Nelson County District Writing Plan

Executive Summary

**Philosophy:**

The Nelson County School District recognizes that writing is an integral part of the learning process. Writing contributes to the critical and creative processing of information and ideas; it is the indispensable part of thinking and learning. We believe that literacy is the responsibility of all teachers and that writing must be evident in every classroom in Nelson County Schools. We believe that the writing process is not just about the end product but also about enabling teachers and students to broaden the scope for communication. With this belief, teachers will incorporate multiple experiences for writing to occur which includes writing to learn, writing to demonstrate learning, and writing for publication. We believe that students play an active role in their literacy development as a means to be a ‘productive thinker’ about their growth and learning in writing.

**Purpose:**

The purpose of this plan is to assist schools in the content area and/or grade level expectations, the content, management, and maintenance of assessment writing and literacy folders, and the monitoring of student writing performance and next steps. ***Each school’s SBDM Council must adopt a writing plan policy. The school plan must align and support the district writing plan; however, the forms and monitoring process may be amended to reflect each school’s needs as long as it fulfills the mandates of SB1.***

***A school level writing plan shall be developed and address:***

1. ***Multiple opportunities for students to develop complex communication skills for a variety of purposes.***
2. ***Access to and use of technology resources, tools, and applications.***
3. ***Access to and use of a variety of language resource.***
4. ***Procedures for the assessment folder and literacy folder and monitoring.***

**Implementation and Impact:**

The Nelson County School District expects that our students will be provided with multiple opportunities to develop complex communication skills for a variety of purposes. Our students will also have access to and use of technology tools and language resources. All schools are expected to implement best practices in writing instruction which shows evidence of the use of rubrics aligned to the prompt, models of quality writing, specific feedback, and revision exercises that promote improvement. To facilitate the implementation of this plan with fidelity, Nelson County administrators, teachers, and other instructional staff members will be provided with procedures for developing and monitoring literacy folders as well as expectations for reviewing the literacy folders on an annual basis as a means to provide feedback to students on their writing and communication skills.

**Required Component #1: Opportunities to Write**

|  |  |  |
| --- | --- | --- |
| **Writing to Learn** | **Writing to Demonstrate Learning** | **Writing for Publication****(These products are taken through the writing process.)** |
| Writer’s notebookJournalsLearning logsObservation logsEntrance or exit slipsQuick writesResearch notesGraphic organizersNote taking | On demandLab reportsConstructed responseEssaysShort answerData interpretationEntrance or exit slipsClassroom presentationsResponse to primary documentsSummariesExplanation of contentDescription of process | **Informational Writing****Narrative Writing****Argumentative Writing** Lab reportsAbstracts of articlesJournal reviewsExecutive summariesBrochuresEditorials SpeechesPoems/SongsArticlesScriptsLettersPublication through technology |
| **COMMUNICATING USING TECHNOLOGY AND TECHNICAL SKILLS** |
| **Writing to Learn** | **Writing to Demonstrate Learning** | **Writing Publication** |
| Online communication/collaboration tools(e.g. email, Blog, Wiki, Moodle, web design, etc.)Appropriate online research methods | Multi-media presentations e.g.Powerpoint, Photo Story, Movie Maker, web design, etc.) | Multi-media presentations e.g. Powerpoint, Photo Story, Movie Maker, web design, etc.)Using online tools for creation of bibliography |

|  |  |
| --- | --- |
| **EXPLANATORY / INFORMATIONAL** | **ARGUMENTATIVE** |
| ***SCIENCE:***Journal InvestigationsProposal for Creating a new productProposal for inventionConsumer ReportLab ReportsLab abstractsData analysisCause and EffectCurrent event reactionExperiment designResearch PaperJournal reviewsJournal / Article / ReactionCrime scene investigations – discovery of evidence, evidence based conclusion, prosecutionCold case reviews / analysisDefending a positionResearch PaperEssaySpeechGlogsterInfomercial / InfographicProject Proposal ArticleLettersBiographical essayProblem Solving Scenario | ***SCIENCE:***Evidence based claimCurrent event reactionResearch PaperEssayPosition PaperSpeech /Speech for debateEditorialArticleLetters |
| ***ENGLISH LANGUAGE ARTS*** SpeechLetterPamphletBrochureResearch SummaryArticleEditorialLiterary Analysis | ***ENGLISH LANGUAGE ARTS***SpeechLetter Pamphlet BrochureReview – Movie /Book | ***ENGLISH LANGUAGE ARTS (Narrative)***Personal EssayShort StoryMemoirPoetryPersonal Narrative |
| ***SOCIAL STUDIES:***Analyze relationships between primary and secondary sourcesReaction to current eventsInterviewsNarration of an historical eventSurvey summary / article to explain dataEssaySpeechAnalysis of political cartoonIconography ( formal analysis of how symbols are used in a work of art and how they connect o the culture and history)GlogsterInfomercial / InfographicProject ProposalArticleLetters Biographical essayProblem Solving Scenario | ***SOCIAL STUDIES:***Analyze relationships between primary and secondary sourcesReaction to current eventsAnalysis of article that contains propaganda/ write an essayLetter in response to a political cartoonEssaySpeech / Speech for debateResearch PaperEditorialArticleLettersDebates |
| ***ARTS AND HUMANITIES:***Typography accompanied with presentation of use of artistic elements, perspective / critical analysisSociological essay ( examination of an artist belonging to a particular asocial group at a particular time in our history – female artists, artists of color, etcBiographical essay ( explores relevance of an artist’s life to his / her art)Formal analysis or critique ( analysis of parts of a work of art and their relationship to create new and interesting ways of seeing and understanding the work as a whole)concert reviewsInfograhic / InfomercialAnalysis of song lyrics, visual art, typography Program notes or playbillsProblem Solving Scenario | ***ARTS AND HUMANITIES:***Analysis of controversial billboards/ songs / art forms |
| ***PRACTICAL LIVING:***Fitness PlansHealth and Safety ArticlesWellness PlansArticle Review SummariesResponse to health/wellness related article or findingResearch Paper Career FieldProposal for making health-based changes to school lunch menu, schedule, etc.Consumer reviews and analysisProblem Solving Scenario | ***PRACTICAL LIVING:***Response to health/wellness related article or findingProposal for making health-based changes to school lunch menu, schedule, etc.Evaluating impact of consumerism on health |
| ***ROTC:***SpeechesDrill formationsProblem Solving Scenario | ***ROTC:***Speeches |

**Required Component #2: Access to and use of technology tools:**  How do students need to use technology throughout the writing process?

**NOTE**: Schools may elect to use electronic literacy folders; however, all schools are expected to have a hard copy backup.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prewriting/Narrowing a topic and collecting evidence & information** | **Drafting** | **Revising** | **Editing** | **Publishing** |
| Research topicGather information Forums/blogsLook at modelsResearch perspectives on a topicLook at current eventsRecord how student feels about the topic before and after researchResearch songs, movie clips, quotes, facts, statistics about topicHistorical background as related to topicCreate an online graphic organizerResearch to include specific content vocabulary to be used in writing piece | Select images/media to include in a publicationOrganize research into a planned orderUse technology for teacher and peer feedback (e-mail, Edmodo, comments on Microsoft Word documents)Use computer-based word processing programs to draft (Microsoft Word, Publisher)Citing sources | Make revisions based on teacher and peer feedback provided through technology (e-mail, Edmodo, Googledocs, comments on Microsoft Word documents)Make use of Read Write Gold/Siri) or text readers to “hear” work and make revisions | Encourage students to use word processing tools to spell check, grammar check, find word choices (thesaurus) | School newspaperOnline articlesOnline magazineEtc…. |

**Required Component #3: Access to and use of language resources**

Thesaurus

Dictionaries

Reference Texts

Graphic Organizers

Models of writing

Access to quotes and statistics

**Required Component #4: Procedures for developing and monitoring writing progress**

**Writing for Assessment Folder**

***Each student, in each grade, must have an assessment folder that contains evidence of writing for assessment. This includes constructed responses, AP essays, on-demand. The school’s SBDM Council must outline the management and monitoring process for the assessment folder.***

* Contains writing products that reflect writing to demonstrate learning.
* Requires students to respond to a prompt in one sitting. K-prep-like constructed responses, short answer, and on-demand responses would be included in this folder.
* Provides evidence that each teacher is giving opportunities for writing for assessment on every summative.
* Includes specific teacher feedback.

**NOTE:** This writing for assessment folder does NOT transition from year to year. It is returned to the student at the end of each year.

**Literacy Folder**

***Each student, in each grade, must have a literacy folder that contains evidence of the writing process from start to finish. This includes drafting, editing, revision, and final copy. The school’s SBDM Council must outline the management and monitoring process for the literacy folder.***

* Contains finished writing products that required students to develop a piece beyond one class period.
* Requires students to write for a multiple purposes: narrative, informative/explanatory, and opinion/argumentative.
* Includes each phase of the writing process, the prompt, the rubric, and specific teacher feedback.
* **Requires each content area at each grade level to contribute a minimum of one writing piece per academic year.** Schools will designate the expectations for related arts teachers. The expectations for multiple writing opportunities for ALL teachers will be outlined within the school’s SBDM writing policy/program review/school improvement plan.

**NOTE:** The Literacy folder is reviewed by the student at the end of each year in their English/language arts class and DOES travel to the next grade level/school. The student will select a piece from each mode, identify the writing trait that is a strength in the writing piece, and how that trait made the piece stronger. At the beginning of the following year, the student will analyze the use of the writing traits among all three selected pieces and conference with their language arts teacher to explain student growth and set student-specific writing improvement goals. Each year, each school should conduct an instructional analysis of the contents of the literacy folders to monitor content area contributions and identify instructional next steps.

Nelson County Student Writing Self-Analysis

**Expectation:** Any piece of writing for publication must have student analysis form attached to the student’s final copy. Schools may elect to use this form or another format that contains the traits below.

**Procedure:**

Follow the directions below to annotate your writing piece.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Idea Development:** Put an asterisk beside any of these words if they are in your piece or any other transition or linking words you used to explain your points.

* + - Because \* Consequently
		- For example \* As a result
		- For instance \* Therefore
		- In the passage \* in the story

***What do you notice about your idea development?***

**Organization:** Draw a bracket beside the section of your writing piece that is the introduction.

 Number the main points in the body of your writing piece.

 Draw a bracket beside the section of your writing piece that is the conclusion.

 Introduction

1.

2. Body (number your main points)

3.

 Conclusion

***What do you notice about how your ideas flow from one idea to the next?***

\_\_\_\_\_\_\_\_\_\_ **Sentence Variety:** Underline the first four (4) words of each sentence.

***What do* you notice?**

**Word Choice**: Circle any words that show feelings, tone, and/or mood >content vocabulary > power words

***What do you notice about your use of word choice?***

**Conventions/Mechanics:** How’s my spelling, capitalization, grammar, and punctuation?

Nelson County Literacy Folder: End-of-Year Student Review

*To be completed by each student at the end of the year with the ELA teacher*

**Procedure:**

* Look through your folder.
* Select one narrative, one informative/explanatory, one opinion/argumentative piece from your collection.
* Complete the table of contents outline below.

|  |
| --- |
| Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  Narrative Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Check the trait that is the strength of this piece. [ ]  Voice [ ]  Sentence Construction [ ]  Idea Development [ ]  Word Choice[ ]  Organization [ ]  Conventions/Mechanics**How did this trait make this a strong piece of writing?**  |
|  Informative/Explanatory Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Check the trait that is the strength of this piece. [ ]  Voice [ ]  Sentence Construction [ ]  Idea Development [ ]  Word Choice[ ]  Organization [ ]  Conventions/Mechanics**How did this trait make this a strong piece of writing?**  |
|  Opinion/Argumentation Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Check the trait that is the strength of this piece. [ ]  Voice [ ]  Sentence Construction [ ]  Idea Development [ ]  Word Choice[ ]  Organization [ ]  Conventions/Mechanics**How did this trait make this a strong piece of writing?**  |

Nelson County Literacy Folder

*To be completed at the beginning of the year by the student and reviewed in conference with the ELA teacher.*

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look at the three writing pieces you selected from your folder. Review each of the traits below as they are evident in all three of your writing pieces and rate your growth in each trait of writing by putting a check in the box that describes your overall ability in each of the areas.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strong** | **On Target** | **Needs Improvement**  |
| **Idea Development**  *I have used examples, descriptions, details, quotations, etc. to support ideas.*  |  |  |  |
| **Organization Intro/ 1. 2. 3. / Conclusion***My ideas flow logically and are easy to follow. I have used transition words to connect ideas.*  |  |  |  |
| **Sentence Variety ----------***My sentences are complete and correct. My sentences vary in length and structure.* |  |  |  |
| **Word Choice** *The words I chose are specific and descriptive. I have used content vocabulary words when appropriate.*  |  |  |  |
| **Conventions** *My spelling, capitalization, and punctuation are correct. I have used correct grammar.*  |  |  |  |
| Based on this self-analysis, I need to improve the writing trait of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_By the end of this school year, I will improve my ability in the area I selected above. I will work to increase my ability in this area by: (list 2-3 specific actions you will take this year to improve) |

Nelson County Literacy Folder

Departmental Instructional Review and Analysis

After examining the end-of-year student reviews, fill in the following chart and analyze the results.

|  |
| --- |
| Grade Level:  |
| Type of Writing | Content Area in which pieces were completed (tally and provide total) | Anecdotal: Why did students select the piece? |
| Narrative | \_\_\_\_\_\_ ELA \_\_\_\_\_\_ Social Studies\_\_\_\_\_\_ Science\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Informative/ Explanatory | \_\_\_\_\_\_ ELA \_\_\_\_\_\_ Social Studies\_\_\_\_\_\_ Science\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Opinion/ Argumentation | \_\_\_\_\_\_ ELA \_\_\_\_\_\_ Social Studies\_\_\_\_\_\_ Science\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |