

Mabel L. Pendleton Elementary School

LANGUAGE POLICY

Mission Statement

The Pendleton School community is dedicated to developing lifelong learners and productive, compassionate citizens committed to creating global connectedness and intercultural respect that values and celebrates differences. Pendleton Panthers execute a rigorous inquiry-based, concept-driven program which maximizes each scholar's potential.

Language Philosophy

Pendleton believes that a deep understanding of the importance of language provides benefits in a multitude of ways including greater academic achievement and greater cognitive development. A deep connection to language fosters a positive attitude toward other languages and cultures. Placing language learning (mother tongue, language of instruction, second language) at the center of instruction gives students the necessary foundation for becoming modern global citizens.

Student learning is enhanced when language instruction is central to the idea of continuously strengthening foundational skills and learning new and increasingly more complex, sophisticated concepts. Students build the capacity to reflect upon and use prior knowledge to extend and enhance their language and their academic understanding. Pendleton offers multiple language development opportunities throughout the school day giving students the opportunity to develop language appreciation and skills.

Language of Instruction

The language of instruction at Pendleton Elementary is English. We commit to implementing the California Common Core State Standards into each unit of inquiry as we focus on the language development of each student in reading, writing, listening, and speaking. Language is central to learning as it is integrated and used throughout the Programme of Inquiry (POI) through various practices.

Approaches to Learning:

- Thinking, communication, social, research, and self-management skills are promoted and explicitly taught throughout the day to promote language learning.

Learner Profile Attributes:

- Students are encouraged to demonstrate and develop learner profile attributes (inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective) through language development to enhance communication in English and Spanish.

Collaborative Discussions, Inquiry, and Reflection:

- Cooperative learning, inquiry, and reflection activities benefit student learning, promote

peer interaction, and help the development of language, and the learning of concepts and content. Best practices include:

- Transdisciplinary integration
- Differentiated instruction
- Visualization techniques include but are not limited to the use of visual aids (photos, audio/video clips, songs) diagrams, charts, mind maps, modeling
- Flexible grouping
- Digital support
- Cooperative learning
- Strategic use of technology with awareness of the SAMR model
- Student-centered inquiry

Readers and Writers Workshop

- Workshop models foster a love of reading and writing developing skills within a literate community. Students learn to proficiently read and write for pleasure and academics. Through a variety of tools and strategies, reading and writing workshops cultivate a purpose and a passion for language thus empowering students in their future academics and careers.

At Pendleton, English is the primary language of instruction. We strive to implement the Common Core State Standards into each Inquiry Unit as well as stand-alone we use a variety of teaching practices to help support English learners which include:

- scaffolding
- activating prior learning
- inquiry and inquiry-based discussion
- differentiation
- direct instruction
- multiple intelligences
- flexible grouping

Multilingualism/Additional Language

At Pendleton, we believe that speaking more than one language is an enormous benefit for students. Being multilingual enables students to recognize similarities, differences, and connections within all cultures. In addition, it promotes empathy and global awareness. Our diverse school library has books available in both English and Spanish for students and families to utilize. Currently, students in Transitional Kindergarten through fifth grades receive Spanish instruction for 45 minutes once a week. SDC students receive Spanish instruction weekly for 15 minutes.

Mother Tongue Support

At Pendleton, we encourage students and families to maintain their home language and culture. As teachers, we choose books and projects that represent the children in our class. It is important that children of all ethnicities see themselves in books and characters. Our school library has books in many other languages for scholars to choose from if they are interested.

Language Assessment

All students are assessed on their development of the English language. Students are assessed within Reader's Workshop through conferencing, journals, and strategy groups.

Students are assessed on their mastery of grammar skills, vocabulary, and comprehension. In addition, students are also assessed on their reading proficiency through PRIDE and iReady. English Learners in grades K-5 are assessed with the ELPAC and ELD instruction is provided through the implementation of Language Power.

Resources for Language Support

Pendleton School provides the following systems to support students' language learning and development.

- Readers and Writers Workshops
- ELD lessons (e.g., Language Power)
- Sentence and language frames
- Adjustable lesson plans
- Leveled books in K-5 classrooms
- Multicultural books
- Books in multiple languages in the library
- Depth and Complexity
- CGI Math strategies: Unpacking the math stories
- Heggerty

Communication and Review of Policy

Pendleton staff will revisit the Language Policy every year and revise it as necessary. We will post it on our website for the parents and the community to see. A copy of the policy will be provided to new teachers at the beginning of the school year.

Names of People Involved in Creating this Policy:

Loriann Leota, Shelley Michel, Esther Noh, Kristin Sherman & Jan Smith

References Used in Creating This Policy:

Running Springs Elementary School and Castle Rock Elementary School Language Policies