

Carter G. Woodson Academy Writing/ Communications Policy & Plan

Implementation From: January 2019

In order to provide opportunities for students to develop, practice, and refine complex communication skills for a variety of purposes, all CGWA teachers at all grade levels and in all core content areas will do the following:

PLAN- What will teachers teach? What scholars will learn?

Teachers will embed the Kentucky English Language Arts Academic Standards for reading and writing as a natural part of learning the content studied in their disciplines at high levels, incorporating a variety of genres to include literary, argumentative, informational, and practical/workplace materials.

Teachers will provide writing instruction that is vertically and horizontally aligned to the KAS for ELA by deepening student understanding and proficiency of the following school wide grade level areas of emphasis enumerated below.

Scholars will:

Freshmen: develop clear thesis statements & construct topic sentences
Sophomore: develop research skills, assess the usefulness of sources, synthesize multiple sources, integrate information, and avoid plagiarism.
Junior: organize logical sequences of information to create a unified piece of writing
Senior: use precise language, specific vocabulary, and rhetorical techniques to communicate effectively

*Note clarification of “thesis statement”:

- Middle school: thesis statement as an issue, claim, and summary sentence.
- High school: thesis statement as precise knowledgeable claims

DO- What activities will teachers plan for scholar engagement with writing? What learning activities will scholars engage in?

Teachers will require scholars to write for a variety of audiences across the three categories of writing (writing to learn, writing to demonstrate learning, writing for publication) in order to develop authentic, meaningful writing that is a natural outcome of the content being studied.

Teachers will instruct scholars on the writing process and produce two argumentative writing pieces a year that are researched/ inquiry based.

Teachers will provide appropriate resources for writing instruction driven by various instructional purposes and designed with a variety of audiences in mind.

Teachers will provide opportunities for scholars to apply technology as a tool throughout the writing process to communicate and/or evaluate using critical thinking skills, to seek a new or

deeper understanding based on research/inquiry around a topic, and to demonstrate new understandings through collaborating, creating, and making global connections.

Scholars will complete writing tasks and experience both on-demand and writing over time. Writing pieces should allow for some scholar choice & exploration with topic, style, communication mode &/or method of presentation. Minimum writing expectations for scholars for each semester are:

- Writing to learn (scholar generated notes, journaling etc.)
- Writing to demonstrate learning to the teacher (written responses for formative and/or summative assessments)
- Writing for publication (content-specific writing intended for a specific audience that reveals scholar ownership and independent thinking). The written publication must go through the writing process of planning, drafting, revising, editing, publishing, and reflecting upon writing

STUDY- How will teachers know scholars have learned it? How will scholars know they have written good pieces?

Teachers will provide scholars with consistent and timely formative feedback, both written and oral, to guide and improve writing skills during the development of writing/communication pieces.

Teachers will score the summative writing/communication pieces with a school/state approved rubric and record results in gradebook/IC.

Scholars will use the school/state approved writing/communications rubric to help develop writing and higher order thinking skills.

ACT- What will teachers do when scholars do not reach proficiency? What will scholars do when their writing is scored at the novice/apprentice level?

- Reteach
- Enrich those already mastering content
- Reflection

Teachers will collaborate with their PLCs on improvements, instructional ideas, strategies and analysis of scholar learning in relation to literacy instruction.

Teachers will instruct scholars in using the school wide literacy strategies and will differentiate literacy strategies to make instruction accessible to all scholars.

Scholars will read and analyze a variety of print and non-print exemplars to use as models of the task and content specific qualities of high quality writing.

Scholars will use the school wide literacy strategies below to improve writing piece and skills.

School-wide Reading Strategies	School-wide Writing Strategies
Annotation- “mark up” the text as scholar reads, identifying important ideas, vocabulary, questions, and connections	Scholar Generated Notes (writing to learn)- use a variety of note taking methods to prioritize content and record it in order to reference at later time
Summarizing- create written and oral summaries of complex texts to identify theses and main ideas	Claim Evidence Reasoning (writing to demonstrate learning)- elaborate on scholar ideas by providing and explaining evidence
A variety of content specific reading strategies to develop proficiencies in a variety of texts and modalities	

CGWA administration will regularly look for evidence of literacy, writing/communication instruction through unscheduled and scheduled walkthroughs and evaluations.