

Stonewall Elementary -Writing Policy

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Stonewall Elementary accepts responsibility for teaching writing as a component of literacy where students will be prepared for the 21st century. Along with this responsibility, Stonewall Elementary adopts the following policy:

Policy Components:

- I. The school will provide multiple opportunities for students to develop communication skills for a variety of purposes.
- II. The school will provide access to and use technology tools for students.
- III. The school will provide access to and use language resources.
- IV. The school's procedures as established by the Leadership Team, reviewed by the faculty, and adopted by the SBDM for developing and monitoring Students Writing Folders.
- V. Feedback shall be given to students regarding their writing and communication skills from grade level teams and individual classroom teachers.

Component I

Stonewall Elementary School will provide multiple opportunities for students to develop complex communication skills (reading, writing, speaking, listening, observing) for a variety of purposes.

- a. Students will be given an opportunity to present authentic work to an appropriate audience.
- b. Writing will be a natural tool used for communication

Component II

Stonewall Elementary School will prepare students for success in a global society by providing developmentally appropriate access to and authentic use of technology tools.

Activities may include but are not limited to:

- ✓ Google Sites
- ✓ Google Classroom
- ✓ Google Docs
- ✓ Google Slides

Component III

Stonewall Elementary will provide access to and use language resources.

- a. Specific instruction will be given to address audience, purpose, idea development, organization, sentence structure, language, and conventions.
- b. Word processing skills in relation to language will be taught.

Component IV

Stonewall Elementary will develop and monitor a Student Writing Folder which shall follow the following guidelines to reveal student growth over time and guide instruction.

- a. All grade levels will participate in literacy instruction, the development of Student Writing Folders, and the Student Writing Folder Review.
- b. Student Writing Folder will contain **4** pieces **one** writing to learn, **one** writing to demonstrate learning and **two** writing to publish.

Writing to Learn-Activities can include but are not limited to:

- ✓ Writer's Notebooks
- ✓ Science Log
- ✓ Reading Response Journals
- ✓ Blogs
- ✓ Google Classroom

Writing to Demonstrate Learning- Activities can include but are not limited to:

- ✓ Open Responses
- ✓ On-Demand
- ✓ Exit Slips (that include writing)
- ✓ Google Forms
- ✓ Book Reviews
- ✓ Projects that include writing

Writing to Publish- Writing that goes through the writing process (prewriting, drafting, revising, editing, and publishing/final copy). Three broad types of writing: **opinion**, **informational**, and **narrative**. Many subgenres may include but are not limited to:

- ✓ Letters
- ✓ Personal Narratives
- ✓ Memoirs
- ✓ How-To Texts
- ✓ Editorials
- ✓ Research Papers
- ✓ Stories
- ✓ Book Reviews
- ✓ Autobiographies

- c. Student Writing Folder review will reveal student, grade level, and school needs and growth which should drive instructional practices in the classroom.
- d. Student Writing Review will take place in December and May.
- e. Grade Level, Staff Meeting, and PD will follow each Review to discuss needs and growth that will impact instructional practices.
- f. Administration will support and guide the literacy instruction, PD, and review process.

Component V

Feedback shall be given to students regarding their writing and communication skills from grade level teams and individual classroom teachers.

- a. Students will be provided many opportunities to conference with teacher and peers.
- b. Teachers will provide individualized feedback that will create next steps for the student to accomplish.

1st reading 10-29-19

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