

Sherwood Park Global Studies Academy Language Document

Purpose of Language Instruction

- Teach language skills necessary for future college and career success both within and outside of the Units of Inquiry at each grade level.
- Develop vocabulary (both social and academic) through authentic use of language and through transdisciplinary learning.
- Assess language development through WIDA testing for ELL students (students with home languages other than English, that have not scored a 6 on WIDA in the past) as well as classroom ELA assessments for all students, to identify the language needs of all students and meet these needs.
- Promote the learning and use of English, Spanish, and home languages of students.

Language Philosophy

We believe that:

- Language is fundamental to the success of all student learning. Language is needed to construct meaning and connect curriculum elements within and outside of the Units of Inquiry.
- Communication is an essential component of language that connects us to others and our cultures.
 - Communication can occur through various mediums: reading, writing, speaking, drawing, non-verbal body language, etc.
 - Communication can occur through different languages: English, Spanish, Italian, French, American Sign Language, Braille, etc.
 - Communication can occur within the languages of science, math, and the arts, etc.
 - Communication connects the school with parents. This is done through school newsletters, classroom newsletters, phone calls, conferences, and Seesaw (an online portfolio).
- We are all language teachers and learners.
- Language should be supported, developed, and valued within all classrooms and at home.
- An appreciation of different languages promotes a global outlook.

Language Instruction

English is Sherwood Park Global Studies Academy's language of instruction, apart from Spanish class. Classroom instruction supports student acquisition of social and academic English vocabulary.

English proficiency is taught through explicit literacy instruction that includes reading literary text, reading informational text, phonics and foundational development, writing, speaking and listening, language use, research and presentation skills. We build this literacy within the context of each PYP Unit of Inquiry and is always a point of emphasis in every classroom.

Language development is embedded into the Programme of Inquiry through the unit planners as well as within daily lesson plans. Teachers incorporate the following to deepen language development within instruction that is connected to the Units of Inquiry:

- Higher level thinking questions and key concept questions (using Bloom's Taxonomy and Webb's Depth of Knowledge)
- Explicit vocabulary instruction
- Inquiry-based research projects and presentations
- Literature selections both in books read aloud and guided reading are chosen to build an understanding of the concepts within the lines of inquiry

Language Profile

When registering, each student's first language is identified using the Home Language Survey. Students with a home language other than English are administered the WIDA assessment, which indicates the level of proficiency in listening, reading, writing, and speaking English. This gives a language profile for students who may need additional language support.

Second Language Instruction

- Spanish instruction is offered weekly to all students.

Home Language Support

- Parents are encouraged to support their student's language development at home. Students are encouraged to practice and share their native language with others.
- Materials are supplied in English and Spanish for parents and in other languages (upon request).
- Interpreters are available for conferences and parent meetings in any language needed (upon request).

Support for Language Learners

Teachers work to enhance language learning for all students. Those that need language support (English Language Learners) have the following supports available:

- Imagine Learning instruction (an online program that uses the home language and English to increase English proficiency.)
- Classroom teachers are given WIDA scores of language learner students in the Fall. These scores are also placed in each student's CA-60.

Assessment, Curriculum, and Resources

All assessments and curriculum are aligned to the following state and district guidelines:

- MSTEP (Michigan Student Test of Educational Progress)
- English Language acquisition monitored (WIDA, World Class Instructional and Design Assessment)
- Unit Plans (Common Core State Standards)
- District sponsored Imagine Learning curriculum for English Language Learner Students

Language resources at Sherwood include:

- Classroom leveled libraries with fiction and non-fiction texts.
- Online books in multiple languages are available through Raz Kids (an online collection of ebooks and online comprehension quizzes available for grades PreK-5), Epic (an online collection of over 35,000 ebook and online comprehension quizzes for grades K-6), and SORA (a student reading app that gives access to Grand Rapids Public Schools digital library for grades PreK-6)
- Databases are available online through the GRPS library site (GRPS Connect) for researching. Articles are available in multiple languages through the database.
- GRPS has adopted the ReadyGen, Pearson, ELA curriculum for Grades K-5 and MyPerspectives, Pearson, ELA Curriculum for Grade 6. These programs are developed with online strategies, supports, interventions and assessments to help further deepen our literacy and language instruction in the classroom. Texts from multiple perspectives and cultural viewpoints are included within the program's curriculum.