
Milo Community School believes all students have learning potential and a teacher's critical role and privilege is to design the learning in such a way for students to discover and realize their acquired knowledge, skills and optimal potential.

Language development is critical for success in learning and achievement throughout someone's lifetime. It is the foundation for all forms of communication and helps us to think critically, navigate, build knowledge, problem solve, collaborate, create, explain, analyze, interpret, evaluate and reflect.

*"Literacy is more than the ability to read and write. It involves the knowledge, skills and abilities—the competencies—that enable individuals to think critically, communicate effectively, deal with change and solve problems in a variety of contexts to achieve their personal goals, develop their knowledge and potential, and participate fully in society."
(Alberta Education, Literacy First, 2010)*

What is literacy?

Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts. (Alberta Education, 2010)

Language is used and developed across all subject disciplines and involves:

- subject-specific vocabulary & skills to communicate and show knowledge
- specific attitudes and perspectives to think, question and interpret
- awareness of context, cross-curricular connections and real-world applications

CORE COMPONENTS OF EFFECTIVE LANGUAGE DEVELOPMENT:

1. **Balanced literacy programming**
 - It is a comprehensive program of language arts acquisition. It contains all of the components necessary for students to master written and oral communication.
2. **Opportunities for multiple literacies**
 - The theory of multi-literacy encourages the engagement with multiple literacy methods – linguistic, visual, audio, gestural, spatial, and multimodal – to learn and communicate.
 - Use and integration of multiple intelligences, interest inventories, choice
3. **Effective integration of technology**
 - The Learning and Technology Policy Framework (2013) describes Alberta Education's vision for the role of technology in education and establishes a set of Policy Directions for school authorities.

- Focuses on 5 areas: student-centered learning, professional learning, research and innovation, leadership, and access/infrastructure
4. **Second language learning**
 - Prior to learning another language it is critical the first language has a solid knowledge base and vocabulary to build another language upon.
 - At Milo School we support learning French and Blackfoot languages starting in grades 1-3.
 5. **Supporting English Language Learners**
 - Learning is visual, tactile and using multiple exemplars
 - Learning expectations are adapted and modified to meet learner needs
 - Accommodations are used as appropriate for reading and writing
 - Inclusive practices are evident in all classrooms and activities
 6. **Supporting students with diverse learning needs**
 - Learning expectations are adapted, modified and/or accommodations are provided to ensure student's needs are met and they experience learning success
 - Inclusive practices are evident in all classrooms and activities
 - Students are supported by a collaborative team approach and Individual Program Plans with goals to strive toward
 7. **Teacher development and learning-** on-going teacher learning of effectiveness
 - Analyzing student achievement data to inform and shape teaching
 - ✓Fountas and Pinnell assessment (grades 1-8)
 - ✓K/grade 1 literacy assessments
 - ✓ESL Benchmarks (k-12)
 - ✓Words their Way
 - ✓Use of circle charts, other tracking forms for progress
 - ✓Diagnostic Reading Assessment
 - ✓Ontario Comprehension Assessment (grades 7-12)
 - ✓Recovery Reading / Levelled Literacy Intervention
 - ✓WJIII or IV (Woodcock Johnson assessment)
 - ✓Other classroom quizzes, tests, tasks



Alberta Education's 21st Century Learner Attributes

It is clear that literacy remains a foundational competency that is of primary importance to all learning. Learners with strong literacy skills, acquire, create, connect and communicate meaning in a wide variety of contexts.

ENGLISH LANGUAGE ARTS CURRICULUM

From the Alberta Education Program of Study for K-9 ELA

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

Students become confident and competent users of all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts.

- Language development is the responsibility of all teachers.
- Thinking, learning and language are interrelated.
- Language facilitates student development of metacognitive awareness; it enables them to reflect on and control their own thinking and learning processes.

In the outcomes of the program of studies, the six language arts are integrated and interrelated. As you strengthen one area, it strengthens another.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction. Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts. Writing enables students to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. These allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs. Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables

students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing. Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Texts

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

Students will listen, speak, read, write, view and represent to:

1. Explore thoughts, ideas, feelings and experiences
2. Comprehend and respond personally and critically to oral, print and other media texts
3. Manage ideas and information
4. Enhance the clarity and artistry of communication
5. Respect, support and collaborate with others.

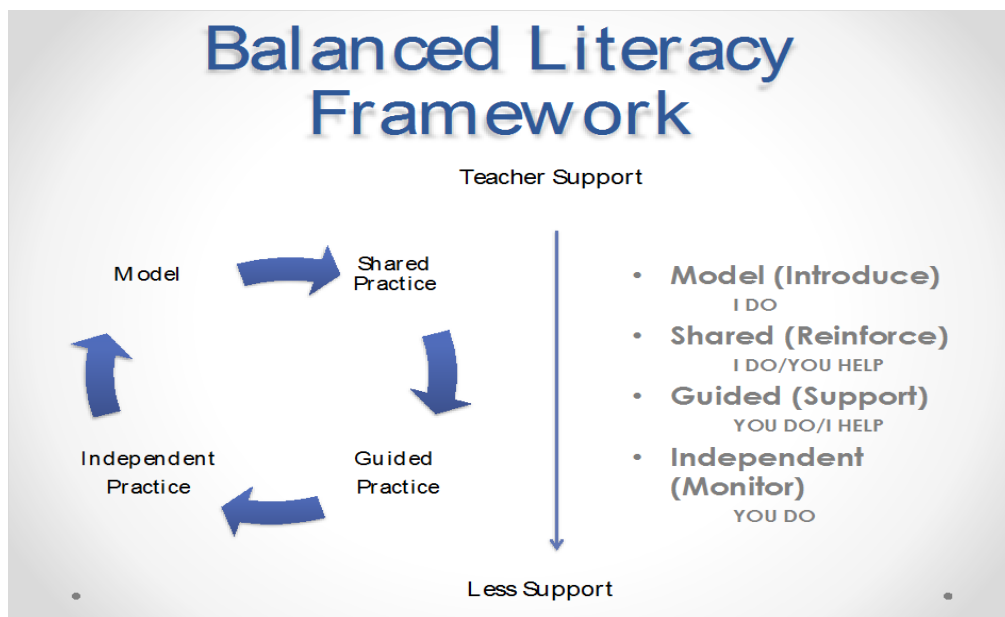
As stated in "Making the PYP Happen", all teachers in a PYP school are language teachers. As language is the key to all learning, all teachers at Milo Community School are language teachers. Through language and inquiry, our students grow in the attributes of the learner profile, the PYP attitudes, and the PYP transdisciplinary skills.

BALANCED LITERACY COMPONENTS

Components of a Balanced Literacy Program:

1. Read Aloud—the teacher reads aloud **daily** using the **think-aloud** approach to make comprehension strategies explicit.
2. Shared Reading—**together** teacher and students read a **common** text that is large enough for all students to see.

3. Guided Reading—the teacher works with small **flexible** reading groups to support **instructional** needs and build greater independence.
4. Independent Reading—the teacher ensures time is devoted each day for individual reading time of “just right” books.
5. Modeled Writing—the teacher uses the think-aloud approach to make the internal dialogue of a writer visible.
6. Shared Writing—together teacher and students collaborate to write one common text.
7. Independent Writing—the teacher ensures time is devoted each day to work on independent pieces of writing.
8. Word Work—the teacher uses explicit instruction to build words.



Critical Questions for the Teacher’s on-going practice and effectiveness:

1. Does the classroom have obvious signs of a balanced literacy program?
 - Word wall
 - Place for small group collaboration
 - Writing centre
 - Anchor charts
 - Classroom library (organized in genres)
 - Organizing systems (writing portfolios, reading logs, class checklists)
 - Furniture arrangement (does it support engagement and student inquiry)
2. Does assessment drive instruction?
 - Individual student data is collected regularly

- Assessment reflects curricular expectations
 - Data is analyzed to inform next steps for instruction
 - Teachers know students' independent and instructional reading levels
3. Do students have **daily** opportunities to read, view, write, represent and listen through a clearly defined structure?
 - Select and read independently a range of texts at an appropriate level of difficulty
 - Engage in reading activities (i.e. read aloud, shared and guided reading, literature responses, literature circles, book talks)
 - Read and respond to texts through differentiated learning experiences
 - Write independently in a variety of formats about student-selected and/or teacher selected topics
 - Engage in authentic writing experiences
 4. Does the teacher have access to a rich supply of resources?
 - Wide range of text levels to support all learners
 - Guided reading material
 - Fiction and non-fiction texts
 - Mentor texts
 5. Does the teacher collaborate with colleagues?
 - Common vocabulary for instruction
 - Explicit strategies for comprehension instruction

Administrative Procedure 211

AP 211 - English as a Second Language (ESL)

The division will provide educational programs for students who have recently arrived in Canada and Alberta resident students who require special assistance in learning English as a second language (ESL) in order to follow classroom instruction in English.

Definitions

1. ESL refers to the program offered with a school site.
2. ELL (English Language Learners) refers to the students themselves. Students who are English Language Learners (ELL) are defined as those who have recently arrived in Canada and Alberta resident students whose proficiency in English is not commensurate with their age and/or abilities, as English is not their first language.

Procedures

1. Each principal will code ELL students on the student information system for transmitting to Alberta Education.
2. Each school will develop a program plan for ELL students which will:
 - Encourage rapid integration of the student(s) into the school and community environment; and
 - Give attention to the linguistic, cultural and academic needs of the students.

3. ESL programs may be developed for students who do not speak English when entering division schools even though they do not qualify under the Alberta Education definition of ESL (for grant purposes).
4. ESL programs will be provided in accordance with Alberta Education's *Program of Studies* and appropriate ESL curricular documents.
5. The Alberta Education K-12 ESL Proficiency Benchmarks may be used as a resource for planning ESL programs.

References

School Act, Section 8, 9
Policy 1.5.1 English as a Second Language
Alberta Education K-12 ESL Proficiency Benchmarks (2009)
Forms: English as a Second Language (ESL) Profile
ESL Student Services Programming Information
Language Activities/Strategies for ESL Students

Administrative Procedure 212 for Palliser Regional Schools

AP 212 - Second Language Instruction

The division supports the offering of second language programs in its schools subject to the following procedures.

Procedures

1. The decision to offer second language courses and/or programs is made at the school level.
2. The programs offered within the division will be in accordance with the program of studies, policies, procedures and guidelines of Alberta Education.
3. Schools are encouraged to support second language instruction that would reflect community culture.

References

School Act, Section 9, 10, 11, 21
Section 23, Canadian Charter of Rights and Freedoms
Alberta Education Policy 1.5.2
Palliser Regional Schools – Student Services Handbook