



Language Policy

Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multi-linguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

Statement of Philosophy

We believe language is a connection to our identity, culture, values, and beliefs. As a world school, we value all languages. Language nurtures the ability to see the world in different perspectives. It ignites the curiosity in our students and develops the skills of perseverance, open-mindedness, critical thinking, and collaboration. Our role as educators is essential to the development of language and the preservation of one's native tongue. We are committed to continuously refining/evolving our pedagogy to ensure we are delivering the best practices and opportunities for children to engage in rich experiences. As advocates of multilingualism, we provide equitable access to rigorous and relevant instruction for our students and community to develop socio cultural competence and an awareness when thinking about the world.

As teachers of language, we are committed to providing students with multiple opportunities to develop language by:

- Listening to stories to introduce new vocabulary (listening)
- Songs/ Chants to repeat and practice the syntax of the vocabulary (listening & speaking)
- Total Physical Response to connect to the brain what they are learning (listening)
- Whole group, partner and individual share outs to support oral practice through conversation (listening & speaking)
- Asking open ended questions to develop their thinking and expand their vocabulary in the language and connect with inquiry. (speaking, reading & writing)
- Heterogeneous grouping to support language models among peers (listening, speaking, writing & reading)
- Make connections between the target languages and home language through a transdisciplinary approach (listening, speaking, reading & writing)
- Technology Integrated in curriculum to support students to practice and refine their language skills.
- Foster a community where students feel comfortable taking risks and building confidence in their language development(listening, speaking, reading & writing)

Role of the Teacher:

We believe that the teachers role as the facilitator is best supported by the following language acquisition and development practices:

- access to professional development and resources to support language acquisition.
- visuals
- Cognate Wall
- Pared de sílabas
- assignments that encourage language acquisition
- Asking open ended questions
- Using academic language
- Total Physical Response
- Sentence frames
- Reflect on their learning and self-awareness
- Differentiating learning experience
- Using diverse texts
- Using rich, authentic literature
- Songs and chants
- Teaching and modeling communication skills
- Use of anchor charts, instructional charts, and visual aids
- Realia
- Opportunities to practice: class discussion (small and whole group, partner talks, think-pair-share), inquiry and making use of driving questions (wonder wall), structured language practice (A & B partners, talking sticks), inside-outside circles, and lines of communication

Language support practices

The development and maintenance of the home language for all learners is supported by the following practices:

- trans-langaging support
- Documents translated to support mother tongue
- Peer collaboration
- Intervention
- Title 1 resources (technology supported resources)
- Small group with interventionists
- ELD
- Differentiating instruction
- Use of cognates and roots
- Creating heterogeneous groups, partnerships
- Making connections

- Supporting comprehension skills by extending use of texts
- Activate prior knowledge
- Including their mother tongue in classroom discussions

Resources to support language development

We are committed to ensuring that our resources and practices are accessible to all students. Practice and resources we have available include:

- CGI (Cognitive Guided Instruction) in Math
- Estrellitas/Lunitas
- Palabras a su paso (Words their way)
- Lucy Calkins Units of Writing, Units of Phonics
- Balanced Literacy
 - Guided Reading/Writing
- Collaborative Strategies- Kagan
- Thinking Routines
- Graphic Organizers
- Chants and songs
- Technology supported programs
- Rosetta Stone for targeted students

Roles of parents/guardians

Parents are encouraged to be involved in the process through different resources, educational nights, and committees that include:

- Family workshops
- Family Events
- Homework support
- Open Door Policy
- Providing parents with resources to enhance what we are doing in the class
- Workshops provided throughout the year
- Newsletters for parent communication (IB vocabulary, resources)
- Volunteer Opportunities
- Class Dojo and other communication platforms
- Multilingual messaging

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