

Chappell Elementary School

Language Policy

Principles

The primary goal of language development is to promote communicative competence in a multilingual environment that respects and celebrates multiple languages and cultural diversity. Language facilitates cognitive development and includes learning about and through language. The structure and form of language, including vocabulary, should be learned in authentic contexts. Fostering language and literacy skills are the responsibility of all teachers.

Policies

At Chappell Elementary, language and literacy instruction includes:

- Diagnostic assessment of communicative competence to assess prior learning
- Explicit planning of curriculum to build communicative competence in all subject areas
- Differentiated classroom practice
- Inquiry-based instructional approaches and experiences
- Specific support models for exceptional learners
- Effective formative and summative assessment practices including self and peer student assessment
- Appropriate materials for instruction and assessment
- Library resources including volumes in the mother tongues of the student population
- Use of information technology

Practices for Language Learners

Students learn language best when it is delivered in a holistic, experiential manner using a wide and rich array of materials, integrating reading, writing, listening, speaking and viewing.

Practices for Reading include:

- Using a variety of genres including print and non print
- Explicit phonology, morphology and word study instruction
- Explicit vocabulary instruction
- Explicit comprehension strategies for varied text structures
- Differentiated reading for varied levels
- Collaborative student reading
- Teacher modeled, think-aloud reading

- Teacher guided reading

Practices for writing include:

- A variety of authentic writing experiences for real audiences
- The use of the writing process (selecting, prewriting, drafting, revising, editing)
- A focus on writing for meaning preceding a focus on accuracy; grammar and mechanics taught in context of actual writing
- Explicit strategies to explore and practice a wide range of text structures
- Teacher modeled, think-aloud writing
- Teacher and peer writing conferences
- Use of writing portfolios

Practices for Speaking and Listening include:

- A variety of planned, cooperative group structures
- Explicit strategy instruction for speaking and listening in a variety of situations
- Opportunity and time to formulate and rehearse spoken responses
- Teacher modeling of specific vocabulary use
- Guided reflection on spoken language activities

Practices for Viewing include:

- Consistent use of visual prompts to support written and spoken language, key concepts and strategies
- Use of visual texts (maps, diagrams, charts, graphs) to complement, simplify or clarify verbal text
- Explicit strategies for reading the elements of visual text
- Principles of graphic design instruction
- Media literacy instruction

The acquisition of a second language helps access our own and others' culture and builds higher order thinking skills. Chappell students are required to demonstrate **spontaneous** language proficiency in more than one language, by understanding and **effectively** expressing ideas and information by creatively using a variety of modes of communication.

Students learning the language of instruction need to be viewed as competent language students rather than not-yet proficient learners of English. The development of competence in the language of instruction is partially a function of the type of competence already developed in the mother tongue. Cognitive and academic language skills, once developed, and content-subject material, once acquired, transfer readily to a new language.

Practices to support Language Learners Second Language Acquisition include:

- Differentiated learning strategies
- Use of variety of resources
- Foster an understanding and appreciation of the culture
- Use of technological resources
- Flexible instructional practices in the content areas
- Participation in ELL instruction
- Use of mother tongue to construct understanding and clarify meaning

Language of Instruction and Additional Languages

English is the language of instruction at Chappell Elementary. Spanish is taught from kindergarten through grade five.