



# Language Policy

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Jackson Main an IB PYP candidate school believes that language is vital in all aspects of learning. Through speaking, listening, reading and writing, language plays a key role in learning. It is the vehicle that drives student engagement and inquiry and helps develop the social, emotional and intellectual well-being of the students.

## Language Learning

- Learning Language - for example, learning a new word
- Learning about Language - for example, learning how to spell a word or write a poem
- Learning through Language - for example reading a text to get information

Halliday, 1985

## Jackson Main Student Profile:

	Black/African American	Asian	American Indian or Alaskan Native	White	Hispanic or Latino
<b>JM</b>	<b>109</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>310</b>

Almost 74 % of the student population is Latino/Hispanic. Many of those students are new to the United States and have limited English Language skills.

## Language Needs:

The internal language at Jackson Main Elementary School is English while the working languages are English and Spanish. The needs of our population are met through bilingual, ENL (English as a New Language) pull-out/push-in services and dual language classes. Parent surveys identify home language and their need.

Support staff work in conjunction with classroom teachers collaboratively to ensure that the student needs are met. They provide additional assistance to students' language needs.

## Support of Language Learners:

As per New York State, when designing a program for Former ELL's (English Language Learners), a district must include monitoring former ELL's for two years upon exiting an ENL/Bilingual Program. This monitoring period includes providing transitional reading support in the content areas.

Every teacher in JM PYP is a language and literacy teacher

- Instruction by a licensed teacher
- Access language materials and services provided in the following programs: Bilingual, Dual Language, ENL (English as a New Language) Services and FLES (Foreign language in elementary schools)
- Provided books/websites, etc. in English and Spanish as needed for instruction and practice of language skills
- Provide training to all teachers and classroom support staff in the second language being learned
- Incorporation of the second language into each grade-level PYP unit by the language teacher
- Using language to value culture
  
- Include parents in helping students develop proficiency in their home language
  - a) Reading in the home language
  - b) Conversing in the home language
  - c) To assist with given conceptual topic in their home language on a weekly basis, that is, cooking, shopping, transportation

### **Mother Tongue:**

The mother tongue language should be embraced into the classroom. Using the students' primary language (L1) should be an advantage, not a barrier. How to support students' mother tongue language:

- Support parents by nourishing their home language (translating services, communication logs and classroom newsletters).
- Parent involvement in the school. Invite parents into the classroom to teach songs, poems, traditions, cooking projects and crafts in their L1.
- Have a classroom library that supports students' L1.
- Choose material that is authentic and represents the students' culture and language.
- Allow students their own personal journal to express their thoughts and ideas in their L1.
- Encourage the home language outside the classroom walls (lunch, specials, school events and speaking to other staff members in their L1).
- Use of [Tumblebooklibrary.com](http://Tumblebooklibrary.com) for books in any language.

## **Language Specialists**

The language specialists as a subgroup of the IB school-based team are a bilingual/ENL intervention, placement, and reclassification team that reviews relevant ENL data and makes instructional and program decisions for each student. During their meetings, the team reviews the student's academic progress and language skills in the domains of listening, speaking, reading, and writing based on current formative and summative assessments.

In the midst of this pandemic, instructional measures that have been taken thus far are even more intensified and tailored to meet the needs of the students on their academic level due to significantly smaller class sizes and groupings of students. . Since there was no NYSESLAT exam last year, we're basing our assessments on the last available NYSESLAT results and our informal and formal assessments thus far (running records, IReady, ReadyGen, NWEA testing). The ENL groups are as small as 1-5 students and are grouped according to their language proficiency levels and therefore, instruction is aligned closely to meet their needs and monitor student progress. This ENL push in model allows the classroom teacher to differentiate more easily, due to the ENL teacher working with the ENL students who are developing reading readiness skills while incorporating transdisciplinary themes or content exposure.

## **Transitional Bilingual:**

We offer our students placement in a transitional bilingual program after parents complete a home language questionnaire and students are given an assessment to identify their language proficiency level. A transitional bilingual program provides students with explicit instruction in the content areas in their native language 90 percent of the time and as time progresses the percentage slowly decreases as students become more proficient in both languages.

## **Dual Language:**

**(suspended for a year due to covid)**

Dual language programs use the partner language for at least half of the instruction day in first and second grades. Dual language foster bilingualism, biliteacy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.

## **Program Design adopted in Jackson Main**

The side by side model is a way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between

the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

Center for applied linguistics

Jackson Main students will be taught

- Two subjects in Spanish
- Two subjects in English

This amounts to 50% Spanish and 50% English

### **Transitional Bilingual Education Program**

Transitional Bilingual Education (TBE) programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English.

The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/supports allowing students the opportunity to develop bilingually.

Here at Jackson we will continue to abide by the requirements of the New York State Comprehensive English Language Learners Education Plan part 154.

Jackson Main students will continue to be taught

### **Language in the Classroom:**

At Jackson Main Elementary School, language is supported through a variety of learning settings. Transitional, bilingual and dual-language programs are available to students who utilize both their native language, Spanish, and English. These learning settings provide instruction in two languages while encouraging biliteracy.

In the classroom, students learn language through a diverse catalog of activities including:

- Small group inquiry centers
- small group skill instruction
- book of the month
- book club,
- word wall
- cognates
- synonyms

- word roots
- graphic organizers
- turn and talk and other collaborative structures
- listening for a purpose when reading
- extended wait time

## **Teacher Modeling**

Read Alouds, think aloud strategies, visuals, realia, anchor charts, graphic organizers, and response to Depth of Knowledge questions are used to model for students. Lessons are designed to establish proficiency in speaking, listening, reading, and writing.

## **Strategies and Techniques to Support Language Learning**

- Thinking time
- Elaborated input
- Re-casts
- Questioning
- Increase of collaboration for verbal interaction

## **The Place of Prior Knowledge in Language Learning**

Prior knowledge has an important role to play in developing individual students understanding. Connecting to students' personal experience with the subject, their level of understanding and checking for their conceptual understanding will facilitate better planning for individual needs.

## **Additional Language/FLES**

Spanish (not for students in Bilingual and dual language classes). Language chosen from the needs of the community base on survey results.

### **Foreign Language in the Elementary Schools (FLES) Program Goals:**

- To provide a meaningful context for developing communication skills in Spanish.
- To build an understanding and appreciation for the cultures of the Spanish-speaking world.
- To strengthen the language competency of Spanish speaking students (native or heritage speakers).

The purpose of the FLES Spanish Program is:

To prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish.

- To provide a nurturing environment where students feel comfortable learning a second language.
- To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in the content areas.
- To encourage all students to develop an openness, understanding and appreciation for other cultures.

Jackson Main will use ReadyGen and Maravias (Wonders) curriculum resources

### **Assessing Language Learning**

- Assess receptive and expressive understanding
- knowledge of BICS (Basic Interpersonal Communication Skills (1-3 yrs.) vs. CALPS (Cognitive Academic Language Proficiency Skills – 5-7 years)
- Assess visual letter recognition and auditory comprehension (phonemic awareness, phonics, vocabulary)
- Assess sight word knowledge (Dolch Word lists)
- Understanding of simple and complex sentence structure
- Assess reading fluency and comprehension
- Speaking and Listening, Reading and Writing Performance Assessments
- Ability to follow multi step directions
- On-going Informal assessments through a verbal intake of questions/Verbal Assessments
- Written assessments (response to literature – short/ extended responses)
- Responses to prompted questions
- Ability to respond appropriately to various 5W, How and Why questions
- Rubrics and performance criteria
- Performance Based Assessments (classroom work) Written Assessments
- Portfolio Assessment (writing samples). First and second grade illustrated writing sample
- ENL identification through NYSITELL (newcomers)
- Summative Assessments – NYSESLAT (The New York State English as a Second Language Achievement Test)

## **Language in the Arts**

The arts help students synthesize and relate knowledge and personal experiences to making art and further develop their communication skills. Students' expression will be developed through...

- Acquisition of subject-specific vocabulary and its benefits beyond the art lesson
- describing aesthetic qualities of artifacts created by students
- teaching students to look and think about artifacts
- connecting student experiences and perceptions to the formation of new concepts and vice versa
- presentation and performance of work
- involvement in musical ensembles and art activities
- generating and conceptualizing artistic work
- analyzing, interpreting and selecting artistic work for presentation
- Singing songs in different languages.

## **Collaboration**

Classroom teachers and support staff will collaborate extensively throughout the course of the week. Collaboration/communication is achieved as follows:

Classroom teacher will meet with the support teacher at least once a month to discuss upcoming plans.

Topics that will be discussed –

- discuss social/emotional well-being of student quarterly
- student goals to address individual needs
- share and discuss appropriate resources for student and teacher use
- consulting with teacher when creating/planning assessments
- share progress monitoring data

## **Online Resources**

- Newcomer Programs
- Dual Language Programs
- Transitional Bilingual
- Sheltered Instruction or ENL Push-in



## **Communicating the Language Policy**

Our language policy can be found in the school website for all parents to access. It is also found in the shared drive on our school servers.

### **Review of the Language Policy:**

This will be reviewed and revised beginning of next school year.

- Draft completed: May 2019
- Finalized: June 2019
- Revised: June 2020