

Wayland Alexander Elementary Writing Policy

Wayland Alexander Elementary will meet students' needs and develop potential for effective writing and communication skills for a variety of purposes and audiences through instruction, mini lessons, models, and opportunity to explore and practice writing across genres and content areas. Students will learn to use writing as a tool to unlock success in academics, career demands, and as a life skill.

Administration will provide professional development and resources to help support and improve writing within the school. Administration will monitor lesson plans and curriculum maps and will complete walkthroughs/classroom observations to assess instructional behaviors that build writing skills, teach writing as process, promote writing and sharing writing, and provide opportunity for teacher/peer conferencing and self evaluation. Administration will assess working folders, looking for evidence of student choice, writing that developed from content studied in various classes, and dated drafts with written, formative feedback from teachers.

Teachers will provide opportunities for developing communication skills incorporating reading, writing, speaking, listening, and/or observing in all classrooms. Teachers will assign differing types of writing experiences: writing to learn, writing to demonstrate learning, and writing for publication, along with on demand writing practice. Teachers will present writing mini lessons on the craft and art of writing, model writing strategies, lead classroom discussions of readings, current events, school happenings, etc. to create interest and stimulate thinking and ideas for writing. Teachers will train students in effective conferencing and revision and editing of writings, speeches, and power point presentations, teach students to use rubrics for evaluating writing and will guide students in analyzing writing models. Students will participate in real world writing activities such as 4-H debates and speeches, as well as content-related presentations and debates. These activities will build oral and written skills.

Students will have multiple opportunities for using technology as a tool when accessing information, communicating with audiences globally, building thinking and problem solving, as well as building the writing portfolio beyond pencil and paper. The school will provide various technological tools to assist students in being creative and innovative members of a global society. Some examples of these include, but aren't limited to web pages, blogs, classroom presentations, Power Point Presentations, and multimedia presentations.

Students will compile working portfolios consisting of writing samples across genres, for a variety of purposes and audiences, and in various content areas. Students will choose topics and categories of writing based on their interests and goals in all classes not just language arts. Students will determine which writings they want to revise, edit and/or publish. This working portfolio will move with students from K-12th grades. Our school will follow the district policy for working writing folders, adding writings throughout the year from K - 6th grades. ON-going formative analysis of working writing folders by all teachers will be utilized to enhance writing instruction. The school's writing policy will be revised as we continue to fully implement the Kentucky Core Academic Standards. Students will determine pieces selected for this working portfolio. Throughout the school year the Writing Committee will meet and review working writing folders each nine weeks. Throughout the year the Writing Committee along with the

building administrators will monitor and make recommendations for the school writing program. Based on on-going monitoring or working writing portfolios, the Writing Committee will make recommendations regarding professional development needs.

Students will participate in peer, group, and teacher conferences for revision of writing and speaking (e.g., multi-media presentations, recorded speeches, interviews and demonstrations, videos, etc.). Students will utilize written formative feedback from teachers in revising and editing work. Students will learn to use rubrics (e.g., Ky. Writing Scoring Rubric) for self assessment of writing and communication skills.

Other policies: 08.222 AP.1 Writing Portfolio Procedures

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