

Johnson K-8 School of International Studies
PYP Language Policy
2023-2024

Language Philosophy Statement

Our language philosophy is to create life-long thinkers through oral, written and visual language, which is best taught in a balanced literacy approach through reading and writing workshops. Language instruction is scaffolded through a foundation of strategy and inquiry-based curriculum across disciplines utilizing engaging, diverse and authentic literature.

Reading Instruction Practices

We will use research-based teaching methods in all language instruction and integrate across disciplines with authentic connections.

We will teach reading daily incorporating all components of balanced literacy using district resources, Columbia Teachers College curriculum guides, units of study and school district sequence curriculum timelines.

Students will be engaged in 90 minutes of reading daily through a balanced literacy approach including the following:

Reading Workshop structure (at least 60 minutes):

- Architecture of mini lesson (demonstration, explain/example, inquiry or coaching methods)
- Independent reading and developmentally appropriate mind work using a majority of just right books (mind work = response to reading)
- Small group instruction with our lowest students a minimum of 3 times a week and every student at least once a week based on their needs. (guided reading, strategy lessons or mini-inquiry groups)
- Conferring with every student and providing feedback
- Partner work, Readers Theater or Book Clubs
- Follow up/Share

Shared Reading Focusing on one skill (vocabulary, phonics, fluency or comprehension) may be used as a stand alone structure or included in the Reading Workshop, or other content area as appropriate by grade level teams.

Each student will have their own reader's notebook and individual book baskets/baggie that contains 75% of just right books that can be used at home or at school. Students will have access to various forms of texts including e-books, magazines, newspapers...

Word Study instruction should focus on transference of decoding strategies in all content areas through authentic reading and writing experiences.

Purpose of Inquiry Center

The purpose of the Inquiry Center is to promote the love of reading and inquiry and to provide a central location for research. Students will pick a book that is just right and a book for enjoyment across genres.

Writing Instruction 20-30 minutes)

We will teach writing through a writing workshop structure:

- Direct Instruction or Inquiry Lessons
- Independent writing and practicing developmentally appropriate crafts in the focused genre

- Small group instruction with every student based on needs (guided writing, strategy lessons or mini inquiry groups) and/or conferring with every student.
- Partner work, peer editing, and peer collaboration based on a specific focus (reading the piece, adding crafts to writing, etc.)
- Follow up/Share

Each Unit of Study will have a publication and reflection celebration.

In primary, each student will have a writing folder and access to developmentally appropriate writing paper. While in intermediate, each student will use a variety of tools including a writer's notebook, drafting pad and/or writing folder.

We will teach written communication through the following inquiry framework: notice and name, hypothesize, search and envision in each unit of study.

Grammar and conventions aligned with Florida Standards (3-5), and BEST Standards (K-2) will be embedded throughout the writing process and students will be held accountable across all content areas.

Shared Writing will be used to frontload the writing genre and create a piece of writing that students will be learning in the next unit. Interactive Writing can be used to teach a specific writing skill where you share the pen with the students only at that area of focus. This instruction is used when needed and can be taught in place of Shared Reading, but not in place of the writing workshop.

Listening, Viewing, Speaking and Presenting Instruction

We will teach listening and speaking to support oral language development...

- Through interactive read alouds to frontload skills and strategies by think alouds, turn and talk and grand conversations.
- We will give students opportunities across disciplines to share their new learning in a variety of ways with a variety of audiences.
- We will increase students viewing and presenting ability by providing opportunities to reflect on communication skills using rubrics (peer and self assessment). This is used as feedback for students to improve in their listening, viewing, speaking and presenting skills.
- Use listening to make inner voice connections to what they hear (which can be shared in speaking opportunities).
- Engage in active listening to peers during opportunities for collaboration.
- Speech pathology services are provided for students as needed.

Home/School Language Instruction

Connections are made at home in language instruction through a variety of supports such as reading logs, mind work, response to reading, writer's folders and notebooks.

Communication with parents and the school community about language teaching and learning can be found in classroom newsletters, the school's web page, SAC meetings, student-led conferences, social media, orientation meetings and parent night meetings. Community outreach programs are provided to support language development at home. (Parent University, Family literacy and inquiry nights, action projects to support literacy in the local or global community, etc.)

Independent Academic projects will be developed by students at the end of the year to continue their language instruction over the Summer.

Mother-Tongue (home/personal language) Support

All students, including students with exceptionalities and mother-tongue language speakers, will be able to participate in language instruction and all units. Additional language support will be given in small group instruction.

- All mother-tongue language speakers are identified through a home language survey. This survey is used to acquire resources in their native language for the Inquiry Center and available for student check out.
- Interpreters or online translators are utilized as needed.
- Books written in other languages are available to learners in the Inquiry Center.
- Digital-resources available to students in other languages.
- Continued development of mother-tongue through school-wide activities and opportunities.

Johnson's Additional Language

We provide Spanish language instruction by making connections to all units of inquiry. The Spanish language instruction is taught through total immersion practices. Emphasis on vocabulary, grammar and basic conversational Spanish. Our Language program is delivered weekly for 50 minutes.

Assessment of Language Instruction

We will use a variety of assessments to assess language learning, guide our instruction and identify the language needs of each student.

- Teachers will use the assessment timelines as described in the assessments policy for screening, progress monitoring and diagnostic purposes. Teachers will use the results of these tools to differentiate instruction and inform parents of progress.
- Teachers will reflect on the independent reading data such as assessments, conferring notes, running records, observations and mind work/response to reading to make instructional decisions.
- Students will reflect on all language learning.
- Student, teacher and peer assessments will be used throughout units of study.
- Assessments will include pre-assessment, formatives and summatives for all language instruction using a variety of tools to determine proficiency level.
- Students will reflect using a speaking/listening rubric.
- Student portfolios will be used to document language mastery through student and teacher chosen work.

We will assess students' unprompted writing using curriculum rubrics as well as student and teacher generated rubrics. We will assess students' prompted writing by using district-based writing rubrics/checklists/continuums.

Professional Development

Extensive, ongoing professional development will be provided to all staff members focused on current research and best practices in language development. These opportunities include but not limited to summer workshops, book clubs, professional learning communities, unit support meetings, access to digital resource library of best practices and professional development. Feedback will be given for professional growth following peer observations and learning walks.

****We will reflect on our language policy to make revisions on an annual basis to represent our new learning.***

