

## Project Summary

Cycle 2 ELA Curriculum Mapping: Distribution of ELA Objectives Across Two Years for Success

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### **Project Description:**

The Cycle 2 ELA teachers at Harold Napper distributed the ELA teaching descriptors in the Progression of Learning into Year One and Year Two. The teachers used a Venn style diagram to place the skills into three sections: Goals for Cycle 2 Year One, goals for both Year One and Year Two and goals only for Year 2. The Cycle One skills were noted on the side for students would need resource support and adaptations. Separate Venn diagrams were created for all of the competencies.

The team appreciated the process of sorting through the Progression of Learning into goals for Year 1 and Year 2, as this allowed for discussion and sharing teaching ideas. It also provided an opportunity for the team to clarify the understanding of these objectives and to consider our expectations for each year. Of particular importance was the benefit of having a day to discuss how students communicate to learn. Instead of only considering “oral presentations”, how to teach, develop and tract discussion skills was addressed. These were very useful discussions that made the teachers reflect on their teaching practices. ELA is taught both in the Immersion and English streams at Harold Napper. We were able to acknowledge that the English stream had the opportunity to expose their students to non-fiction through the science curriculum, whereas the Immersion ELA teachers were not. The team acknowledged that the particular constraints of our programs limited what materials could be covered and that our priorities needed to be set carefully.

The challenge in creating these Venn diagrams was that the Progression of Learning is not divided into the competencies, and many objectives involve some or all the competencies simultaneously. This required that the document be crossed checked in its entirety for reading, writing and then oral. The completed Venn diagrams were shared in One Drive with the team and later with the ELA consultant. The initial intention was to use the Venn diagrams as the mapping document. However, once they were completed, the team noticed that they were overwhelming and did not meet the objective of being a quick reference document. At the same time, the team had the opportunity to look at reading responses from grade 4. By discussing these responses, the team decided to refine the mapping goals. By limiting the goals, the document would be far more practical.

The creation of the mapping documents was a challenge as the ELA curriculum is very diverse and the possible lessons and resources are limitless. The team did not want a map that was restrictive of a teacher's creativity, but one that provided clear essential learning objectives as the students progressed through the first and second years of Cycle 2. Due to this, the team agreed that timelines were only needed for reading response, writing a narrative and building group discussion skills (oral). These we deemed as the essential goals of the ELA program and the ones we would give the most attention. Each competency timeline divided these skills over the first and second year. Seeing that these skills were most likely to be evaluated during the MEES exams at the end of Cycle 3, we wanted to make sure that these were developed during the second cycle. To the benefit of the project, some of the Cycle 2 teachers also taught Cycle 3 and acknowledged that this would best prepare students for the demands of Cycle 3.

In the fall, the Library consultant joined the team for an afternoon. Her presence offered the team the ability to learn about some very important on-line resources. The Reading Quebec Connection website was demonstrated. The team was very pleased with this tool and immediately seized upon its usefulness to this project. The consultant also explained how the team could request books from the library budget and create an Excel list. In April, on our release day the administration confirmed that we would be allotted a substantial budget for some books. The team decided to order picture books to complete response baskets. By recommending certain titles be completed in Years One and Two, the ELA team can be assured that students will be exposed to these important response skills. The book baskets would include activities and would be kept in the ELA resource room. The team used the release time of this grant to collaboratively order books and sets of books. The sets would allow the development of book discussion skills. Students could be divided into groups, each having a book or they can each have a book in a small guided reading group. The books should arrive before academic 2018-2019 year.

### **Project Goals**

The objective of this project was to have the Cycle 2 ELA teachers at Harold Napper create a curriculum-mapping document of the learning and re-investment goals for the 3 ELA competencies for Cycle 2. The team respected the project's timeline, followed and completed the majority of the project's descriptions. The team was able to complete mapping documents for reading and writing. If extra funding is approved, our team will use the final day to solidify the mapping of the oral communication competency with our ELA consultant. Hence, the project goal of creating timelines for each ELA competency could be attained by the end of the academic year.

### **Expected Outcomes:**

1. The Cycle team was able to establish a Cycle 2 ELA curriculum map for the two competencies (Reading and Writing) over the two years of ELA.

2. The mapping checklist will provide Harold Napper teachers with a way to list the materials they covered in the school year (books, styles, etc.). Response baskets will be made and will recommend titles for each reading response level and some prepared lessons with documents to best teach Cycle 2 ELA. These documents eventually will include samples of students writing and rubrics as guides.

3. The Cycle 2 ELA teachers gained a better understanding of the Progression of Learning, the on-line resources of ReadingQuebecconnection.ca, Literacytoday.ca, LearnQuebec and the on-line libraries for staff and teachers.

### **Reinvestment:**

The ELA curriculum map for Cycle 2 will assist teachers to more effectively planning their year and preparing students for the following year. These timelines can be evaluated during the 2017-2018 year via a discussion with the project teachers by the end of the year. It would also need to be assessed in the following academic year 2018-2019.

2. Teachers became more aware of the strengths and assets of their colleagues to help in developing lessons for Cycle 2 ELA. This was done as more materials were shared and teachers suggested making a bank of their personal items and skills.

3. The Cycle 2 year 2 teachers will find students better prepared and exposed to a variety of materials because Cycle 2 Year 1 will help build skills for Cycle 2 Year 2. Cycle 2 Year 1 teachers will also be able to articulate clearly which areas were covered in more detail and which areas still need attention.

4. The project offered current (and future) teachers a mapping document for the Cycle 2 ELA expectations at Harold Napper. and an opportunity to make a list of books to purchase to support the curriculum map. These resources will be used and re-used in the academic years to come and will provide new teachers to Cycle 2 specific guidelines and materials.

We would recommend that other ELA teams take the time to consider how they need to map out the curriculum according to their school's needs. During this PDIG experience, we at Harold Napper learned that our map needed to reflect our school's situation. Our Immersion stream has a limited amount of time for ELA in Cycle 1 (2 ½ hours/ week). This impacts Cycle 2, as extra time would be needed to help develop narrative and response skills at the beginning of the year. Our English stream has a high ratio of learning at-risk students and streamlining our goals will assure that they will spend time on essential skills to help them attain the acceptable expectations for each competency. Other schools at our board (Riverside) have also invested time in creating curriculum maps and these all reflect the specific ELA needs of their schools (time allotted for ELA, number of second language learners, materials available to teachers, etc). Hence, having this opportunity to discuss and establish our objectives was beneficial. Once we were able to establish as a group the essential goals, this took away the pressure to do everything. There were some objectives that could be experienced

briefly and did not need as much reinvestment. My recommendation for ELA teams perusing a similar project is to remain flexible, be ready to set priorities and honour the needs of the school. This project will help our students build a deeper foundation in response, narrative and group discussion skills, but still let the teachers devise lessons that reflect their own passion.

Government document links:

MEES Quebec (2009) : Progression of Learning in Elementary School – English Languages Arts.

[http://www1.education.gouv.qc.ca/progressionPrimaire/anglais/index\\_en.asp](http://www1.education.gouv.qc.ca/progressionPrimaire/anglais/index_en.asp)

MEES Quebec: Quebec Education Program: Chapter 5 Languages.

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PFEQ/educprg2001-051.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001-051.pdf)

MEES Quebec (2002): Scales of Competency ELA.

[http://www.atdq.org/uploads/9/4/3/3/9433712/scales\\_of\\_competency\\_elementary.pdf](http://www.atdq.org/uploads/9/4/3/3/9433712/scales_of_competency_elementary.pdf)

MEES Quebec: Frameworks for Evaluation

[https://www7.education.gouv.qc.ca/dc/evaluation/index\\_en.php?page=english-language-arts-pri](https://www7.education.gouv.qc.ca/dc/evaluation/index_en.php?page=english-language-arts-pri)

Literacy Today Quebec, Reader Response Learning Continuum: An interactive planning tool for teachers.

<https://www.literacytoday.ca/primary/reading/reader-response-tools/>