

# Notre Dame - Lower School School Language Policy

2019-20

\*Updated November 6, 2019

*Language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. Making the PYP Happen 2009-2010*

## Section 1: SCHOOL LANGUAGE PHILOSOPHY

The Notre Dame (NDLS) community believes that language is essential to learning, thinking and communicating. Language development is fostered across the curriculum all day long. A comprehensive language program includes the IB Strands of written, oral and visual language. Written language includes reading and writing. Oral language includes listening and speaking. Visual language includes viewing and presenting.

## Section 2: ADMISSION TO NOTRE DAME LOWER DIVISION AND IDENTIFICATION OF LANGUAGE NEEDS

Notre Dame Lower School accepts students of proven ability from any race or ethnic origin. Although the school serves a predominantly Roman Catholic population, applicants from other denominations or religious traditions are welcome. Admission to NDLS is based upon a student's admission application, academic records (if applicable), teacher evaluation form from the student's current school, results of academic testing (if applicable), a shadow day in the student's current grade, reading assessment administered by the school's Reading Specialist, an assessment administered by the math specialist, a completed ND Teacher Evaluation Form and an interview with the principal (grades JK-5). NDLS accepts transfer students who have a good academic and discipline record. Transfers, however, must have the prerequisites necessary for promotion and/or graduation at NDLS. During the initial interview with incoming parents and the student, the student is assessed by the school principal. Parents are made aware that Notre Dame Lower Division is a private school that has limited access to public school services such as a speech pathologist, and/or school psychologist. The school does not have the resources to provide special education services.

Students with disabilities are evaluated for admission on an individual basis based upon their needs and the school's ability to accommodate those needs. In consultation with the Office of Admissions, final admission decisions are made by the principal.

## Section 3: PRACTICES OF THE LANGUAGE POLICY

### Integration of Language A: English

English language instruction is an integral part of the curriculum and is incorporated throughout the units of inquiry. Each grade level utilizes spelling, reading and writing programs that allow for differentiation and acceleration.

At Notre Dame Lower Division, the performing and visual arts are an integral component of language development. Students learn to read music, participate in dramatic performances, and create art with a variety of mediums. These activities all provide opportunities for students to express themselves. Section 4: Resources and Support will provide further detail on the integration of Language A instruction at NDLD.

### Integration of Language B: Spanish

The world language taught at Notre Dame Lower Division is Spanish. Students in JK through Fifth Grade receive 200 minutes of Spanish instruction each week (five days a week). A cultural component is an integral part of the Spanish curriculum. NDLD believes that "language is culture in motion." The study of culture creates opportunities to discuss and present material

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accessed through videos, audio, teacher artifacts, guest speakers, performances, celebrations, and field trips. All of these opportunities enhance the cultural experience of the Spanish language.

In addition to the textbooks offered K-5, students have access to a collection of literacy materials in Spanish and English. New students with no background in Spanish may need up to a semester to catch up on material. Students needing additional Spanish assistance are directed to the Notre Dame Preparatory Spanish Department by the Spanish teacher. In order to promote the learning of a second language, the Spanish teachers encourage parents to purchase picture dictionaries, Spanish dictionaries, picture and/or audio books, and songs.

## Student Language Profile

A cumulative Student Language Profile is available to faculty on GoogleDocs and recorded for each student in the school. While the student is enrolled at NDLS, updates are made to the profile as the student progresses to new grade levels. All student records are kept on file in the administrative office. Parents have the right to view their student's file, but may not remove it from the office. Parents wishing to view their child's file must give a one day advance notice to the administration.

Academic services received will be recorded on the DRA2 Assessment. Diagnostic language assessments for reading are completed in grades JK, Kindergarten and first grade in September, February, and May. All second through fifth graders are assessed in September and May. Students also working with the reading specialist will be assessed in February. Writing assessments are administered to all grades JK-fifth in September, February and May.

The language assessments are consistently implemented at all grade levels. The assessment scores are used as a teaching tool and for accountability of student achievement.

The following outlines the progression of assessments at each grade level:

- In JK, students are assessed on letter recognition (lower case and upper case), writing letters, comprehension book knowledge, comprehension story knowledge, and association of letters and sounds.
- In Kindergarten, students are assessed in the fall using the DRA2 Word Analysis Assessment. Skills assessed are: rhyming, letter recognition (lower case and upper case), association of letters and sounds, phonological awareness, concepts of print, and site word reading. Students showing readiness are also assessed using the DRA2 Reading Assessment. All students are assessed using the DRA2 in February and May.
- First grade through fifth grade students are assessed using the DRA2 Reading Assessment on reading engagement, oral reading fluency, reading accuracy, and reading comprehension.

## Section 4: RESOURCES AND SUPPORT

Notre Dame Marist Academy keeps its community informed and committed to the IB Programme standards and practices through the Primary Years Program (PYP) Coordinator, the faculty, and the students. Colleagues in other IB candidate and authorized schools serve as resources to faculty and staff, especially the Coordinator. The IB PYP Coordinator attends monthly IB Coordinators of Michigan Support Group meetings for networking, information gathering, and sharing of ideas. The MYP and DP Coordinators at Notre Dame's middle and upper divisions also meet once a month to discuss the implementation of the IB across the continuum.

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## Teacher Support

All staff members have access to the IB World website and the MYIB for information and inspiration. Best practices in language learning are provided to teachers through university work, IB workshops and symposiums, and online resources. Resources at the school are constantly growing and evolving. Some of the resources currently used at Notre Dame Lower Division to implement the language policy include: readers and writers workshop, internet resources, Media Center resources, teacher-designed lessons and units, classroom libraries and novel sets. Each student has an I-Pad to listen and reflect on certain stories that he/she reads. Most importantly, the best resource for implementing the school language policy is the staff at Notre Dame Lower Division. See the addendum for a complete list of language arts resources.

The State of Michigan has specific course requirements for new teachers. To obtain a permanent certificate, teachers must complete a specific number of credits within a time frame determined by the State. These credits include language teaching and learning. The Notre Dame Preparatory and Marist Academy Board of Trustees requires each faculty member to create a professional development plan to be completed throughout the school year. Some of this training must be completed by the teacher on his/her own time. The board of trustees provides funding for teachers to attend conferences related to language learning.

## Reading Specialist Support

The Reading Specialist is a full-time position. The Reading Specialist is available to assist teachers with DRA2 reading assessments during the September, February and May assessment periods. Students who are identified by teachers, through assessments and classroom observations, as needing extra help in the area of reading will be further assessed by the Reading Specialist. Students who qualify will work with the Reading Specialist regularly until they are reading fluently and comprehending at grade level. The Reading Specialist also teaches in the JK4, K, and First Grade classrooms one period each day. She teaches large group lessons and works with small groups of students to reinforce reading skills; such as fluency, comprehension, and decoding skills. The Reading Specialist assist in the yearly MAP testing in March.

The Reading Specialist provides resources to classroom teachers and is available to model reading lessons which benefit all students at Notre Dame Marist Academy. A book room with multiple copies of leveled readers is available for teachers use in the classroom. Students applying to Notre Dame will be assessed during their Shadow Day by the Reading Specialist as part of the Admissions Process.

## Media Center Support

The Media Center houses a variety of resources to support language development: fiction and non-fiction books, reference books, informational texts, periodicals, and DVDs. The school librarian, with input from classroom teachers, is responsible for maintaining the Media Center's resources, ensuring that they are up-to-date and supportive of each grade level's units of inquiry.

Many online resources, specifically authoritative and age-appropriate databases, are available to teachers and students through the Michigan Electronic Library (MEL). The school librarian instructs students and teachers in how to effectively access numerous online resources, with a special emphasis on the databases available through MEL. Additionally, some very useful online resources purchased by our school include: Grolier Online (with three databases: The New Book of Knowledge, America the Beautiful, and Amazing Animals of the World), and Discovery Education Streaming.

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## Technology Support

JK-5 grades have technology class twice a week. iPads are used as a tool to create media rich projects and to supplement language concepts covered in core classes. Additionally, iPads have a variety of educational apps installed to further enhance and support language learning (see addendum items for examples of iPad apps).

## Mother-Tongue Support

Admission consideration may be given to students whose mother tongue is not English. Accommodations may be made on a case-by-case basis to aid the learning of English in the regular classroom setting.

## Parent Support

Notre Dame Marist Academy parents are encouraged to support language development at home in a variety of ways, including: reading to and with their child, engaging in active conversation about the school day with their child, using the public library and/or visiting book stores, completing reading logs sent home by the classroom teacher, and promoting the value of reading. Parents can also support language development at school by volunteering in classrooms.

Teachers send home suggestions for language development through weekly and/or monthly newsletters to parents. E-mail is also utilized by classroom teachers to promote language development within the parental community. Language program information is provided to prospective families at admission events including Open House and campus tours.

## Section 5: REVIEW OF THE LANGUAGE POLICY

The Language Policy has been developed by the entire staff, with input from the principal and IB PYP Coordinator. The responsibility for communicating the language policy is that of the administrator, the IB PYP Coordinator and the teachers. Parents receive a copy of the school's language policy as a part of the registration packet and also it is available to be viewed on the school's website.

The Primary Years Programme Coordinator and the principal will be responsible for ensuring that the school's language policy is reviewed and revised regularly by all staff. Review is an ongoing process, and revisions are made as necessary throughout the school year.

## Section 6: ADDENDUM ITEMS TO THE LANGUAGE POLICY

1. Early Elementary Genres by Grade
2. NDLD Skills for Writing a Research Paper
3. IB PYP Research Units by Core Teachers and Specialists
4. Resources for Language Development
5. iPad apps to support Language Development

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## Early Elementary Genres by Grade

Key-      core teacher,      librarian,      both,      areas to address

Grade	Narrative Reading (Fiction)	Informational Reading (Non-Fiction)	Narrative Writing (Fiction)	Informational Writing (Non-fiction)
JK-3 JK-4	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Multicultural literature</li> <li>• Nursery rhyme (<i>art and music</i>)</li> <li>• Poetry</li> <li>• Song (<i>music</i>)</li> <li>• Story</li> </ul>	<ul style="list-style-type: none"> <li>• Concept book</li> <li>• Environmental text</li> <li>• Picture book</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narrative (brief; using pictures and words)</li> <li>• Poetry (approximate)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational piece (brief; using pictures and words)</li> <li>• Research project (contribute to class book)</li> </ul>
K	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Multicultural literature</li> <li>• Nursery rhyme (<i>music</i>)</li> <li>• Poetry</li> <li>• Song</li> <li>• Story</li> </ul>	<ul style="list-style-type: none"> <li>• Concept book</li> <li>• Environmental text</li> <li>• Picture book (<i>art</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narrative (brief; using pictures and words)</li> <li>• Poetry (approximate)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational piece (brief; using pictures and words)</li> <li>• Research project (contribute to class book)</li> </ul>
1	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Fantasy</li> <li>• Folktale</li> <li>• Multicultural literature</li> <li>• Realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>• How-to book (simple)</li> <li>• Magazine (science and social studies)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narrative (using illustrations and transitional words)</li> <li>• Poetry (approximate)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational piece (w/ focus question)</li> <li>• Research project (one research question)</li> <li>• Opinion Writing</li> </ul>
2	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Drama</li> <li>• Fantasy</li> <li>• Multicultural literature</li> <li>• Legend</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• How-to book (simple)</li> <li>• Magazines (science and social studies)</li> <li>• Personal correspondence</li> <li>• Non-fiction text features</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Poetry (approximate) (<i>art</i>)</li> <li>• Realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Feature article (magazine)</li> <li>• Research project (two research questions)</li> <li>• Non-fiction text features.</li> <li>• Opinion writing</li> </ul>
3	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Fable</li> <li>• Folktale (<i>art</i>)</li> <li>• Multicultural literature</li> <li>• Realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Encyclopedia</li> <li>• Magazine</li> <li>• Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Fable</li> <li>• Folktale</li> <li>• Poetry</li> <li>• Realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Research project (content area)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Adventure</li> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Fantasy</li> <li>• Legend</li> <li>• Multicultural literature</li> <li>• Myth</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Almanac</li> <li>• Autobiography</li> <li>• Biography</li> <li>• Newspaper</li> <li>• Personal essay</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure</li> <li>• Fantasy</li> <li>• Legend</li> <li>• Myth</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative essay</li> <li>• Research project</li> </ul>
5	<ul style="list-style-type: none"> <li>• Classic literature</li> <li>• Contemporary literature</li> <li>• Fantasy</li> <li>• Historical fiction</li> <li>• Multicultural literature</li> <li>• Mystery</li> <li>• Science fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisement (also in 4<sup>th</sup>)</li> <li>• Atlas</li> <li>• Editorial</li> <li>• Experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Historical fiction</li> <li>• Poetry</li> <li>• Personal Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive essay (position/ evidence) (<i>music</i>)</li> <li>• Research project</li> <li>• Informative</li> <li>• Procedure</li> <li>• Opinion</li> </ul>

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## NDLS Skills for Writing a Research Paper

\*These skills are covered during the grade-level listed, several of which are included during the research unit.\*

Skill	JK	K	1	2	3	4	5
<b>Research Skills</b>							
Selecting a Topic	X	X	X	X	X	X	X
Creating a list of Questions	X	X	X	X	X	X	X
Locating Sources		X	X	X	X	X	X
Note Taking				X	X	X	X
Citing Sources							
• Title: Capitalized, Underlined		X	X	X	X	X	X
• Author: last name, first, capitalized		X	X	X	X	X	X
• Pages used					X	X	X
• Copyright Date				X	X	X	X
• Publisher and Place of Publication		X	X	X	X	X	X
• Citing an Encyclopedia (online) Source							X
• Citing a Website				X	X	X	X
• Citing a Person Interviewed				X	X	X	X
Creating a Bibliography				X	X	X	X
Creating a Title Page	X	X	X	X	X	X	X
Creating a Table of Contents			X	X	X	X	X
<b>Writing Skills</b>							
Creating an outline						X	X
• Writing a sentence using notes		X	X	X	X	X	X
• Writing a paragraph using notes				X	X	X	X
Creating a topic sentence		X	X	X	X	X	X
Creating a concluding sentence		X	X	X	X	X	X
Writing an introductory paragraph			X	X	X	X	X
Writing a concluding paragraph			X	X	X	X	X
Using Transitions			X	X	X	X	X
Editing		X	X	X	X	X	X
Proofreading		X	X	X	X	X	X
Documenting with a picture, photograph, or digital image	X	X	X	X	X	X	X



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## IB PYP Research Units by Core Teachers and Specialists

Grade	Unit Theme	Phase	Resources Used	Bibliography Citations
JK-3	HWE0	4	Books	Title and author
JK-4	WWA	3	Books	Title and author
K	HTWW	6	Books, Ipads, outdoor trees	Title and author
1	HWE0	3	Books and internet	Title and Author (last name, first name) No citation source regarding information origin, but do cite their topic Students create a table of contents
2	STP	2	Books and Interviews	Title, author, and Copyright Date
3	WWA	4	Books, Interviews, and websites	Title, author, pages used, and copyright dates.
4	WWA	6	Books, Interviews, and Websites (some students utilized encyclopedias)	Complete bibliography page including citing books, interviews, and websites
5	WWA	5	At least 3 sources are required. It could be Web Sites, books, interviews, newspapers, magazines, etc.	Anything that is not their own. At least three resources (might incorporate pictures and diagrams)

### Explanation of Research Units of Inquiry by Theme

**JK-3** During the unit “How We Express Ourselves”, the students learn what an author is through an author study. We will read several books by their favorite author. We will learn that the title of a book tells the reader what the story will be about and how the author is responsible for writing the words to the story.

**JK-4** During the unit “Who We Are”, the students become authors of their own stories. The title of each book is, “I AM.” The JK students learn what a title is and how authors determine the words written on the page.

**K** - During the “How the world works” unit, the students will make a journal showing the observations they make from taking pictures of the trees outside the classroom throughout the phase. Students will also read books on tree growth. Student must identify the author of their book and they have to write sentences about their research. Capitalization and end punctuation is a focus.

**1<sup>st</sup>**—Students conduct an interview with a family member about traditional celebrations. Students choose their topic, culture and celebration. Students use books and the Internet to research their topic.

**2<sup>nd</sup>** - During the unit, “Sharing The Planet”, the students Collaborate to research plants and animals. They specifically inquire how they interact with each other. Data is gathered and loaded in a document on the students iPads. Students then present their findings to the whole class.

**3<sup>rd</sup>**- During the unit, “Who We Are”, students research different adaptations and environments. In small groups, the students collaborate to research and compile information. Each group creates their own imaginary animal. They must demonstrate an understanding of how their animal will be able to survive in the chosen habitat based on their research. This information is then shared with the rest of the class.

**4<sup>th</sup>** – During the “Who We Are” unit, the students have to choose a historical person (i.e. saint) to research. They research to find information on this person (background, importance, influence, etc.). They have to have three sources and they write out their own bibliography using Quick Office/Google Docs as a resource.

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**5<sup>th</sup>**- "Who We Are" is the Exhibition unit for Fifth Graders. The IB Fifth Grade Exhibition is an essential component of the International Baccalaureate program. It provides an opportunity for students to engage in in-depth inquiry while exploring multiple perspectives and sources. It allows them to demonstrate synthesis and understanding of their previous years at NDPMA and to reflect on their journey through the PYP.

## Language Arts Resources:

### Programs

- DRA2- Pearson (Formal Reading Assessment for grades K-5<sup>th</sup>)
- Scott Foresman Reading Program (Supplement)
- Handwriting Without Tears (Handwriting program for grades JK-5<sup>th</sup>)
- Houghton Mifflin English (English program for 1st-5<sup>th</sup>)
- Words Their Way (Spelling program for JK-3<sup>rd</sup>)

### Teacher Resource Books

- Informal Reading Inventory (IRI) by R.L. Cramer
- Scholastic Teaching Resource
- The Daily Five and Café
- The Letter People
- Words Their Way
- Lucy Calkins Primary Units of Study

### Magazines and Newspapers

- National Geographic Magazines
- Nat Geo for Kids
- Lego Magazines
- Highlights
- Scholastic News
- American Girl
- 

### Websites

- BrainPop- <http://www.brainpop.com/>
- BrainPop Jr.- <http://www.brainpopjr.com/>
- [Catholic.org](http://www.catholic.org)
- Encyclopedia Britannica Kids [www.kids.britannica.com](http://www.kids.britannica.com)
- Michigan Electronic Library <http://www.mel.org/>
- World Book for Kids <http://www.worldbookonline.com/dis/home>
- Kids AOL Online- <http://kids.aol.com/>
- Michigan Electronic Library (MEL)- [www.mel.org](http://www.mel.org)
- NASA- [www.nasa.gov](http://www.nasa.gov)
- Raz Kids- <http://www.raz-kids.com/main/Login>
- Reading A to Z- <http://www.readinga-z.com/>
- Scholastic- [www.scholastic.com](http://www.scholastic.com)



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- Sheppard Software- <http://www.sheppardsoftware.com/>
- Starfall- <http://www.starfall.com/>
- Storybird- [www.storybird.com](http://www.storybird.com)
- Storyline Online- <http://www.storylineonline.net/>
- The Weather Channel- [www.theweatherchannelkids.com](http://www.theweatherchannelkids.com)
- Wordle- [www.wordle.net](http://www.wordle.net)
- YouTube- [www.youtube.com](http://www.youtube.com)

## Language Applications on iPads (varies by grade level)

7 Little Words  
Abby Monkey Letter Quiz  
ABC Alphabet by Little Sorter  
ABC Alphabet Phonics-Preschool Kids Games Free Lite  
ABC Mouse  
ABC Ninja-The alphabet letters and phonics slicing game  
ABC Writing Zoo  
Agnitus  
Alphabet listen, learn and draw  
Alphabet Tracing  
Alphabetizing-a Montessori approach to language  
All About Letters Interactive Activities  
A to Z Music Videos from ABCmouse.com  
Bob Books Reading Magic  
Book Creator Free  
Clever Keyboard  
Comic Life  
Dictionary  
Duolingo-Learn Languages  
Endless Alphabet  
Flashcards  
Freefall Spelling  
Google Docs  
Google Translate  
Grammar 4th (Abby Explorer)  
Grammar Wonderland (Elementary) Lite  
Grammaropolis  
iBooks  
Khan Academy  
KidBlog  
Kids Learning - Little Speller 3 letter words  
Kindle  
MadLibs  
Microphone + Recording  
My Story - BookMaker for Kids

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National Geographic Magazine  
Pages  
Quizlet  
Raz Kids  
Rocket Speller  
Sight Words by Photo Touch  
Spanish Word Bingo  
Spelling City  
Spelling Test Free  
Starfall ABCs  
Starfall Learn to Read  
StoryKit  
Trading Cards  
Word Clouds  
WordMover  
WordPress  
**Destiny Quest**