



CRITERIA FOR THE WRITING PROGRAM

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

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - 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. 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
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. Experience writing in both on-demand and writing over time situations.
5. Write as a natural outcome of the content being studied in all curriculum areas.
6. 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.
7. 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.
8. *Participate in intentionally planned literacy learning opportunities to explore ideas and design products across content areas.*
9. *Practice 21st century critical thinking, collaboration, creativity, problem solving and communication skills and connect them to real world experiences.*

10. *Apply technology effectively as a tool to research, organize, evaluate and communicate information.*
11. Apply appropriate writing skills to oral communication.
12. Engage in real world and creative communication appropriate for meeting Kentucky Core 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. Teach and require students to use higher order thinking skills whenever possible.
2. Assign three categories of writing: 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 including but not limited to on-demand and writing over time assignments.
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. *Explicitly instruct and develop communication skills by integrating the strands of literacy (reading, writing, speaking, listening, and language use) across content areas.*
7. 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.
8. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
9. *Provide intentionally planned literacy learning opportunities to allow students to explore ideas and design products across content areas.*
10. *Provide students practice in 21st century critical thinking, collaboration, creativity, problem solving and communication skills, connecting them to real world experiences.*
11. *Provide opportunities for students to apply technology effectively as a tool to research, organize, evaluate and communicate information.*
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 Core Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a **writing communication folder that demonstrates student interests, the integration of writing and communication skills across the content areas, includes samples of work that shows interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends**, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Core Academic Standards.
2. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher **use of technology tools**.
4. Ensure the implementation of the writing policy and plan.
5. Ensure that the writing policy and the writing plan are reviewed annually and revised (if necessary).
6. *Ensure teachers receive embedded professional development needed to improve writing instruction.*

CRITERIA FOR THE WRITING PLANS

Writing plans will be separate from this policy and will be specific for each level. These plans will reflect this policy and will be adjusted depending on what the data from testing and the Writing Program Review indicates.

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

1. Active participation of students in decision making about contents of the portfolio.
2. The **use of the communication folder for determining student performance in communication**.
3. The **procedures for reviewing the communication folder** in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The **procedures for grading the communication folder** including feedback to inform instruction.
5. Guidelines for **providing students** descriptive **feedback** on the communication folder.
6. Opportunities for **students to improve their writing and communication skills** based on communication folder feedback.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

KRS 158.6453 (Senate Bill 1): This sample policy contains the language for all the legal writing program and policy requirements. The language for these requirements is in ***bold italics***.

PROGRAM REVIEWS: This sample policy contains language that aligns with and supports the Writing Program Review proficient characteristics. *This language is in italics.*

LAW IN A BOX: This sample policy is consistent with the SBDM law, KRS 160.345(2)(i)(7) which says this policy must include guidelines for the school's writing program incorporating:

- ☑ use of a variety of language resources,
- ☑ technological tools,
- ☑ multiple opportunities for students to develop complex communication skills for a variety of purposes,
- ☑ student writing portfolios with samples showing interests/growth over time and follows the student from grade to grade and school to school, and
- ☑ the use of the student writing portfolios for determining student performance in communication and procedures for reviewing and grading the portfolio, providing students with feedback, and opportunities for them to improve.