

PHILOSOPHY

The area of **Language Arts Literacy** holds much opportunity for the growth and development of our children as readers and writers. We believe that children will grow into independent readers and writers through the opportunities provided in a **Balanced Literacy** program. The strategies and skills utilized by good readers and writers are to be modeled and support will be transferred through a framework of shared, guided and independent practice. Decisions for instruction in meeting the needs of our students will be made through ongoing formative assessments.

We believe that all children are individuals with different learning styles, needs and preferences.

We believe that children need to be given ample opportunity to read and write on a daily basis, across the curriculum.

We believe that children need to be reading independently at a book levels that are “just right.”

We believe children will grow as readers and writers in an environment that is “literacy rich.”

We believe that teaching begins with listening, with respecting the intelligence in our students’ efforts (Calkins 2001).

We believe that reading and writing are social processes and children will develop more readily in a community that is interactive.

We believe our children must be active readers and writers and interact with the text.

We believe:

*“What the child can do in cooperation today he can do alone tomorrow.
Therefore the only good kind of instruction is that which marches ahead of development
and leads it; it must be aimed not so much at the ripe as at the ripening function.”*
(Vygotsky, 1962).