**Writing Plan for FCAT Writing**

*2013-2014*

* FCAT writing practice and assessments (Eagles’ Write) will be administered in ELA classrooms.
* A diagnostic writing prompt will be given to students within the first 2 weeks of school.
* Teaching of writing skills (from Paragraph to Essay) will be stressed from August to October.
* Eagles Write will be implemented on a monthly basis from October through March.
* Students will be given one day (20 minutes) to complete their outlines and graphic organizers (prepare), and one day (40 minutes) to write their essay.
* ELA teachers will grade their students’ writing, along with the Literacy Coach or ELA Department Chair…each paper will have two scores based on the FCAT writing rubric. The average score will be used as a quiz/test/project grade in the ELA classroom.
* ELA teachers will receive PLC training on the current writing plan. They, along with the Principal and ELA Department Chair, will be given both electronic and hard copy packets that will include the following:
	+ Tentative Writing Schedule for the months of August, September, and October
	+ “From Paragraph to Essay” graphic organizers, basics, and examples
	+ “Banish Boring Words” copy
	+ FCAT 2.0 general information
	+ FCAT 2.0 calibration rubrics for 8th or 10th grade
	+ TAG Strategy guide
	+ Participation/Involvement Grading Rubric examples for Eagles Write
	+ A Copy of Eagles Write Directions for Staff
	+ The Diagnostic/Summative Eagles Write Prompt and Planning Sheet
* ELA teachers will receive, beginning in October, monthly folders which will contain the following, pertaining to Eagles Write:
	+ Monthly Eagles Write Prompts
	+ Directions to Staff for Day 1 and Day 2 of testing
* Once taught and implemented on a regular basis in ELA classrooms, “From Paragraph to Essay” will be presented to curriculum chairs. Chairs will take back the information to their respective PLCs. All staff will become aware of what is required of students regarding paragraph and essay writing, in the hopes that they will be held to the same standards in all disciplines.

**Writing Schedule for ELA Classrooms**

*(To be completed by the end of October)*

1. Diagnostic Assessment using a standard prompt appropriate for grade level
	1. Use the Eagles’ Write Format
	2. ask students to write an ‘essay’ but give no parameters
	3. It will be graded as a classwork grade
	4. If completed correctly, will be given some sort of prize/award
2. Grade and review writing individually with students
	1. Give one copy to students for their ‘writing portfolio’
	2. Keep one copy for your records
	3. Give one copy to the Literacy Coach for the student’s portfolio
3. The Paragraph Format
	1. What makes a strong paragraph? What will critics look for?
	2. Example of Strong Paragraph using the given format
		1. High School Obstacles
			1. Use different colors to highlight the different sentence types required in the paragraph (GS, SP, EX, CS)
4. Pre-Writing paragraphs
	1. The important of having a pre writing plan (to keep you on track and make sure you have everything in your paragraph)
	2. Note Taking (not having to write full sentences on a graphic organizer)
	3. Model pre-writing using the topic sentence/General Statement “The Football Game was Exciting”
	4. Pre-write as a class using a given topic sentence/General Statement “The Party was Awesome”
5. Simple paragraph writing using a topic sentence
	1. Model writing a paragraph using the pre-writing for “The Football Game was Exciting”
	2. Write a paragraph as a class using the pre-writing for “The Party was Awesome”
6. Banish Boring Words tutorial
	1. How to use the book
	2. Every student gets a book of their own or every room has a classroom set
	3. Use the book to go back over previous paragraphs and edit/revise using “Banish Boring Words”
		1. Teacher models with “The Football Game was Exciting”
		2. Class works on “The Party was Awesome”
7. Proofreading skills
	1. Go over basic proofreading (sentence structure, indentation, punctuation, spelling, mechanics)
	2. Model proofreading with “The Football Game was Exciting”
	3. Proofread as a class with “The Party was Awesome”
8. Publishing the paragraph
	1. Decide as a class how to publish the two paragraphs (on a website, on the morning announcements, typed up , as a poster)
9. The Writing Process Overview
	1. Prewriting
	2. Drafting
	3. Revising
	4. Proofreading
	5. Publishing
10. Individual Paragraph Writing
	1. Give every student the same general statement “The students in the cafeteria were wild today.”
	2. Go through writing process and check each step with teacher/para and one partner
	3. Publish writing in a class publication/pamphlet/poster
	4. Using “Poodles”, analyze the paragraph, write a paragraph on poodles, and then analyze the complete paragraph
	5. Give students different general statements and let them practice writing a paragraph and going through the writing process on their own
11. From Paragraphs to Essays
	1. Defining types of essays (persuasive/expository)
	2. Prompts vs. topic sentences
	3. What is a thesis statement?
	4. Pre-writing essays using a prompt
		1. Modeling pre-writing an essay using an FCAT 2.0 prompt
		2. Pre-writing as a class using an FCAT 2.0 prompt
	5. Drafting an essay (modeling and whole class)
	6. Revising an essay (modeling and whole class)
	7. Proofreading an essay (modeling and whole class)
	8. Publishing an essay (modeling and whole class)
12. FCAT Analysis
	1. Give students a prompt to write about
	2. Afterwards, show requirements/rubrics for
	3. Show examples of student writing for the prompt and have students critique and grade
	4. Re-write essay and peer check
13. Explanation of Eagles Write and the effects on English Grade (as a quiz/project/etc.)
	1. What parts of the writing process can you use for FCAT and Eagles’ Write?
	2. What parts of the writing process would be difficult to use? Why?
14. Give students the opportunity to write an essay on their own; use peer checks and grading using the FCAT Writing rubric.
15. As a summative assessment (after March?), rewrite essay from diagnostic.