
LANGUAGE POLICY

Continental Colony Elementary School

Atlanta, Georgia



Purpose

The purpose of this document is to inform teachers, administrators, parents and other stakeholders of the policies regarding language at Continental Colony Elementary School. This policy is a living document, meant to be reviewed and revised according to the needs of our language program.

Philosophy

At Continental Colony Elementary School, we believe in the power of language to facilitate all learning. Our recognition of language learning includes literacy of mathematics, the sciences, the visual and performing arts, personal, social and physical education, as well as technology. We understand that language is the essential element in cultural and creative expression; and that language is at the heart of all communication that empowers our lives. We support the theory that multilingual learners are better equipped to communicate globally, thus instilling one of the many facets of open-mindedness.

At Continental Colony, we believe that language is enhanced through reading, writing, listening, speaking, and presenting. We believe students learn best if they are provided with opportunities to...

- reflect on their learning and self-assess
- write across the curriculum
- utilize the RACE strategy to respond to constructed response questions
- serve as announcers on the morning messages/broadcasts to express their thoughts and ideas in English and Spanish
- use music and art to increase vocabulary and develop their language
- reflect on language through comparisons with world or other languages

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Revised November 12, 2020

Language Practice

English is the language of instruction at Continental Colony Elementary School. Instruction in language includes learning about the elements and mechanics of language, using language as a means to inquire, expressing ideas and concepts within our transdisciplinary curriculum, and appreciating the aesthetics of various forms of communication.

We deconstruct standards and objectives with Knowledge, Important Information, Memory Cue (KIM) charts stating the purpose of the lesson. The KIM chart is a vocabulary tool that is used to help students remember vocabulary words using what they learned and something that they can use to remember the words. It is created with three columns: K, I, and M. This vocabulary tool increases student ownership, with the teacher acting as the facilitator.

Reading	Writing	Listening/Speaking Viewing
<ul style="list-style-type: none">• Concept of print• Environmental print• Guided reading• Shared Reading• Reading mini-lessons• Leveled reading materials in all genres• Foundations for explicit phonics instruction• Differentiated Foundational Skills(DFS) Interventions• Interactive Read Alouds• Read Works• Coach Digital• Reading A-Z	<ul style="list-style-type: none">• Reflections on Units of Inquiry• Graphic organizers (thinking maps, Venn diagrams, etc...)• Reports• Individual and class-made books• Writing across content areas• Writing journals• Grammar rules• Constructed responses• Extended Responses• Write Score• Being a Writer• Writing City	<ul style="list-style-type: none">• Computer based learning activities• Interactive Read Alouds• Listening centers• Role-play activities• Projects and presentations• Guest readers• SEL• KIM- a tool used to support instruction.• Community Gatherings• AVID (Socratic Seminars, Philosophical Chairs

<ul style="list-style-type: none"> • Ready Gen • Fountas and Pinnell (F&P) • I-Ready • Lexia Core 5 (ESOL and Special Education) • Phonemic Awareness: Rhymes, poetry, songs, literacy centers • Fluency/Vocabulary/ comprehension: Differentiated Foundational Skills • Accelerated Reader program to enhance student growth in time with print 	<ul style="list-style-type: none"> • Responding to prompts from the three genres of writing • Lucy Calkins • WICOR (Inquiry, Organization) 	
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The media center provides resources for literacy including a growing collection of multicultural and multilingual texts, videos, audio/visual equipment, and computer usage both for individual and group research. Assessment of literacy knowledge and skills is both formal and informal using language practices above.

Methods and Programs:

The teachers and support staff utilize a variety of methods to support language across subject areas. We strive to meet a wide range of learning styles by differentiating instruction and creating engaging lessons in the following experiences:

- Accelerated Reader to enhance and increase time with print
- Foundations- Wilson Academy
- Shared reading and writing

- Current Events- magazines, newspaper, etc.
- Weekly tutorial January – May
- Ready Gen- Pearson
- Differentiated Foundational Skills
- Fountas and Pinnell (F&P)
- AVID (Inquiry and Organization)

Specialists Supporting Language Acquisition (Visual Art, Music, Physical Education)

Visual Art, Music and Physical Education are critical parts of our curriculum. They are taught by experienced teachers who are specialists in their fields. Lessons in Art, Music and PE reinforce themes and key concepts being learned throughout the rest of the school day. Students in Kindergarten to Fifth grade enjoy each of these classes once a week. Pre-kindergarten students have art and music once per week.

Art Practices	Music Practices	Physical Ed. Practices
<ul style="list-style-type: none"> • Analysis/discussion of cultural art and technique derived from student population and guest artists • Word Wall • Reflection- creative writing in association with art and expression (i.e.; Thurgood Marshall) • Literature • Story sharing • Analysis, discussion and creation of art with emphasis on aesthetic variances to beauty 	<ul style="list-style-type: none"> • Introduction to songs in languages other than English • Reading of musical notation • Literature-poetry and song correlations, storytelling • Incorporation of drama combined with musical drama/comedy 	<ul style="list-style-type: none"> • Use of task cards/visual cues • Use of content specific language based on PE classroom and regular classroom content • Word Wall • Kinesthetic role play

Support Staff and Services

The Student Support Team process is a state-mandated and school-based intervention process. As outlined in Georgia's Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services.

The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being improved student performance.

(GaDoe: SST Resource Manual, 2008)

Therefore to meet the needs of every student, at Continental Colony Elementary School support is given through the following pathways and programs:

- SST (Student Support Team) - SST provides a positive problem solving process to identify strategies and programs that may alleviate academic, attendance, or behavioral issues a student may demonstrate.
- EIP (Early Intervention Program)-EIP is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The EIP Program is a part of the Response to Intervention (RTI) framework for providing support to students. The EIP Program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level. EIP is a tier 2 intervention strategy.
- Gifted and Talented - serves students by enhancing critical thinking, problem solving, abstract thinking and creativity skills and talents.
- Special Education Program- Students who have met the eligibility guidelines to receive Special Education services are supported by the classroom teacher and Special Education department staff. The special education teachers and the classroom teacher work hand in hand to implement the student's Individualized Education Plans (IEPs). All services are provided with consideration to the least restrictive environment, considering first providing support within the student's general education classroom if appropriate.

Home Language Support

English is the home and/or first language of the majority of students at Continental Colony is English. Although most of our students' first language is English, our school is committed to supporting students and parents whose primary language is not English. The school makes every effort to communicate with parents and students in their preferred language. Translators and interpreters are provided when needed or requested to allow for written and/or oral communication between staff, students, and parents. The Continental Colony media center collection will be continuously developed to have books available in the first/home languages of students. Our students are encouraged to utilize technology and bring resources from home to support their first language development.

English to Speakers of Other Languages (ESOL)

Currently Continental Colony Elementary School has 16 students whose home or first language is not English. As part of the Atlanta Public Schools, we support these students.

The goal of the Atlanta Public School ESOL program is to assist limited English proficient students to develop proficiency in the English language, including listening, speaking, reading, and writing, and to perform effectively at the currently assigned grade level. Listening and speaking skills are developed through choral reading, question and answer exercises, shared-inquiry discussions, and technology.

The ESOL program assists in transitioning from a discrete skills curriculum to a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. To reach this standard, it is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of linguistically and culturally diverse student and parent populations. Atlanta Public Schools follows the state board rules and regulations regarding eligibility criteria, standards and exit criteria.

World Language Instruction (Spanish)

At Continental Colony Elementary School, Spanish is the second language. The purpose is to introduce students to the Spanish language and Hispanic/Latino culture of the Spanish-speaking world. The instructional goal is for students to learn the rudiments of the language to be able to speak with basic interpersonal communication skills. A second instructional goal is for students to know and appreciate the distinctive qualities and contributions of the Spanish speaking world throughout history. All students in kindergarten through fifth grade have Spanish instruction once a week for 40 minutes. The Spanish teacher has a dedicated classroom space which she arranges and decorates to support language acquisition.

The Spanish teacher reinforces the grade level curriculum by making connections with language arts, reading, math, social studies, science, music, physical education and art.

Thematic units in Spanish class are closely linked to our IB Planners. Spanish instruction includes listening, speaking, reading, writing and expression.

Language Development and the Learner Profile

In line with the Primary Years Programme, Continental Colony Elementary School incorporates the learner profile throughout our programme of inquiry reinforcing students' communication skills and cognition growth.

- Inquirers: Students will ask questions to determine meaning and gain understanding.
- Balanced: Students will understand the importance of both mother tongue and additional languages and when to utilize each.
- Caring: Students will understand that word choices affect others and will strive to be empathetic and compassionate.

- Communicators: Students will effectively express ideas verbally, visually, and in writing for a variety of purposes.
- Knowledgeable: Students will develop an understanding of concepts across a broad range of disciplines.
- Open-minded: Students will value and appreciate the thoughts and ideas of others. Students are open to the perspectives of other cultures and languages.
- Principled: Students will communicate honestly and fairly to positively affect others.
- Risk-taker/Courageous: Students will present ideas in both large group settings and cooperative work groups. Students will attempt to communicate utilizing Spanish.
- Thinkers: Students will apply critical thinking and problem solving skills in a variety of situations.
- Reflective: Students will reflect on their progress in language development. Students will use language to express their areas of success and weakness in content development.

Roles and Responsibilities

Continental Colony Elementary School Language Committee members include the Pedagogical Leadership Team members, IB committee, IB Coordinator, instructional coaches, and teachers. The language policy will be communicated with parents by the teachers and administrators.

The policy will be posted on the school website. The implementation of this policy will be evaluated by the Pedagogical Leadership Team during classroom observations, parent/student /teacher conferences and school presentations. Continental Colony Elementary School Language Policy will be effective April, 2019. It will be reviewed in August, 2020, or as needed by language committee.

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~~At Continental Colony, students are engaged in a wide variety of inquiry-based learning experiences, which require them to become actively involved in listening, speaking, reading and writing instruction. Our goal is to ensure that the home language is embedded within and across the curriculum, and that all opportunities for learning are meaningful and relevant. The school uses the home language as a tool to construct meaning and develop an understanding of the world, and develop student's social, emotional and cognitive skills.~~