

Adair County Elementary School Writing Policy

*Writing, by definition of KACS, includes a combination of drawing, dictating, and writing for kindergarten students.

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 ensure students:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication
2. Experience authentic, meaningful writing at 3-5 grade levels:
 - a. Writing for a variety of purposes:
 - i. Opinion
 - ii. Informative/explanatory texts
 - iii. 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. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. 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 students writing.
8. 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 student to consider.
9. Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.
10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.

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 the 3-5 grade levels that include:
 - a. Writing for a variety of purposes:
 - i. Opinion

ii. Informative/explanatory texts

iii. 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

3. Teach the writing process, at developmentally appropriate levels for 3-5, including: planning, drafting, revising, editing, publishing, and reflecting upon writing including, but not limited , to on-demand and writing-over-time assignments.

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

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

6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.

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 students writing.

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

9. Demonstrative, 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.

10. Students apply technology as a tool throughout the writing process.

11. Allow student choice and exploration

12. 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 AND MONITORING GUIDELINES

Every student in the Adair County School District will have a digital portfolio. The graduating class of 2031 (students entering kindergarten in 2018-19 school year) will be the first to begin their portfolio in kindergarten. The digital portfolio will include samples of work that show students' interests and growth over time. The portfolio will be accessible to the students and teachers from grade to grade. To ensure every students' digital portfolio demonstrates his/her integration of writing, communication, and other literacy skills across content areas, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards
2. Utilize the literacy team to develop a writing plan
3. Follow district guidance and guidelines for the implementation of digital portfolios
4. Ensure the writing plan includes guidelines for incorporating student and teacher use of technology tools
5. Ensure the implementation of the Writing Policy and Writing Plan
6. Ensure the Writing Policy and the Writing Plan are reviewed annually and revised (if necessary)
7. Provide teachers with professional learning opportunities to collaborate on improvements and exchange ideas. Professional learning will focus on schoolwide writing strategies.

CRITERIA FOR THE WRITING PLAN

Writing plans will be separate from this policy. These plans will be reflective of the policy, but can and should be adjusted based on the needs of the students.

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

1. Multiple opportunities for students to develop complex communication skills for a variety of purposes
2. Access to and use of technology tools
3. Access to and use of language resources
4. Guidance and guidelines from the district for digital portfolios, additional items to be added at the school level to be determined
5. Feedback to students regarding writing and communication skills

GRADE LEVEL GUIDELINES FOR ADAIR COUNTY ELEMENTARY SCHOOL WRITING PIECES

THIRD GRADE

Text Types and Purposes

Opinion Piece-1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a concluding statement or section.

Informative Piece-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a concluding statement or section.

Narrative Piece - 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

Starts at Third Grade and is part of the process in grades 3-12
Production and Distribution of Writing

- 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 and explain how the information contributes to an understanding of the text in which it appears.)
- 6. Explain how an author uses reasons and evidence to support particular points in a text.
- 7. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Fourth Grade

Text Types and Purposes

Opinion Piece-1. Write an opinion on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts and details.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a concluding statement or section related to the opinion presented.

Informative Piece-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a concluding statement or section related to the information or explanation presented.

Narrative-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Fifth Grade

Text types and Purposes

Opinion Piece-1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a concluding statement or section related to the opinion presented.

Informative-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a concluding statement or section related to the information or explanation presented.

Narrative-3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

