Student ownership and responsibility help students choose their own topics and goals for improvement. Use brief teacher-student conferences to teach students to review their own progress. Class time spent on writing whole, original pieces establishes real purposes for writing, and students' involvement in the task. Instruction in and support for, all stages of writing process, including prewriting, drafting, revising, and editing. Teacher-modeling writing-drafting, revising, sharing-as a fellow author, and as a demonstrator of processes. Learning of grammar and mechanics in context at the editing stage, and as items are needed. Writing for real audiences, publishing for the class and for wider communities. Making the classroom a supportive setting for shared learning, using active exchange and valuing of student's ideas, collaborative small group work, conferences and peer critiquing that give responsibility for improvement to authors. Writing across the curriculum as a tool for learning. Constructive and efficient evaluation that involves: 1. brief informal oral responses as students work. 2. thorough grading of just a few of student-selected, polished pieces. 3. focus on a few errors at a time. 4. cumulative view of growth and self-evaluation. 5. encouragement of risk-taking and honest expression.

~John Steinbeck~

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September 30, 2002
MA Cohort 2002-03
instech.tusd.k12.az.us/BL/BLHS/blwhs.htm
Middle School Writing

Student will grow in sophistication as a writer and develop a personal style of writing

A. Choose a narrow topic
B. Determine audience and purpose
C. Become aware of choosing point of view
D. Expand writing vocabulary
E. Use figurative language
F. Choose language appropriate for audience and purpose
G. Use a variety of sentence type
H. Practice the use of "showing" versus "telling" writing

Student will retrieve personal information

A. Use journals/learning logs
B. Develop questioning and interview skills

Student will practice informal data gathering

A. Observe/record
B. Restate, outline, summarize, analyze
C. Evaluate

Student will use the process writing approach to writing (not all writing moves through the entire process)

I. PREWRITING
   1. Generate ideas from experiences
   2. Keep a journal or log
   3. Use strategies
      a. Pictures story/visualization
      b. Brainstorming
      c. Listing
      d. Clustering/categorizing
      e. Webbing/mapping
      f. Taking notes

II. DRAFTING
   1. Write with fluency
   2. Write in quantity
   3. Clarify thinking
   4. Consider organizational patterns

III. RESPONDING
   1. Discuss drafts and progress with other students and teacher
   2. Choose to share writing with others
   3. Identify effective writing techniques

IV. REVISING
   1. Understand the function and importance of the revising process.
   2. Sequence information
   3. Consider vocabulary
   4. Add and delete information

V. EDITING
   (see editing checklist)

VI. PUBLISHING THROUGHOUT THE YEAR
   (Student will choose to publish individual pieces of writing using a variety of formats.)

II. Student will produce various types of writing:
   A. Factual Narrative/Fictional Narrative
   B. Sensory Descriptive/Expressive
   C. Practical
   D. Expository
   E. Imitation of Models (genres)

III. Student will write in various forms

"The instructor needs to provide an environment where responsibility is placed in the hands of authors themselves rather than with the teacher"