

Language Arts Philosophy

Student learning is based on the following beliefs:

- Learners develop an understanding of Language Arts, reading writing, listening, and speaking, through frequent, meaningful use in all content areas and aspects of their lives.
- Students learn when they view themselves as readers, writers, listeners, and speakers.
- Choice encourages learners to have ownership of their learning.
- Learners build upon what engages them.
- Learners grow in their understandings of the world by reading a wide range of literature.
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- Learners need to develop habits of thinking such as questioning, analyzing, reflecting, observing, explaining and discussing.
- Learners thrive when motivated to take risks in a safe, socially interactive and collaborative environment.
- Learners develop when using the Language Arts for authentic purposes and audiences.
- Learners need a repertoire of learning strategies to construct meaning and expand on prior experiences and knowledge.
- Learners need time and resources to develop literacy.
- Learning is life long.

Our Language Arts teaching practices that promote student learning are based on the following beliefs:

- Teachers promote a culture of thinking by empowering learners with the dispositions and thinking processes to develop deep understanding of Language Arts.
- Students are readers, writers, listeners and speakers in all content areas; therefore, all teachers are teachers of language arts.
- Teachers provide opportunities for learners to be engaged and grow as effective readers, writers, speakers, and listeners by...
 - Teaching a repertoire of multiple, flexible strategies.
 - Providing time to read, write, speak, and listen for a variety of purposes in various settings, content areas, and contexts.
 - Providing clear objectives and models.
 - Using a balance of groupings and instructional methods (i.e. independent practice, guided instruction, whole class instruction, focused mini-lessons, conferencing, etc.).
 - Ensuring a supportive, safe environment which encourages the reflection and risk taking necessary for growth and learning to occur.
 - Understanding that learners progress through developmental stages and providing responsive, focused instruction.
- Teachers continually assess in a variety of ways in order to understand learners' progress and to guide instruction.
- Teachers expect and assist learners to construct meaning in increasingly complex and proficient ways.
- Teachers design effective lessons that build on learners' prior experience and knowledge and plan for individual learning styles and needs.
- Teachers pursue professional development reflecting current research in Language Arts education, ensuring the use of best practices as defined in Best Practices by Zemelman, Daniels and Hyde.