teachers as they are planning their curriculum, lessons, and assessments. The tool contains a wealth of knowledge about the specific skills, tasks, and goals necessary to be able to *summarize, justify, identify*, and so on.

Each microfunction has a [document](#) that outlines what this language skill looks and sounds like at each English Language Proficiency (ELP) level, including sample sentence and question frames that are organized by complexity. Additionally, the documents also contain example topics and tasks that can be used when creating language objectives, or for inspiration.

### **How will teachers share their input throughout the ESL Scope and Sequence pilot?**

Reflective feedback from teachers and students is essential for the successful implementation of the K-12 ESL Scope and Sequence. A tool has been developed for teachers to share their feedback and thoughts. The language development coaches at each school will schedule times to meet with ESL teachers to guide them throughout the pilot to discuss successes and challenges, offer feedback, and fine tune units as needed. The Coaches will also have regularly scheduled meetings with the Bilingual Department.

### **What is the role of the Coach, Bilingual Department Head, and Bilingual Department during the Implementation of the Scope and Sequence?**

The role of Coach and Department head is to provide guidance in implementing the curriculum through job-embedded professional development, coaching cycles, modeling lessons, ongoing reflection and fine tuning of the content. School teams will meet with the Bilingual Department to share feedback.

The role of the Office of Multilingual Education is to meet with the Language Development Coach, Department Head, and ESL teachers to reflect on the implementation through collaborative discussions, participating in Learning Walks and collaborating with the Language Development Coach to see the curriculum in action and provide resources and support.