



ENGLISH LANGUAGE ARTS AND LITERACY IN NEWTON ELEMENTARY SCHOOLS

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THE CHANGING LANDSCAPE

- ▶ *One of the most potent ways to accelerate students' progress as learners is to equip them with first-rate skills in writing.*
- ▶ *... students need extensive opportunities to write on topics they care about, they need explicit and sequenced instruction that helps them progress along a learning continuum, and they need critical feedback that helps them know the next steps.*

Lucy Calkins from A Guide to Common Core Writing Workshop (2013)

WRITING IN NEWTON PUBLIC SCHOOLS

Goals for the Newton elementary writing program:

- ▶ foster a growth mindset in all students
- ▶ increase student competence in and love of writing
- ▶ continuously improve student skills in the elements of the craft through high-quality instruction and feedback
- ▶ increase stamina, volume, and choice
- ▶ create a community of writers among teachers and among students in classrooms



WRITING PROGRAM REVIEW, SELECTION, AND IMPLEMENTATION

School Year 2012-13

- Establish criteria for an effective writing program.
- Review all writing programs aligned with CCSS.
- Select the most promising program: Teachers College Units of Study in Opinion, Information, and Narrative Writing
- Purchase the program to prepare for fall implementation

Summer 2013

First Annual Newton Literacy Institute in Writing for teachers and literacy specialists

School Year 2013-14

- Implement Units of Study in Narrative and Opinion Writing K-5
- Launch Literacy Professional Development Lab at Lincoln Eliot

Summer 2014

Second Annual Newton Literacy Institute in Writing

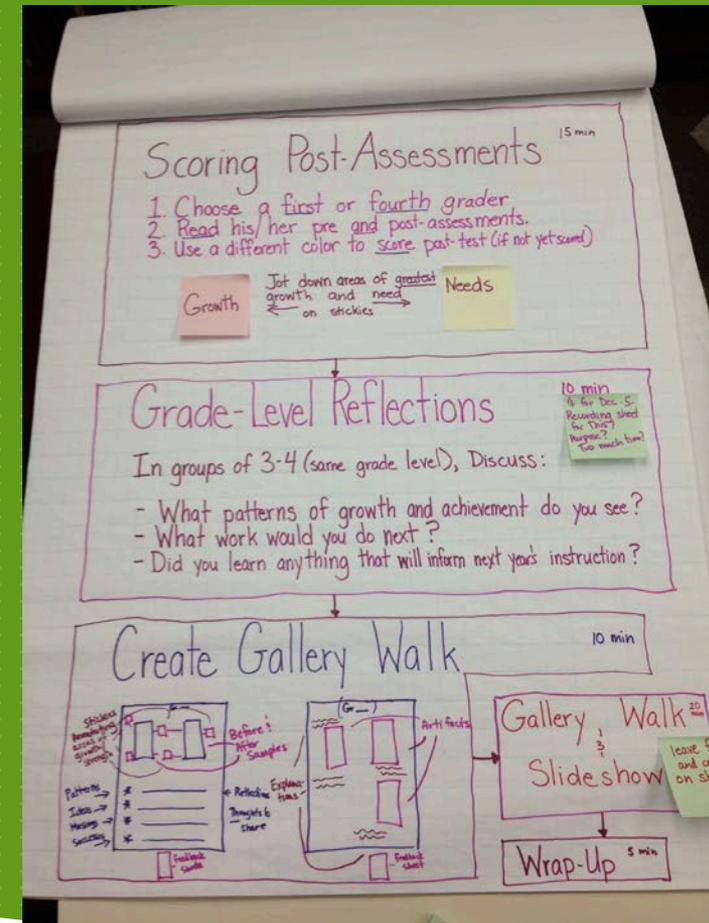
School Year 2014-15

Implement Units of Study in Information and Research Writing

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Four facets of our professional development

- ▶ 8 school-based Tuesday and Thursday afternoon workshops
- ▶ Newton Summer Literacy Institute in Writing
- ▶ In-class coaching from the school literacy coach
- ▶ Literacy Professional Development Lab



*Student learning is rooted in excellent teaching,
supported by high-quality professional development.*

STORIES FROM THE FIELD: GRADE ONE



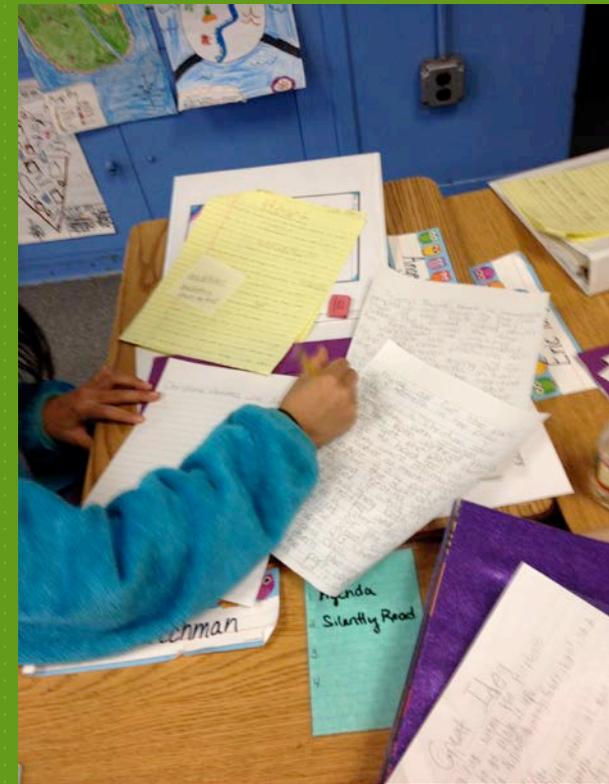
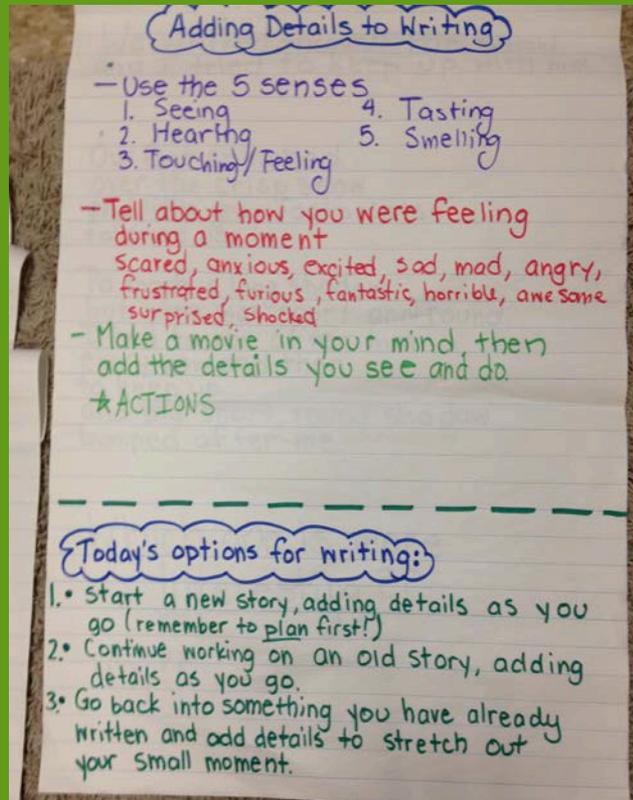
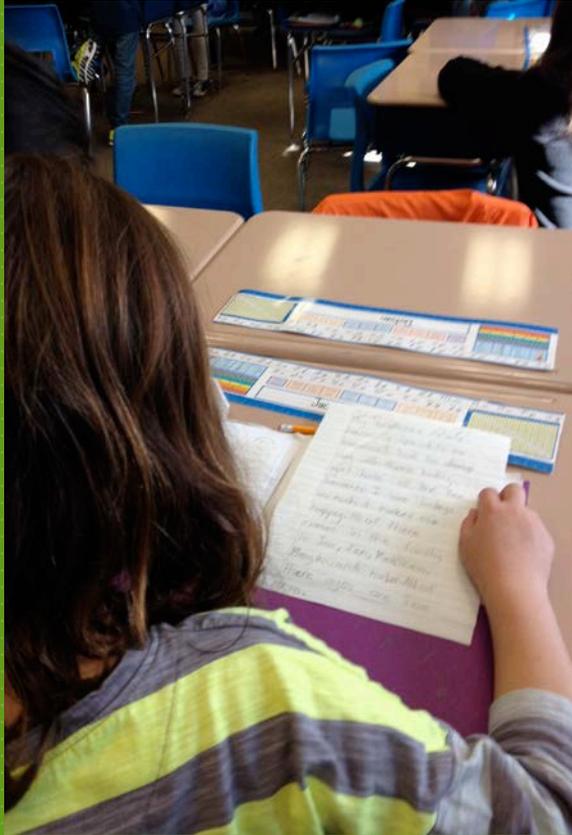
FIG. 18-1 Kid-Friendly Version of Editing Checklist

My Editing Checklist

I put spaces between my words.	Yes
I checked the word wall.	Yes
I spelled tricky words the best I can. I wrote letters for most of the sounds.	Yes
I used ending punctuation and capital letters to start sentences.	Yes
I can read my writing and my friend can read most of my writing without my help.	Not yet

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STORIES FROM THE FIELD: GRADE FOUR

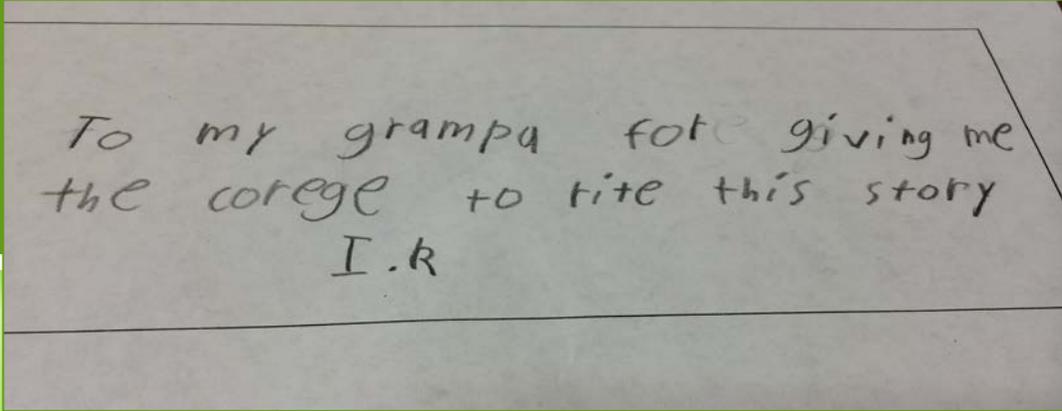


INSPIRE A YOUNG WRITER IN YOUR LIFE

We value and honor the stories, life experiences, and knowledge that students bring from their lives, families, and cultures. We encourage students to incorporate their life experiences into their learning as they expand their knowledge and enlarge their perspectives.

We count on this new generation of writers to spin their stories, share their knowledge in new ways, speak their minds about issues they care about, and let us view the world through their eyes.

Anne S. Mikulski (2014)



*To my grampa for giving me
the courage to write this story
I.R*