

Orientation to the

English Language Arts K to 7 IRP (2006)



ENGLISH LANGUAGE ARTS KINDERGARTEN TO GRADE 7

Integrated Resource Package 2006



Ministry of
Education

IRP 150



Purpose of this Presentation

The purpose of this presentation is to familiarize educators with the English Language Arts K to 7 (2006) IRP.

Organization of this Presentation

There are five sections in this presentation

- A. Why was the English Language Arts (ELA) K to 7 curriculum (1996) revised?
- B. What are the new features of the ELA K to 7 curriculum?
- C. How does the organization of the 2006 curriculum compare with the 1996 curriculum?
- D. How is ELA IRP organized?
- E. How will the ELA K to 7 IRP support and inform school practice?

A. Why was the English Language Arts (ELA) K to 7 IRP (1996) revised?

As part of the ongoing curriculum review cycle, this IRP was revised to

- inform instruction and assessment through increased specificity
- incorporate current literacy research and best practice
- provide a commonly understood curriculum framework for English Language Arts from Kindergarten through Grade 12
- complement and extend the BC Performance Standards

B. What are the new features of the ELA K to 7 curriculum?

New features include

- grade-specific Prescribed Learning Outcomes from Kindergarten to Grade 7
- Key Elements, Achievement Indicators and Conference Questions/Prompts to provide support for instruction and assessment
- Key Concepts, which provide a framework of the Prescribed Learning Outcomes from K to 7
- Quick Navigation Tips to facilitate understanding
- Classroom Assessment Models for each organizer at each grade
- enhanced visual presentation through graphics

C. How does the organization of the 2006 curriculum compare with the 1996 curriculum?

1996

The 1996 ELA K to 7 curriculum was centred around the *purposes* of language

- Comprehend and Respond
- Communicate Ideas and Information
- Self and Society

2006

The revised ELA K to 7 curriculum is organized around the *processes* of language:

- Oral Language (Speaking and Listening)
- Reading and Viewing
- Writing and Representing

D. How is the English Language Arts IRP organized?

The ELA curriculum is divided into seven sections:

1. Introduction
2. Considerations for Program Delivery
3. Prescribed Learning Outcomes (PLOs)

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D. How is the English Language Arts curriculum organized?

4. Student Achievement

- Key Elements
- PLOs and Suggested Achievement Indicators
- Questions/Prompts to Promote Comprehension

5. Classroom Assessment Model

6. Learning Resources

7. Glossary

Introduction

Curriculum Organizers and Suborganizers

English Language Arts Grades 1 to 7		
ORAL LANGUAGE (SPEAKING AND LISTENING)	READING AND VIEWING	WRITING AND REPRESENTING
<ul style="list-style-type: none"> Purposes Strategies Thinking Features 	<ul style="list-style-type: none"> Purposes Strategies Thinking Features 	<ul style="list-style-type: none"> Purposes Strategies Thinking Features

English Language Arts Kindergarten		
DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES	DEVELOPING READING AND VIEWING ABILITIES	DEVELOPING WRITING AND REPRESENTING ABILITIES
<ul style="list-style-type: none"> Oral Language Learning and Extending Thinking Strategies for Oral Language Features of Oral Language 	<ul style="list-style-type: none"> Learning Reading (and Viewing) and Extending Thinking Strategies for Learning to Read and View Features of Reading and Viewing 	<ul style="list-style-type: none"> Learning Writing (and Representing) and Extending Thinking Strategies for Learning to Write and Represent Features of Writing and Representing

Considerations for Program Delivery

Highlights

Highlights of this new curriculum are

1. The link between literacy and thinking
2. The connections among oral language, reading, and writing
3. Comprehension and metacognition in literacy learning
4. The gradual release of responsibility
5. Literacy learning across the curriculum

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Considerations for Program Delivery

Highlights

6. Early literacy development and intervention
7. Oral language to support learning
8. Reading comprehension and fluency
9. A systematic approach to writing
10. Classroom diversity and differentiated instruction
11. Assessment to inform instruction and support learning
12. Alignment with the BC Performance Standards

Considerations for Program Delivery *Research*

This curriculum reflects current research in literacy instruction. Successful literacy programs include the following ten essential characteristics:

1. Literacy learning in Kindergarten is critical to later success
2. A comprehensive and co-ordinated literacy program is crucial

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Considerations for Program Delivery *Research*

3. Professional learning communities support a comprehensive and co-ordinated literacy program
4. An extended and uninterrupted block of time for literacy learning is essential
5. Literacy experiences must strongly support student engagement

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Considerations for Program Delivery *Research*

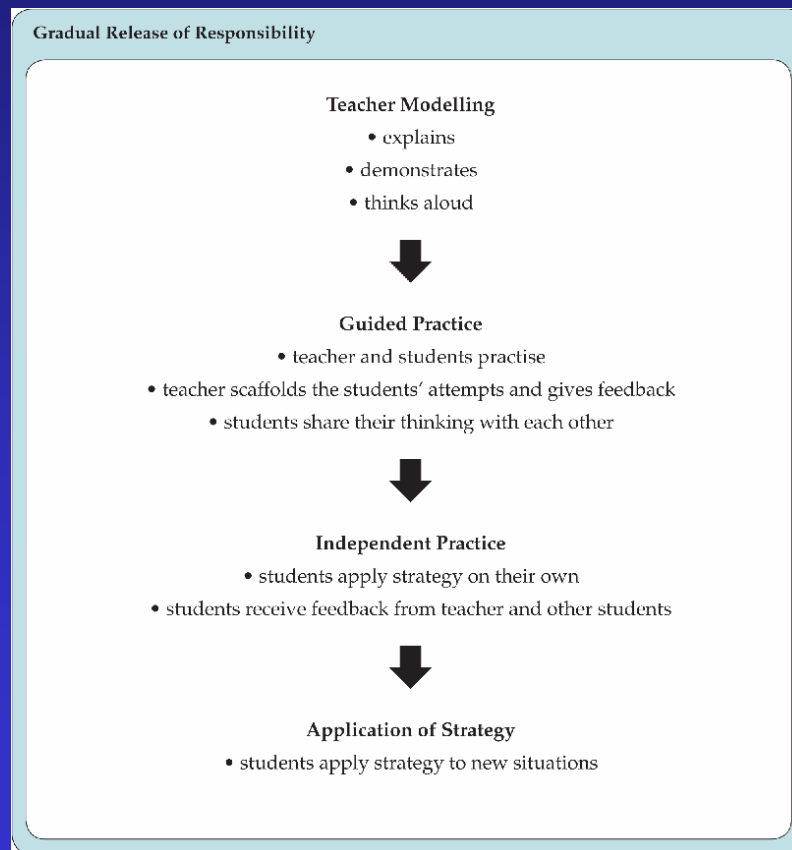
6. Ongoing assessments are used to drive instruction and support learning
7. Focussed teaching is essential
8. A resource-rich environment makes a big difference
9. Struggling and/or reluctant literacy learners benefit from research-based interventions
10. Successful family-school partnerships improve student literacy learning

3. Prescribed Learning Outcomes (PLOs)

The Prescribed Learning Outcomes section includes all the English Language Arts K to 7 PLOs by grade and curriculum organizer.
The PLOs

- are legally required content standards
- describe what students should know and be able to do (knowledge, skills and attitudes)
- complete the stem “It is expected that students will...”
- are measurable and observable
- are coded alpha-numerically for organizational purposes, but this does not imply a linear sequence of delivery

Student Achievement Key Elements (Gradual Release of Responsibility)



D. How is the English Language Arts IRP organized?

Student Achievement *Key Elements (Metacognition)*

Metacognition is “thinking about thinking” which results in individual students’ understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. These metacognitive strategies weave throughout the curriculum organizers and suborganizers at each grade.

Student Achievement Sample Page

General Learning Expectations

Prescribed Learning Outcomes

Suggested Achievement Indicators

Suggested Questions/Prompts to Scaffold Learning

THINKING (WRITING AND REPRESENTING)

General Learning Expectation: Students use writing and representing to express personal responses to texts, and to express and extend their thinking. They begin to reflect on and assess their writing and representing and set a goal for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</p> <p>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</p>	
<p>It is expected that students will:</p>	
<p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> use new vocabulary to create a response
<p>C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf) <input type="checkbox"/> dramatize a story through a puppet play <input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing
<p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting a goal for improvement - making a simple plan to work on their goal 	<ul style="list-style-type: none"> <input type="checkbox"/> identify strategies used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a word wall) <input type="checkbox"/> compare their own writing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) <input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • When you checked your work with a criteria list, what did you do really well? • What is one strategy you used to help you develop your ideas before/during writing? • If you had to change one thing in this story/illustration to make it better, what would it be? • Could you tell this story/poem in pictures? What would the pictures be? • Of all the writing in your portfolio this term, which demonstrates your best writing? Why do you feel this way? 	

D. How is the English Language Arts IRP organized?

Student Achievement General Learning Expectations

General Learning Expectations:

- are summary statements of PLOs for each curriculum suborganizer
- are not legally required

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Suggested Questions/Prompts to Scaffold Learning

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- Could you tell this story/poem in pictures? What would the pictures be?
- Of all the writing in your portfolio this term, which demonstrates your best writing? Why do you feel this way?

Student Achievement Prescribed Learning Outcomes

Prescribed Learning Outcomes:

- indicate what a student who fully meets expectations should be able to do by the end of a specific grade
- correspond to Suggested Achievement Indicators

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Prescribed Learning Outcomes	Suggested Achievement Indicators
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The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For Performance Standards for Writing.

have fully met the Prescribed Learning

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C7 use writing and representing to express personal responses and opinions about experiences or texts

Student Achievement

Suggested Achievement Indicators

Suggested AIs:

- articulate what learning looks like when a student has fully met expectations
- accommodate a variety of learning styles
- help guide assessment by providing criteria
- demonstrate the integration of instruction and assessment

THINKING (WRITING AND REPRESENTING)

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D. How is the English Language Arts IRP organized?

Student Achievement Suggested Achievement Indicators

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Prescribed Learning Outcomes

Suggested Achievement Indicators

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of forms (e.g., comic strip, poem, skit, graphic organizer)

- use a variety of **graphic organizers** to organize thoughts before writing

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5. Classroom Assessment Model

The Classroom Assessment Model

- contains three examples per grade, developed by BC teachers, focussing on selected PLOs from each curriculum organizer at each grade level
- demonstrates how assessment for and as learning can be integrated into instructional planning
- includes student samples

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5. Classroom Assessment Model

- includes a variety of instructional approaches to address a range of learning styles
- includes a variety of assessment techniques to promote assessment for and as learning
- provides specific criteria, based on the PLOs, for teacher, peer, or self-assessment
- provides rubrics and quick scales, including some from the BC Performance Standards for Reading and Writing

6. Learning Resources

- Many current resources can continue to be used to support this curriculum
- The Ministry has recently updated the Grade Collections to include additional resources on Oral Language
- Some resources that are no longer valid have been removed the resource list
- Districts may want to review the many new resources on the market

www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

7. Glossary

The Glossary defines bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators.

E. How will the ELA K to 7 IRP support and inform school practice?

The new ELA K to 7 curriculum is firmly rooted in current research. Many teachers will be familiar with the underlying concepts, such as the importance of teacher modelling, the teaching of learning strategies and metacognition.

This curriculum requires a strong, balanced literacy-based program in schools. Therefore, the degree of momentum created by its implementation will depend on the existing literacy practices in schools.

FYI

- The English Language Arts K to 7 IRP and grade-specific packages are available at:

www.bced.gov.bc.ca/irp/irp_ela.htm

- One K to 7 IRP and a set of grade-specific packages will be distributed to each school commencing in March 2007
- Full Implementation is required beginning September 2007