

Tates Creek Elementary School Council Writing Policy

District: Fayette School: Tates Creek Elementary

COUNCIL POLICY TYPE (CHECK ONE)

By Laws (Council operational Policies)

Function (School Operational Policies)

Policy Number

Adopted: 10-20-10

Policy Name: Writing

POLICY TOPIC DESCRIPTION

Tates Creek Elementary's writing curriculum shall be designed to prepare students to think, write, and communicate; writing will be an integral part of every classroom at every grade level and should be based on the following beliefs:

STUDENTS' WRITING EXPERIENCES

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, we will make sure:

- The writing curriculum will be aligned to state and national standards.
- Writing will be incorporated throughout all subject areas and should be a natural outcome of classroom activities.
- Students will be provided with instruction, models, and opportunities to practice proficient communication, (speaking, listening, language, and writing).
- Students will experience the writing process (prewriting, drafting, revising, editing, and final copy).
- Students will be engaged in the three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
- Students will read and analyze a variety of print and non-print materials, photographs, electronic text, graphics, illustrations, web images, maps, and multimedia including persuasive, literary, informational, and practical/workplace materials.
- Students will write to give opinions, explain, inform, and narrate.
- Students will write in both on-demand and writing over time situations.
- Students will be provided opportunities to use technology to communicate.

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will make sure:

- The writing curriculum will be aligned to state and national standards.
- Writing will be incorporated throughout all subject areas and should be a natural outcome of classroom activities.
- Writing and reading are vertically aligned and are complementary processes.
- The writing curriculum will provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.
- Students will be provided with instruction, models, and opportunities to practice proficient communication, (speaking, listening, language, and writing).

- Students will experience the writing process (prewriting, drafting, revising, editing, and final copy).
- Writing will be explicitly taught as teachers focus on skill development through mini-lessons in purpose, audience, organization, idea development, sentence structure, language and conventions.
- Students will be engaged in the three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
- Students will write to give opinions, explain, inform, and narrate.
- Students will write in both on-demand and writing over time situations.
- Students will be provided opportunities to use technology to communicate.
- Teachers will work collaboratively to develop a variety of writing assessments.

SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has a writing portfolio that includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal along with the writing committee will ensure:

- The writing curriculum will be aligned to state and national standards.
- Students will be provided opportunities to use technology to communicate.
- Teachers will provide feedback to students, parents, and SBDM members frequently on student progress in writing and communication skills.
- Teachers will be provided with professional development and support materials to address areas of needed growth.

REFLECTION, ASSESSMENT, AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will make sure:

- Students will be provided opportunities to conference with teachers and peers to improve their writing and communication skills based on the feedback.
- Teachers will keep a classroom writing folder with examples of prewriting, drafts of various genres, and published pieces.
- Each grade level will keep a Working Portfolio (brown accordion) for each student that will be reviewed and follow the student from grade to grade and school to school.
- Students will actively participate in the decision making about contents of the portfolio.
- Grade level teams will meet monthly to analyze student work for strengths and weaknesses and to plan next step writing instruction.
- Teachers will provide feedback to students, parents, and SBDM members frequently on student progress in writing and communication skills.