

Word Study

AASD is committed to a word study program that is designed to grow along with student understanding of how words work. The word study program includes:

- activities that promote understanding the patterns of how words look and sound,
- instruction which allows students to see and use word similarities across content areas,
- the use of anchor words,
- developmental benchmarks,
- meaningful active engagement,
- connections between words and developing elaborate webs of meaning (linking),
- teaching of word parts,
- lessons taught through reading and writing, and
- teacher modeling followed by the chance to practice with guidance.

Assessment

The AASD is committed to administering a variety of assessments that accurately measure student learning to ensure that high quality, appropriate learning experiences are created for each student.

We facilitate student learning. Instead of telling, we are showing, modeling, coaching, mentoring, and facilitating. We teach thinking all year, every year: we teach students how to listen, view, read, gather, and engage with information; we make sure students acquire cognitive strategies, with ideas, develop judgement, and build knowledge; and just as important, we help them to remember, care, choose, and take action (Harvey & Daniels, 2009).

Guiding Principles for Teaching & Learning K-12

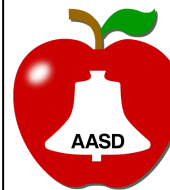
Wisconsin's Guiding Principles for Teaching and Learning inform the design and implementation of the Wisconsin Academic Standards. We believe:

- every student has the right to learn.
- instruction must be rigorous and relevant.
- purposeful assessment drives instruction and affects learning.
- learning is a collaborative responsibility.
- students bring strengths and experiences to learning.
- responsive environments engage learners.
- English Language Arts is an integrated discipline.
- English Language Arts instruction builds an understanding of the human experience.

Foundations for K-12 English Language Arts

- Literacy is an evolving concept, and becoming literate is a lifelong learning process.
- Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and characteristics of AASD graduates.
- Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.

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Appleton Area School District



Elementary English Language Arts

Students who are college and career ready in English Language Arts will...

- demonstrate independence.
- build strong content knowledge.
- respond to the varying demands of audience, task, purpose, and discipline.
- comprehend as well as critique.
- value evidence.
- use technology and digital media strategically and capably.
- come to understand other perspectives and cultures.



Appleton Area School District

Preparing Our Students for Their Future

Every Child, Every Day



District Commitment

LITERACY Goal Statement: All students in the Appleton Area School District will develop literacy skills at or above grade level.

READING Target Goal Statement: All students in the Appleton Area School District will be reading at or above grade level.

WRITING Target Goal Statement: All students in the Appleton Area School District will improve the quality of their writing for various audiences and purposes across all curricular areas.



Balanced Literacy

AASD believes in using a balanced literacy approach to teach literacy. In a balanced literacy framework, we teach children to read and write as well as be active thinkers and eager learners.

Components of a balanced literacy approach include:

- ✓ Interactive Read Aloud
- ✓ Shared Reading
- ✓ Shared Writing
- ✓ Interactive Writing (K-2)
- ✓ Word Study
- ✓ Comprehension Strategies
- ✓ Independent Reading and Writing

Gradual Release of Responsibility

Gradual Release of Responsibility is an instructional model that allows students to participate in learning through observation of teacher modeling, group practice, and individual application. Teachers use formative assessment and observation to decide when students are ready to work within groups or practice individually. Phases are often described as:

"I do it" (Demonstration/Modeling)

"We do it" (Shared Demonstration, Guided Practice)

"You do it" (Independent Practice)

Workshop

The ultimate goal of a workshop approach is to allow students to practice strategies for thinking about their own learning. The workshop is based on a framework that includes five components which work together to build student knowledge. Teachers can use workshop in many areas of the curriculum, including reading, writing, science, and social studies.

The five components of workshop in AASD are: mini-lesson, small group instruction, independent practice, conferring, and share out.

Principles of Reading & Writing

- Readers have time to read just-right books independently every day.
- Readers select their own books.
- Readers and writers respect each other's time.
- Readers and writers have daily opportunities to talk about their books and their writing in genuine ways.
- Readers don't just read the words but also understand the story.
- Readers and writers practice strategies that can be used outside of the classroom.
- Writers create stories and informational writing that are of personal interest to them.
- Writers have time to write independently every day.

Inquiry and Research in ELA

Inquiry and research allows students to learn through experiences that require critical thinking and problem solving. Students actively engage in collaborative, relevant, deep, and thoughtful learning at all grade levels. Students are motivated to dig deep into topics and questions they really care about, gathering and weighing information, building knowledge, and putting knowledge to work in their lives. Based on the curriculum, teachers frame units around essential questions, and students exercise choice in topics they want to study, what they'd like to read, and ways to show what they've learned.