**Policy No. 22.000**

**Updated 2nd Reading**

**092613**

**Writing Policy**

At Southgate Public School, students will be provided with multiple opportunities to develop complex communication skills for a variety of purposes and a variety of language resources.

The following responsibilities outline the role of the administrators, teachers and students in supporting the school writing policy. The principal shall communicate and monitor implementation of the responsibilities. The school council shall revisit this policy annually.

**Administration Responsibilities**

* Ensure writing curriculum is aligned to Common Core Standards.
* Ensure implementation of the school writing plan.
* Identify knowledgeable teachers as literacy leaders.
* Support literacy leaders in their roles.
* Provide time and resources for scoring writing pieces.
* Ensure that all teachers are familiar with the Kentucky writing expectations early in the school year.
* Oversee the collection and movement of portfolios.
* Provide professional development and resources to help support and improve writing instruction.

**Teacher Responsibilities**

* Ensure writing curriculum is aligned to KCAS and implemented across the all contents and grade levels.
* Ensure The Three Modes of Writing are being implemented at the appropriate grade levels and contents as based off the KCAS and Appendices A, B and C:

1. Opinion/Argument: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Informational/Explanatory: Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
3. Narrative Writing: Write narratives to develop real or imagined experiences or events using techniques, well-chose details and well-structured event sequences.

* Model and practice with students writing to demonstrate learning. (i.e. open response and/or on demand writing prompts quarterly); writing to learn; writing for publication.
* Provide opportunities for students to publish written work both within and outside of school and to write for a variety of audiences.
* Ensure that students’ work is placed in traveling portfolio and placed in designated area at the end of the school year.
* Provide a variety of real world communication and technology tools (i.e. not limited to paper form)
* Guide students in the development of authentic pieces by teaching the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing, including reflection, assessment and feedback.
* Provide students with a chance to read and analyze a variety of both print and non-print materials. (artwork, photographs, graphics, illustrations, electronic text).

**Student Responsibilities**

* Apply criteria of KCAS.
* Ensure that written work is their own, avoiding plagiarism.
* Select work that best represents their development and growth as communicators.
* Use a variety of real world communication and technology tools (i.e. not limited to paper form)
* Reflect upon writing at various points in the writing process.
* Select topics for writing.
* Take ownership for setting goals, self-assessment and self-reflection.
* Learn to use appropriate resources for writing.
* Understand criteria used to evaluate their writing and communication skills.

\*\*\*\*\* Below is not part of our current policy, but included in Unit Template for School

**Types of Writing to Incorporate**

* Writing to Demonstrate Learning (ORQW, Ext. Res., Summary, Reports, On-Demand, Exit Slip)
* Writing to Learn (writer’s notebook, learning log, journal, observation log, note taking, entrance slips)
* Writing for Authentic Purpose (narrative, informative/explanatory, opinion, reflective)