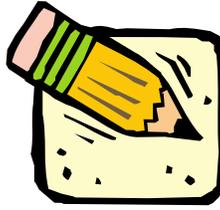# WRITING POLICY

GOAL

Our school strives to provide each student with the writing skills necessary to meet the Kentucky Education system goals:

- ***Communication skills necessary to function in a complex and changing civilization;***

- ***Sufficient preparation to choose and pursue their life's work intelligently; and***

- ***Skills to enable students to compete favorably with students in other states and other parts of the world.***   — KRS 158.645 and KRS 158.6451

CRITERIA FOR THE WRITING PROGRAM

In order to provide a high-quality writing program, every student will have:

A. Multiple opportunities to develop complex communication skills for a variety of purposes scheduled as part of daily instruction and experiences:

1. Being taught from a curriculum that is vertically and horizontally aligned to the *Kentucky Academic Standards*.

2. Engaging in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.

3. Experiencing authentic, meaningful writing at all grade levels, including:

    a. Writing for a variety of purposes:

    - Opinion (Elementary)/Argumentative (Secondary) to support claims
    - Informative/Explanatory texts
    - Narrative to develop real or imagined experiences or events

    b. Writing for a variety of audiences

    c. Writing experiences that reveal ownership and independent thinking

    d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks

4. Experiencing the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.

5. Being provided consistent and timely feedback throughout the writing process to guide and improve writing skills.

6. Experiencing writing in both on-demand and writing-over-time situations.

7. Writing as a natural outcome of the content being studied in all curriculum areas.

8. Applying appropriate writing skills to oral communication.

B. Writing instruction allowing students to read and analyze a variety of print and non-print materials by embedding a variety of language resources as part of daily instruction:

Appropriate resources for writing (e.g., personal interviews, observations, print materials, and digital sources) driven by different instructional purposes with various audiences for the student to consider.

- Multimodal text, such as artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia
- Types of text, such as persuasive, literary, informational, and practical/workplace materials
- Models to serve as exemplars for student writing

Resources will be used with differentiated strategies to make instruction accessible to all students.

C. A variety of technological tools used in the writing process that allow students to:

- Evaluate or communicate using critical thinking skills
- Seek a new or deeper understanding based on inquiry of a topic
- Demonstrate new understanding through collaborating, creating, and making global connections
- Have relevant learning opportunities with community members, postsecondary partners, and businesses.
- Engage in real world and creative communication appropriate for meeting *Kentucky Academic Standards.*

WRITING GUIDELINES FOR TEACHERS

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

1. Work with students to master the writing standards for their own grade level and move to the next level of standards as students are ready.
2. Teach and require students to use higher-order thinking skills whenever possible.

3. Incorporate three categories of writing in instruction: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:

   a. Writing for a variety of purposes:
      - Opinion (Elementary)/Argumentative (Secondary) to support claims
      - Informative/Explanatory texts
      - Narrative to develop real or imagined experiences or events

   b. Writing for a variety of audiences

   c. Writing about experiences that reveal ownership and independent thinking

   d. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks

4. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing. Provide opportunities for on-demand and writing-over-time.

5. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.

6. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.

7. Instruct the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.

8. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.

9. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.

10. 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.

11. Guide students to **apply technology as a tool** throughout the writing process to:

    - use critical thinking skills,
    - seek a new or deeper understanding of a topic, and
    - demonstrate new understanding through collaborating, creating, and making global connections.

12. Allow student choice and exploration.

13. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting *Kentucky Academic Standards*.

SCHOOL-WIDE STRUCTURES

To ensure the writing program includes reflection, assessment, and feedback, instruction at all levels will incorporate:

1. The use of the [1]portfolio for determining student performance in communication.

2. Active participation of students in decision making about contents of the portfolio and the **use of technology tools**.

3. Analysis of writing to determine strengths and weaknesses in student writing and the overall writing program.

4. Descriptive feedback on the writing.

5. Opportunities for students to improve their writing and communication skills based on feedback.

MONITORING GUIDELINES

Our school writing program and writing instruction in each classroom will prepare students to reach grade level expectations from the *Kentucky Academic Standards for Writing*. The program and/or instruction will be adjusted based on testing data, classroom data, and data from any other program evidence.

The principal or his/her designee will monitor the writing program to:

1. *Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards*.

2. Ensure the implementation of this Writing Policy.

3. Ensure that the Writing Policy and supporting writing instruction documents are reviewed annually by _____ *< put in the appropriate group for your school: curriculum committee, literacy team, or other >*, including collecting and evaluating evidence to determine effectiveness. After analysis, revise as needed.

4. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday.

5. Provide regular and consistent time for teachers to collaborate by analyzing student work in order to improve the writing program.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through the monitoring guidelines above and our school improvement planning process.

Date Adopted: _____

Date(s) Reviewed or Revised:

NOTES ON USING THIS WRITING POLICY

WRITING POLICY LEGAL REQUIREMENTS: This sample policy contains the language for all the legal writing program and policy requirements. The language for these requirements is in **_bold italics_**.

LAW IN A BOX: **This sample policy contains the language aligned to the legal requirements for writing stated in KRS 158.6453(19):**

"The Kentucky Department of Education shall provide to all schools guidelines for including an effective writing program within the curriculum. Each school-based decision making council or, if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The writing program shall incorporate:

- ☑ **_a variety of language resources,_**
- ☑ **_technological tools,_**
- ☑ **_and multiple opportunities for students to develop complex communication skills for a variety of purposes."_**

The language in the policy for these requirements is in **_bold italics_**.

[1]PORTFOLIO: Portfolios are not required by law and are simply a collection of student work. This is one way to evaluate growth and mastery of standards**.**

STRIVING READERS PROGRAM:
If your school is part of the Striving Readers Program, the following information can help connect that program with the writing policy:

- _KDE's Writing Guidelines_ include language related to the required Literacy Team:
    "A schoolwide writing plan, developed by the literacy team, describes actions to be taken by teachers in order to implement the school's writing program, including what will be learned and how it will be assessed. The plan shall reflect the writing policy and will be adjusted dependent upon formative and summative data."
- KASC has sample Striving Readers Program policy language addressing the SBDM responsibilities in the KDE _Literacy Program Effectiveness Review for Kentucky Schools (PERKS) Planning Book_. That document is also available on our member-only site.