

English Language Arts Curriculum Owner's Manual

Thank you for choosing the 2003 Bay-Arenac ISD Language Arts Curriculum, a Kindergarten – Grade 9, tightly- spiraled, back-loaded curriculum aligned to the Michigan Curriculum Framework. It is tightly-spiraled because the same standards and benchmarks are taught in every grade. It is back-loaded to the “Evidence of Achievement.” Assessment drives instruction, and assessment tasks were developed before instructional activities.

The purpose of the ELA curriculum is to focus and connect the work of all instructional staff. It focuses by identifying what is essential to teach at each grade level. It connects by articulating Grade Level Benchmarks that systematically develop understanding of complex concepts (Content Standards) throughout the grades. Articulation can be found in the “Scope and Sequence” section of the document.

In many ways, the BAISD Language Arts Curriculum is organized like the Michigan Curriculum Framework (see “Alignment” section). Listening, speaking, reading, writing, viewing, and visually representing are integrated in each Content Standard and Benchmark.

Unlike the Michigan Curriculum Framework there are STRANDS.

Strand I: Genre, Literature, and Understanding

Strand II: Skills, Strategies, and Processes

Strand III: Language Conventions, Voice, and Communication

In order to follow the curriculum, you must, like a beginning reader, “Crack the code”.

- I.** Means **Strand One**
- 8.** Refers to **Eighth Content Standard** (Genre and Craft of Language) of the Michigan Curriculum Framework
- 2** Refers to the **2nd benchmark**

The code does not include the grade level. There is I. 8.2 in Kindergarten, Grade One, Grade Two, etc.

Remember “Early Elementary” benchmarks are for grades K-2; “Later Elementary” benchmarks are for Grades 3-5; “Middle School” benchmarks are for Grades 6-8; “High School” benchmarks are for Grades 9-12.

Here is an explanation of the template the curriculum writers worked from.

English Language Arts - Template

Strand I: Genre, Literature, and Understanding

MCF Benchmark

Language is copied from the Michigan Curriculum Framework Early Elementary, Later Elementary, Middle School, or High School benchmarks.

Grade Level Benchmark

Language developed by BAISD Curriculum Team by answering how a benchmark would look at Kindergarten, Grade 1, Grade 2, etc.

Analysis of Benchmark

Key Concepts

These statements are learning targets. They reveal the meaning of the standards and benchmarks and are the content of the curriculum. Curriculum writers used the stem “Students will learn that...” as they developed these statements.

Evidence of Achievement

Michigan Curriculum Framework – Grade Level Content Expectations

These expectations, developed by the MEAP office, are assessable content for grade levels Kindergarten through 8th grade. MEAP test writers will develop items from these expectations.

Classroom Assessment

These performance tasks, developed by the BAISD Curriculum Team, are designed to assess mastery of Key Concepts. If the assessments are exactly the same for 2 or more benchmarks it will say “See _____” referring to the first time that assessment was used.

Instructional Activities

These activities are based on a “Gradual Release of Responsibilities Model;” teacher models skills and processes, followed by guided practice, ultimately leading to independent student work.

Resources

There are specific resources for each benchmark. Teachers are encouraged to add their own resources. There is a separate section for General Resources that encompass multiple Content Standards/Benchmarks. Contact Jerry Krzyczkowski (989 667-3246) with additional resources.

Teacher

Books:

Videos:

Websites:

Other: (Field trips, speakers, MI CLiMB examples)

Student

Books:

Videos:

Websites:

Other:

Assessment

Title of task:	Grade:		
<p>Strand/Content Standard/Benchmarks: <i>The same task may assess one or more benchmarks. If task title is same but involves different “activities”, “scoring criteria,” or different “achieving” language it is called an “Integrated Assessment”. It will be in the document in 2 places – the appropriate benchmark and in the “Integrated Assessments” at end of each grade level.</i></p>			
Assessment Task			
Scoring Guide Criteria			
<p><i>These are words, usually nouns, that tell teachers what to focus on. For each criteria, there is a corresponding sentence in the “Achieving” column.</i></p>			
Beginning	Developing	Achieving	Exceeding
		<p><i>BAISD curriculum team only described student mastery in general terms like “appropriate”. Specifics descriptions of how that looks at a grade level are left to building teams to develop other levels (beginning/developing/exceeding) are also left for building/district teams to decide and fill in.</i></p>	

The written curriculum follows the order of the strands, and treats each benchmark as a separate entity. **There is no suggested order for teachers to follow.** The “Strands” are an organizational construct. They are meant to help teachers understand the Michigan Curriculum Framework. Typically, a teacher would work on several benchmarks, across strands, at the same time. Teachers are encouraged to integrate benchmarks and map their own curriculum.

This curriculum, is not, and was never intended to be, a Language Arts “program.” Programs happen at the district and building level. By design, several important curricular questions, like the integration of benchmarks, lesson and unit plans, and issues of time/personnel allocation, grouping, and resource allocation are designed to be district /building decisions.

This document, Volume One (including all of the above), will be available in August, 2003.

Volume Two (including professional development session handouts, thematic units, curriculum maps, and updated MEAP information) will be completed in August, 2004. Both volumes will be available in hard copy, CD’s or on the BAISD website, www.baisd.net.