

Simmons' Writing Policy 2010-2011

Writing Experiences for Students:

- Engage in authentic, meaningful writing for a variety of purposes and audiences
- Write to learn, write to demonstrate learning, and write for publication
- Produce on-demand writing, writing over time, and writing across content areas
- Use the writing process across all grade-levels: planning, drafting, revising, editing, publishing, reflecting
- Publish specific pieces for grade-level portfolio requirements
- Read and analyze a variety of writing forms (including texts, digital, student work, teacher work) to develop their own writing craft
- Analyze and reflect upon own work using scoring guides, models, and rubrics to improve their writing and set goals

Instructional Guidelines for Teachers:

- **Allot explicit, scheduled time at all grade-levels for writing instruction**
- **Use Simmons Writing Handbook to guide instruction**
- Teach the writing process across all grade-levels: planning, drafting, revising, editing, publishing, reflecting
- Provide timely, specific, descriptive feedback to students regarding their writing, communication skills, and portfolios (conferences, written comments, checklists, rubrics, etc.)
- Provide multiple examples of writer's craft through teacher modeling, read-alouds texts (books, articles, digital media), student samples, etc.
- Allow student choice when possible to encourage ownership of writing
- Collect and score pieces according to grade-level portfolio requirements; specifically:
 - K – informational (how to); narrative (memoir, personal)
 - 1 - informational (how to); narrative (personal); literary (short story)
 - 2 – informational (feature article); narrative (revision of personal narrative from 1st grade); literary (short story or poem)
 - 3 - informational (revision of 2nd grade feature article—or new if necessary); narrative (personal); literary (poem); persuasive (letter)
 - 4 - informational (how-to or feature article); narrative (personal or memoir); literary (short story or poem); persuasive (letter)
 - 5 - informational (feature article); narrative (personal or memoir); literary (poem); persuasive (letter or article)

- Participate in professional development designed to improve writing instruction
- Collaborate with colleagues to improve writing instruction and student writing performance
- Incorporate technology throughout writing
- Inform parents/guardians about student's progress

Administration Responsibilities:

- Maintain a literacy team to coordinate writing instruction
- Ensure school-wide implementation of the writing program
- Review program/plan/policy annually with staff at the beginning of the school year (principal's day?, team meetings)
- Ensure the SBDM annually reviews, revises (if necessary), and approves the writing program/plan/policy each year.
- Ensure teachers receive professional development needed to improve writing instruction and student writing progress
- Ensure **ALL** portfolio pieces are scored using analytical scoring guide (must be attached to each piece)

Conduct quarterly grade level team meetings focused on the progress of the **Simmons Writing Program**.