



Saginaw Public School District K-12: High Quality ELA (Writing) Instruction

Vision of high quality ELA (writing) instruction:

1. All teachers are writing teachers.
2. Instruction engages learners in a collaborative process that includes real world, authentic opportunities to address a wide variety of audiences and purposes.
3. Teachers provide exemplar or mentor texts to illustrate what good writing looks and sounds like.
4. Students effectively write for a range of purposes and audiences using a multi-faceted approach.
5. Effective teaching of writing recognizes that students are at different stages in their development of writing.
6. Teachers provide multiple opportunities for student writing to be assessed both formatively and summatively in a variety of ways such as:
 - a. Portfolios
 - b. Sharing and publishing
 - c. Peer review
 - d. Collaborative feedback
 - e. Teacher Conferencing
 - f. Use of Rubrics
 - g. Comments on the substance of drafts throughout the process.
7. Writing is a holistic process. It should be flexible and non-linear. It should include grammar, syntax, spelling, and mechanics as part of the whole process, not in isolation.

During high quality ELA (writing) instruction, teachers are:

Modeling a structured writing process at each grade level that includes reading and writing response and facilitating authentic conversations (teacher to student and student to student) about their writing.

During high quality ELA (writing) instruction, students are:

Mirroring the structured writing process and participate in authentic conversations that support their understanding of the content to develop their voice as writers.

High quality ELA (writing) classrooms look like:

Students are actively engaged in student driven conversations (peer editing) around their thinking and writing, making revisions to improve their end product.