SESC Educational Cooperative

A Look at Literacy- Focus on School Writing Programs

School	Teacher/Room#	Date	Grade	Dept./Course	Time

Literacy Strand-*Literate Environment* /CHETL- *Learning Climate*	
Writing Environment (Classroom Community)	o Rich writing experiences (books, resources, modeling) o Use of cooperative learning/varied instructional strategies to foster writing o Students have opportunities to see and hear adults model thinking & writing. o Students write, discuss, and speak for a variety of audiences and purposes o Inviting classroom with posters and resources related to writing displayed o Respect for students, their idea, backgrounds, interests o Teacher shares his/her writing o Expectations, procedures, and routines are established
Literacy Strand-*Curriculum*/CHETL-*Knowledge of Content* / *Program Review Stand Aligned and Rigorous Curriculum/ KCAS*	
Organization of Writing	o Curriculum aligned with Kentucky Core Academic Standards o Learning focuses on text types and purposes o Development, organization and style of writing are appropriate to task, purpose and audience
Meaningful Writing Opportunities	o Student choice and ownership o Students write for "real" reasons (i.e. pamphlets for the office) o Student work is published (wall, website, letters, etc.) o Opportunities for students to practice 21st Century critical thinking, collaboration, creativity, problem solving, and communication skills
Reading and Writing Connection	o Reading is used as a model for writing. o Discussion about how authors utilize writing techniques. o Teachers encourage students to apply the techniques and characteristics of materials they read in their own writing.
Writing Across the Content Areas- Writing-to-Learn	o Learning logs o Response journals o Quick Writes o Demonstrate Learning: essays, reports, responses to prompts o Write routinely over extended times and shorter times for a range of texts, purposes and audiences
	o
Literacy Strand-*Instruction*/CHETL-*Instructional Rigor & Student Engagement, Instructional Relevance* / *Program Review Strand Instructional Strategies*	
Constructive Response to Writing	o Emphasis is on developing the writer, not "fixing" the piece of writing. o Teachers use observation, conversation, and review of writing samples to determine what support students need. o Constructive response happens during different phases of the writing process (planning, drafting, revising, editing, publishing, and reflecting stage). o A variety of techniques are used for response: conferences, written notes, peer conferencing (pairs or small group), response forms, whole-class response, and self-response.
Mini Lessons	o Short, 5-10 minute lesson focusing on skills and strategies writing curriculum. o Teachers plan mini lessons based on student need. o Writing Notebooks are used to store ideas, progress notes, resources, etc.
Teacher Activities (focus on writing)	___Direct Instruction ___Leading Discussion ___ Providing Accommodations

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	___Supporting Lead Activities ___ Using technology to research ___Monitoring Student Performance ___Embeds writing strategies into lesson ___Providing descriptive feedback
Student Engagement	___ # actively engaged ___# Off Task ___# Passively engaged/compliant ___# Sleeping
Student Activities (focus on writing)	___Individual Work ___Small Group Work ___Whole Group Work ___Using textbooks ___Workbooks/sheets ___Note taking ___Assessment ___Discussion ___Stations/Centers ___Hands-On ___Presenting ___Using Technology ___Writing to Learn ___Writing to demonstrate learning ___Learning logs ___Response journals ___Quick Writes ___ Discussing portfolios ___Discussing Writing process
Collaboration	o Students collaborate as writers, thinkers, and learners. o Teacher models effective ways to collaborate. o Occurs throughout the writing process.
Differentiation	___Of Content (What students are learning is different.) ___Of Process (How students are learning is different.) ___Of Product (How students are demonstrating learning is different.) ___No evidence of differentiation observed. (Content/process are the same for all.)
Rigor/Relevance	*Questioning/Activity Level* __Knowledge ___Comprehension ___Application ___Analysis ___Synthesis ___Evaluation *Relevance* ___The student has little to no opportunity to make meaning/connections with learning. ___The students can connect learning experiences to prior learning in the same content. ___The students can connect learning across disciplines and make meaning from learning.

Literacy Strand-*Assessment*/CHETL-*Classroom Assessment & Reflection/* *Program Review Strand Formative and Summative Assessment & Student Access*	
Use of Formative Assessment (List)	
Writing/ Communication Portfolio	o Evidence of text types and purposes in KCAS o Demonstrates student interest and student growth (reflection) o Demonstrates integration of writing across the content areas o Demonstrates integration of communication across time and grade levels o Teachers, peers and others provide regular feedback on student writing o Evidence of student involvement in development of portfolio
Use of Summative Assessment (List)	
* (Positive Statement)	

I wish…	
Observer's Signature	**Date**