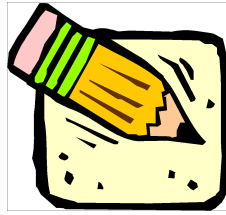


WRITING POLICY



STUDENTS' WRITING EXPERIENCES & STRATEGIES

To provide *multiple opportunities to develop complex communication skills for a variety of purposes and to use a variety of language resources*, we will make sure students:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
 - o Writing for a variety of purposes:
 - Argumentative writing to support claims.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.
 - o Writing for a variety of audiences.
 - o Experiences that reveal ownership and independent thinking.
 - o Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations
- Write as a natural outcome of the content being studied in all core curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D)), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.
- Practice 21st century critical thinking, collaboration, creativity, problem solving and communication skills and connect them to real world experiences.
- Apply technology effectively as a tool to research, organize, evaluate and communicate information.
- Apply appropriate writing **skills** to oral communications.
- Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
- Engage in real world and creative communication appropriate for mastering Kentucky Core Academic Standards.

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

To provide *multiple opportunities for students to develop complex communication skills for a variety of purposes*, defined core teachers will:

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher with all four core areas (ELA, Science, Math, and Social Studies)
- and writing for publication in ELA, Science, and Social Studies
- Provide authentic, meaningful writing at all grade levels:
 - o Writing for a variety of purposes:
 - Argumentative writing to support claims.
 - Informative/explanatory texts.
 - Narrative to develop real or imagined experiences or events.
 - o Writing for a variety of audiences.
 - o Writing about experiences that reveal ownership and independent thinking.
 - o Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
 - o Create and publish products
 - o Collaborate with others
 - o Cite sources as needed in the MLA format and use the technology (word processing software and Reference websites) to do so.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing. Teachers will use writing strategies throughout all three grade levels (e.g. CER and RACE) to keep writing congruent across grade levels.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology, which may include document cameras, projectors, laptops, computer labs, and software programs) driven by different instructional purposes with different audiences for the student to consider.
- Provide intentionally planned literacy learning opportunities to allow students to explore ideas and design products across content areas.
- Provide students practice in 21st century critical thinking, collaboration, creativity, problem solving and communication skills, connecting them to real world experiences.
- Provide opportunities for students to apply technology (e.g. iPads, laptops, computer labs, and software programs) effectively as a tool to research, organize, evaluate and communicate information.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
- Instruct the complex process, concepts and principles of literature using differentiated strategies to make instruction accessible.
- Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.

SCHOOL-WIDE STRUCTURES AND MONITORING

To ensure every student has a **writing folder** that *demonstrates student interests, the integration of writing and communication skills across the content areas, and includes samples of work that shows interests and growth over time*, the principal will:

- Ensure curriculum is vertically and horizontally aligned to Kentucky Reading and Writing Standards.
- Ensure the plan includes guidelines for incorporating student and teacher use of technology tools.
- Ensure the implementation of the writing policy and plan.
- Ensure that the council reviews as needed and revises (if necessary) the writing policy as well as approves the writing plan as needed.
- Ensure teachers receive embedded professional development needed to improve writing instruction.


REFLECTION, ASSESSMENT, AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

- Active participation of students in decision making about contents of the writing folder.
- The use of the writing folder for determining student performance in communication.
- The procedures for reviewing the writing folder to determine strengths and weaknesses in student writing via a student self-reflection and the overall writing program via a count of the number of times a strength or weakness occurs in the self-reflections.
- The procedures for reviewing student writing for overall trends to inform instruction
- Guidelines for providing students descriptive feedback on the pieces in the writing folder.
- Opportunities for students to improve their writing and communication skills based on writing folder feedback.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 2/18/14 Council Chairperson's Signature 

Date Reviewed or Revised: 11/11/19 Council Chairperson's Signature 

Date Reviewed or Revised: _____ Council Chairperson's Signature _____

Date Reviewed or Revised: _____ Council Chairperson's Signature _____

Date Reviewed or Revised: _____ Council Chairperson's Signature _____

Date Reviewed or Revised: _____ Council Chairperson's Signature _____