

# ELEMENTS OF WELL ROUNDED WRITING PROGRAM

(times are approximate...refer to coordinator for additional ideas/tools)

**1. Read!!! Everyday!!! (10-30 minutes)** Selections should relate to the domain/trait being emphasized for the learning period. Example: for narrative writing emphasizing the trait of organization, read poetry such as Longfellow's "Paul Revere's Ride" or Thayer's "Casey at the Bat." For a thematic emphasis, choose writing that relates to social studies/science topics being used.

- ◆ Short Stories
- ◆ Poetry
- ◆ Fiction, chapter books
- ◆ Newspapers
- ◆ Magazines
- ◆ Biographies
- ◆ Other non-fiction

**2. Journal or Free Writing (10 minutes)**

- ◆ Topic can be selected by student or parent using writing packs, newsletters, etc. as sources.
- ◆ Length should be determined by age/writing level. Suggested minimum: 1 sentence/grade in school: 3<sup>rd</sup> grader writes minimum of 3 sentences daily.
- ◆ Do it everyday!
- ◆ Don't grade journal writing. When you see errors that consistently occur, teach that concept within another area of writing instruction.

**3. Process Writing (20-30 minutes) Focus on domain for current learning period.**

- ◆ One finished piece of writing weekly for elementary; every 2 weeks for upper grades.
- ◆ Sources for ideas:
  - Hickman Charter Writing Packs
  - Social Studies/Science/Reading subjects
  - CyberWriter/Calendar from monthly Hickman Charter School newsletter
- ◆ Use following time guideline
  - Brainstorming and/or research (1 day elementary; 2 days upper grades)
  - Rough draft (1 day elementary; 4-5 days upper grades)
  - Revision ( 1 day elementary; 1-2 days upper grades)
  - Editing (1 day)
  - Final published draft (1 day elementary; 1-2 days upper grades)
- ◆ Save in portfolio (organizational plan, rough and final draft—all three parts!!)
- ◆ Both student and parent should perform rubric evaluation of finished product. Add to final product in portfolio. Rubric copies will be available from EC's or the Charter Office.

**4. Copy Work (10 minutes)**

- ◆ Have student frequently and regularly copy meaningful published text, striving for accuracy. Text could include selections from newspapers, books, poetry, etc.
- ◆ Same minimum length standard as for journal writing.
- ◆ Emphasize good handwriting as well as accuracy. (Have handwriting reference available.)

**5. Language Mechanics (10 minutes)**

- ◆ Locate and use comprehensive instructional lessons for areas of weakness.
  - Houghton Mifflin* text material (grades 2-6)
  - Prentice Hall* text material (grades 7-8)
  - Easy Grammar*
- ◆ Brief additional daily practice, if needed; possible sources include
  - Daily Grams* (annex check-out)
  - Oral Language* (request from Roxanne Lemos)
  - Editor In Chief* (annex check-out)
- ◆ Have good references available: *Learning Grammar Through Writing*, *Write Source 2000 Handbook* (annex checkout)