

WRITING INSTRUCTION

~~Daily student writing shall be an integral part of instruction at all grade levels and in all core content areas. Teachers shall provide meaningful opportunities for students to develop their formal and informal writing skills, to graduate with the required skills for post-secondary success.~~

~~Writing instruction at all grade levels shall include exposure to and the use of the stages of the writing process and multiple writing genres.~~

~~Student assessment shall include formal evaluations as well as informal evaluations including teacher or peer conferences, self evaluation or written comments from readers of students' writing (peer, the teacher, other adults, etc.)~~

~~The Superintendent shall direct the Department of Teaching, Learning and Leadership Curriculum Office to develop Ddivision curriculaum delineating specific amounts and kinds of writing assignments at each grade level and across each core content area.~~

~~Adopted: January 9, 1997
Amended: January 3, 2008
Amended: May 8, 2014~~

Commented [1]: Move to the instructional philosophy policy and retire this policy.

Commented [2]: I agree with the suggestion to retire this policy. It seems confusing to have a policy for writing if we don't do so consistently for other content areas.

Commented [3]: Additionally, as it is best practice to teach writing in a manner integrated with reading and phonics, having this as a standalone policy sends an incomplete message about the comprehensive approach needed for optimal literacy development.

Commented [4]: This policy was created by ACPS.

Commented [5]: Could this be included in another policy?

Commented [6]: I wonder that too

Commented [7]: Notes 2-1:
- Policy belongs in teaching philosophy concepts rather than as a standalone policy

Commented [8]: Agreed if we don't have a separate policy for readying/literacy

Commented [9]: We should align with new Virginia Literacy Act

