

Notre Dame Marist Academy - Lower Division School Language Policy

2014-2015

*Updated December 1st, 2014

Language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. Making the PYP Happen 2009-2010

Section 1: SCHOOL LANGUAGE PHILOSOPHY

The Notre Dame Marist Academy (NDMA) community believes that language is essential to learning, thinking and communicating. Language development is fostered across the curriculum all day long. A comprehensive language program includes the IB Strands of written, oral and visual language. Written language includes reading and writing. Oral language includes listening and speaking. Visual language includes viewing and presenting.

Section 2: ADMISSION TO NOTRE DAME MARIST ACADEMY LOWER DIVISION AND IDENTIFICATION OF LANGUAGE NEEDS

Notre Dame Marist Academy-Lower Division accepts students of proven ability from any race or ethnic origin. Although the school serves a predominantly Roman Catholic population, applicants from other denominations or religious traditions are welcome. Admission to NDMA is based upon a student's admission application, academic records (if applicable), teacher evaluation form from the student's current school, results of academic testing (if applicable), a shadow day in the student's current grade, reading assessment administered by the school's Reading Specialist, a completed ND Teacher Evaluation Form and an interview with the principal (grades JK-5). NDMA accepts transfer students who have a good academic and discipline record. Transfers, however, must have the prerequisites necessary for promotion and/or graduation at NDMA. During the initial interview with incoming parents and the student, the student is assessed by the school principal. Parents are made aware that Notre Dame Marist Academy is a private school that has limited access to public school services such as a speech pathologist, and/or school psychologist. The school does not have the resources to provide special education services.

Students with disabilities are evaluated for admission on an individual basis based upon their needs and the school's ability to accommodate those needs. In consultation with the Office of Admissions, final admission decisions are made by the principal.

Section 3: PRACTICES OF THE LANGUAGE POLICY

Integration of Language A: English

English language instruction is an integral part of the curriculum and is incorporated throughout the units of inquiry. Each grade level utilizes spelling, reading and writing programs that allow for differentiation and acceleration.

At Notre Dame Marist Academy, the performing and visual arts are an integral component of language development. Students learn to read music, participate in dramatic performances, and create art with a variety of mediums. These activities all provide opportunities for students to express themselves. Section 4: Resources and Support will provide further detail on the integration of Language A instruction at NDMA.

Integration of Language B: Spanish

The world language taught at Notre Dame Marist Academy is Spanish. Students in JK through Fifth Grade receive 200 minutes of Spanish instruction each week (five days a week). A cultural component is an integral part of the Spanish curriculum. NDMA believes that "language is culture in motion." The study of culture creates opportunities to discuss and present material accessed through videos, audio, teacher artifacts, guest speakers, performances, celebrations, and field trips. All of these opportunities enhance the cultural experience of the Spanish language.

Notre Dame Marist Academy - Lower Division School Language Policy

2014-2015

*Updated December 1st, 2014

In addition to the textbooks offered K-5, students have access to a collection of literacy materials in Spanish and English. New students with no background in Spanish may need up to a semester to catch up on material. Students needing additional Spanish assistance are directed to the Notre Dame Preparatory Spanish Department by the Spanish teacher. In order to promote the learning of a second language, the Spanish teachers encourage parents to purchase picture dictionaries, Spanish dictionaries, picture and/or audio books, and songs.

Student Language Profile

A cumulative Student Language Profile is available to faculty on GoogleDocs and recorded for each student in the school. While the student is enrolled at NDMA, updates are made to the profile as the student progresses to new grade levels. All student records are kept on file in the administrative office. Parents have the right to view their student's file, but may not remove it from the office. Parents wishing to view their child's file must give a one day advance notice to the administration.

Academic services received will be recorded on the DRA2 Assessment. Diagnostic language assessments for reading are completed in grades JK, Kindergarten and first grade in September, February, and May. All second through fifth graders are assessed in September and May. Students also working with the reading specialist will be assessed in February. Writing assessments are administered to all grades JK-fifth in September, February and May.

The language assessments are consistently implemented at all grade levels. The assessment scores are used as a teaching tool and for accountability of student achievement.

The following outlines the progression of assessments at each grade level:

- In JK, students are assessed on letter recognition (lower case and upper case), writing letters, comprehension book knowledge, comprehension story knowledge, and association of letters and sounds.
- In Kindergarten, students are assessed in the fall using the DRA2 Word Analysis Assessment. Skills assessed are: rhyming, letter recognition (lower case and upper case), association of letters and sounds, phonological awareness, concepts of print, and site word reading. Students showing readiness are also assessed using the DRA2 Reading Assessment. All students are assessed using the DRA2 in February and May.
- First grade through fifth grade students are assessed using the DRA2 Reading Assessment on reading engagement, oral reading fluency, reading accuracy, and reading comprehension.

Section 4: RESOURCES AND SUPPORT

Notre Dame Marist Academy keeps its community informed and committed to the IB Programme standards and practices through the Primary Years Program (PYP) Coordinator, the faculty, and the students. Colleagues in other IB candidate and authorized schools serve as resources to faculty and staff, especially the Coordinator. The IB PYP Coordinator attends monthly IB Coordinators of Michigan Support Group meetings for networking, information gathering, and sharing of ideas. The MYP and DP Coordinators at Notre Dame's middle and upper divisions also meet once a month to discuss the implementation of the IB across the continuum.

Teacher Support

All staff members have access to the IB World website and the Online Curriculum Center for information and inspiration. Best practices in language learning are provided to teachers through university work, IB workshops and symposiums, and online resources. Resources at the school are constantly growing and evolving. Some of the resources currently used at Notre Dame Marist Academy to implement the language policy include: readers and writers workshop, internet resources, Media Center resources, teacher-designed lessons and units, classroom libraries and

Notre Dame Marist Academy - Lower Division School Language Policy 2014-2015

*Updated December 1st, 2014

novel sets. Many of the lower elementary classrooms also have listening centers. Most importantly, the best resource for implementing the school language policy is the staff at Notre Dame Marist Academy. See the addendum for a complete list of language arts resources.

The State of Michigan has specific course requirements for new teachers. To obtain a permanent certificate, teachers must complete a specific number of credits within a time frame determined by the State. These credits include language teaching and learning. The Notre Dame Preparatory and Marist Academy Board of Trustees requires each faculty member to create a professional development plan to be completed throughout the school year. Some of this training must be completed by the teacher on his/her own time. The board of trustees provides funding for teachers to attend conferences related to language learning.

Reading Specialist Support

The Reading Specialist is a full-time position. The Reading Specialist is available to assist teachers with reading assessments during the September, February and May assessment periods. Students who are identified by teachers, through assessments and classroom observations, as needing extra help in the area of reading will be further assessed by the Reading Specialist. Students who qualify will work with the Reading Specialist regularly until they are reading fluently and comprehending at grade level. The Reading Specialist also works with small groups of students to reinforce reading skills; such as fluency, comprehension, and decoding skills.

The Reading Specialist provides resources to classroom teachers and is available to model reading lessons which benefit all students at Notre Dame Marist Academy. Multiple copies of leveled readers are available for teachers use in the classroom. Students applying to Notre Dame will be assessed during their Shadow Day by the Reading Specialist as part of the Admissions Process.

Media Center Support

The Media Center houses a variety of resources to support language development: fiction and non-fiction books, reference books, informational texts, periodicals, and DVDs. The school librarian, with input from classroom teachers, is responsible for maintaining the Media Center's resources, ensuring that they are up-to-date and supportive of each grade level's units of inquiry. Additionally, the school librarian is able to obtain both print and non-print materials for teachers and students through the State of Michigan's extensive inter-library loan program.

Many online resources, specifically authoritative and age-appropriate databases, are available to teachers and students through the Michigan Electronic Library (MEL). The school librarian instructs students and teachers in how to effectively access numerous online resources, with a special emphasis on the databases available through MEL. Additionally, some very useful online resources purchased by our school include: Grolier Online (with three databases: The New Book of Knowledge, America the Beautiful, and Amazing Animals of the World), and Discovery Education Streaming.

Technology Support

JK-5 grades have technology class twice a week. iPads are used as a tool to create media rich projects and to supplement language concepts covered in core classes. Additionally, iPads have a variety of educational apps installed to further enhance and support language learning (see addendum items for examples of iPad apps).

Mother-Tongue Support

Admission consideration may be given to students whose mother tongue is not English. Accommodations may be made on a case-by-case basis to aid the learning of English in the regular classroom setting.

Notre Dame Marist Academy - Lower Division School Language Policy 2014-2015

*Updated December 1st, 2014

Parent Support

Notre Dame Marist Academy parents are encouraged to support language development at home in a variety of ways, including: reading to and with their child, engaging in active conversation about the school day with their child, using the public library and/or visiting book stores, completing reading logs sent home by the classroom teacher, and promoting the value of reading. Parents can also support language development at school by volunteering in classrooms.

Teachers send home suggestions for language development through weekly and/or monthly newsletters to parents. E-mail is also utilized by classroom teachers to promote language development within the parental community. Language program information is provided to prospective families at admission events including Open House and campus tours.

Section 5: REVIEW OF THE LANGUAGE POLICY

The Language Policy has been developed by the entire staff, with input from the principal and IB PYP Coordinator. The responsibility for communicating the language policy is that of the administrator, the IB PYP Coordinator and the teachers. Parents receive a copy of the school's language policy as a part of the registration packet and also it is available to be viewed on the school's website.

The Primary Years Programme Coordinator and the principal will be responsible for ensuring that the school's language policy is reviewed and revised regularly by all staff. Review is an ongoing process, and revisions are made as necessary throughout the school year.

Section 6: ADDENDUM ITEMS TO THE LANGUAGE POLICY

1. Early Elementary Genres by Grade
2. NDMA Skills for Writing a Research Paper
3. IB PYP Research Units by Core Teachers and Specialists
4. Resources for Language Development
5. iPad apps to support Language Development

Notre Dame Marist Academy - Lower Division School Language Policy 2014-2015

*Updated December 1st, 2014

Early Elementary Genres by Grade

Key- core teacher, librarian, both, areas to address

Grade	Narrative Reading (Fiction)	Informational Reading (Non-Fiction)	Narrative Writing (Fiction)	Informational Writing (Non-fiction)
JK	<ul style="list-style-type: none"> Classic literature Contemporary literature Multicultural literature Nursery rhyme (<i>art and music</i>) Poetry Song (<i>music</i>) Story 	<ul style="list-style-type: none"> Concept book Environmental text Picture book 	<ul style="list-style-type: none"> Personal narrative (brief; using pictures and words) Poetry (approximate) 	<ul style="list-style-type: none"> Informational piece (brief; using pictures and words) Research project (contribute to class book)
K	<ul style="list-style-type: none"> Classic literature Contemporary literature Multicultural literature Nursery rhyme (<i>music</i>) Poetry Song Story 	<ul style="list-style-type: none"> Concept book Environmental text Picture book (<i>art</i>) 	<ul style="list-style-type: none"> Personal narrative (brief; using pictures and words) Poetry (approximate) 	<ul style="list-style-type: none"> Informational piece (brief; using pictures and words) Research project (contribute to class book)
1	<ul style="list-style-type: none"> Classic literature Contemporary literature Fantasy Folktale Multicultural literature Realistic fiction 	<ul style="list-style-type: none"> How-to book (simple) Magazine (science and social studies) 	<ul style="list-style-type: none"> Personal narrative (using illustrations and transitional words) Poetry (approximate) 	<ul style="list-style-type: none"> Informational piece (w/ focus question) Research project (one research question)
2	<ul style="list-style-type: none"> Classic literature Contemporary literature Drama Fantasy Multicultural literature Legend Poetry (<i>art</i>) 	<ul style="list-style-type: none"> How-to book (simple) Magazines (science and social studies) Personal correspondence Non-fiction text features 	<ul style="list-style-type: none"> Fantasy Personal narrative (<i>music</i>) Poetry (approximate) (<i>art</i>) Realistic fiction 	<ul style="list-style-type: none"> Feature article (magazine) Research project (two research questions) Non-fiction text features
3	<ul style="list-style-type: none"> Classic literature Contemporary literature Fable Folktale (<i>art</i>) Multicultural literature Realistic fiction 	<ul style="list-style-type: none"> Encyclopedia Magazine Textbook 	<ul style="list-style-type: none"> Fable Folktale Poetry Realistic fiction 	<ul style="list-style-type: none"> Report Research project (content area)
4	<ul style="list-style-type: none"> Adventure Classic literature Contemporary literature Fantasy Legend Multicultural literature Myth Poetry 	<ul style="list-style-type: none"> Almanac Autobiography Biography Newspaper Personal essay 	<ul style="list-style-type: none"> Adventure Fantasy Legend Myth Poetry 	<ul style="list-style-type: none"> Comparative essay Research project
5	<ul style="list-style-type: none"> Classic literature Contemporary literature Fantasy Historical fiction Multicultural literature Mystery Science fiction 	<ul style="list-style-type: none"> Advertisement (also in 4th) Atlas Editorial Experiment 	<ul style="list-style-type: none"> Historical fiction Poetry Personal Narrative 	<ul style="list-style-type: none"> Persuasive essay (position/ evidence) (<i>music</i>) Research project Informative Procedure Opinion

Notre Dame Marist Academy - Lower Division School Language Policy 2014-2015

*Updated December 1st, 2014

NDMA Skills for Writing a Research Paper

Updated on March 31, 2014

These skills are covered during the grade-level listed, several of which are included during the research unit.

Skill	JK	K	1	2	3	4	5
Research Skills							
Selecting a Topic			X	X	X	X	X
Creating a list of Questions	X	X	X	X	X	X	X
Locating Sources		X	X	X	X	X	X
Note Taking				X	X	X	X
Citing Sources							
• Title: Capitalized, Underlined		X	X	X	X	X	X
• Author: last name, first, capitalized		X	X	X	X	X	X
• Pages used					X	X	X
• Copyright Date				X	X	X	X
• Publisher and Place of Publication				X		X	X
• Citing a Magazine Source							X
• Citing an Encyclopedia Source						X	X
• Citing a Website					X	X	X
• Citing a Person Interviewed				X	X	X	X
Creating a Bibliography				X	X	X	X
Creating a Title Page	X	X	X	X	X	X	X
Creating a Table of Contents					X	X	X
Writing Skills							
Creating an outline						X	X
• Writing a sentence using notes			X	X	X	X	X
• Writing a paragraph using notes				X	X	X	X
Creating a topic sentence				X	X	X	X
Creating a concluding sentence				X	X	X	X
Writing an introductory paragraph					X	X	X
Writing a concluding paragraph					X	X	X
Using Transitions						X	X
Editing			X	X	X	X	X
Proofreading			X	X	X	X	X
Documenting with a picture, photograph, or digital image	X	X	X	X	X	X	X

Notre Dame Marist Academy - Lower Division School Language Policy 2014-2015

*Updated December 1st, 2014

IB PYP Research Units by Core Teachers and Specialists

Grade	Unit Theme	Phase	Resources Used	Bibliography Citations
JK	WWA	1/2	Books	Title and author
K	WWAIPAT	4	Books	Title and author
1	WWAIPAT	4	Books, interviews and websites	Title and Author (last name, first name)
	HWE0	3	Books and internet	No citation source regarding information origin, but do cite their topic
	STP	1	Books and Lakeshore Learning	Students create a table of contents
2	HWO0	4	Interview	Title, author, and Copyright Date
3	STP	5	Encyclopedias, books, and websites	Title, author, pages used, and copyright dates.
4	WWA	6	Books, Interviews, and Websites (some students utilized encyclopedias)	Complete bibliography page including citing books, interviews, and websites
5	STP	5	At least 3 sources are required. It could be Web Sites, books, interviews, newspapers, magazines, etc.	Anything that is not their own. At least three resources (might incorporate pictures and diagrams)

Explanation of Research Units of Inquiry by Theme

JK- During the unit “Who We Are”, the students become authors of their own stories. The title of each book is, “When I was Little.” The JK students learn what a title is and how authors determine the words written on the page.

K - During the “Where We Are In Place and Time” unit, the students do a book report. The students have to identify the author of their book and they have to write sentences comparing and contrasting. Capitalization and end punctuation is a focus.

1st –

- **WWAIPAT-** During the “Where We Are In Place and Time” unit the students interview a person older than them. They also do internet research using images. The students note who they interview. The information from the interview helps aid the kids in their research.
- **HWE0-** students conduct an interview with a family member about traditional celebrations. Students choose their topic, culture and celebration. Students use books and the Internet to research their topic.
- **STP-** students choose their topic (plant and animal) and use Lakeshore Learning TM Animal Fact Cards and classroom books to gather information about their topic.

2nd - During the unit, “How We Organize Ourselves”, the students interview a leader in the community (cite an interview). Students have to come up with the questions on their own. They then type their information on their iPads.

3rd- During the unit, “Sharing the Planet”, the kids select a planet or something to do with the solar system and research the information for their chosen topic.

4th – During the “Who We Are” unit, the students have to choose a spiritual leader (i.e. saint) to research. They research to find information on this person (background, importance, influence, etc.). They have to have three sources and they write out their own bibliography using Quick Office/Google Docs as a resource.

5th- “Sharing the planet” is the Exhibition unit for Fifth Graders. The IB Fifth Grade Exhibition is an essential component of the International Baccalaureate program. It provides an opportunity for students to engage in in-depth inquiry while exploring multiple perspectives and sources. It allows them to demonstrate synthesis and understanding of their previous years at NDPMA and to reflect on their journey through the PYP.

Notre Dame Marist Academy - Lower Division School Language Policy

2014-2015

*Updated December 1st, 2014

Language Arts Resources:

Programs

- DRA2- Pearson (Formal Reading Assessment for grades K-5th)
- Scott Foresman Reading Program (Supplement)
- Handwriting Without Tears (Handwriting program for grades JK-5th)
- Houghton Mifflin English (English program for 1st-5th)
- Words Their Way (Spelling program for JK-3rd)

Teacher Resource Books

- Informal Reading Inventory (IRI) by R.L. Cramer
- Scholastic Teaching Resource
- The Daily Five and Café
- The Letter People
- Words Their Way
- Lucy Calkins Primary Units of Study

Magazines and Newspapers

- National Geographic Magazines
- Lego Magazines
- Highlights
- Scholastic News

Websites

- BrainPop- <http://www.brainpop.com/>
- BrainPop Jr.- <http://www.brainpopjr.com/>
- Kids AOL Online- <http://kids.aol.com/>
- Michigan Electronic Library (MEL)- www.mel.org
- NASA- www.nasa.gov
- Raz Kids- <http://www.raz-kids.com/main/Login>
- Reading A to Z- <http://www.readinga-z.com/>
- Scholastic- www.scholastic.com
- Sheppard Software- <http://www.sheppardsoftware.com/>
- Starfall- <http://www.starfall.com/>
- Storybird- www.storybird.com
- Storyline Online- <http://www.storylineonline.net/>
- The Weather Channel- www.theweatherchannelkids.com
- Wordle- www.wordle.net
- YouTube- www.youtube.com

Notre Dame Marist Academy - Lower Division
School Language Policy
2014-2015

*Updated December 1st, 2014

Language Applications on iPads (varies by grade level)

7 Little Words
Abby Monkey Letter Quiz
ABC Alphabet by Little Sorter
ABC Alphabet Phonics-Preschool Kids Games Free Lite
ABC Mouse
ABC Ninja-The alphabet letters and phonics slicing game
ABC Writing Zoo
Agnitus
Alphabet listen, learn and draw
Alphabet Tracing
Alphabetizing-a Montessori approach to language
All About Letters Interactive Activities
A to Z Music Videos from ABCmouse.com
Bob Books Reading Magic
Book Creator Free
Clever Keyboard
Comic Life
Dictionary
Duolingo-Learn Languages
Endless Alphabet
Flashcards
Freefall Spelling
Google Docs
Google Translate
Grammar 4th (Abby Explorer)
Grammar Wonderland (Elementary) Lite
Grammaropolis
iBooks
Khan Academy
KidBlog
Kids Learning - Little Speller 3 letter words
Kindle
MadLibs
Microphone + Recording
My Story - BookMaker for Kids
National Geographic Magazine
Pages
Quizlet
Raz Kids
Rocket Speller
Sight Words by Photo Touch
Spanish Word Bingo
Spelling City
Spelling Test Free
Starfall ABCs
Starfall Learn to Read
StoryKit
Trading Cards
Word Clouds
WordMover
WordPress