

Kentucky Department of Education

Writing Policy Guidelines



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*, schools and districts should ensure students engage in the following:

Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:

1. Ensuring curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
 - a. Engaging in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
 - b. Incorporating a variety of genres including literary, opinion (elementary)/argumentative (secondary), informational and practical/workplace materials across content areas.
2. Intentionally scheduling time within the instructional day for writing instruction and experiences.
 - a. Writing as a natural outcome of the content studied in all curriculum areas.
 - b. Experience authentic, meaningful writing at all grade levels that includes:
 - i. 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
 - ii. Writing for a variety of audiences.
 - iii. Experiences that reveal ownership and independent thinking.
 - iv. Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
 - c. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - d. Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
 - e. Experience writing in both on-demand and writing-over-time situations.
 - f. Apply appropriate writing skills to oral communication.

A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:

1. Appropriate resources driven by various instructional purposes with different audiences for the student to consider such as:
 - a. Print materials, technology, personal interviews, observations, etc.

- b. Multimodal text e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.
- 2. Instructional strategies and models that assist in achieving specific learning objectives including:
 - a. Differentiated strategies that make instruction accessible to all students.
 - b. Exemplars to use as models for writing.

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

- 1. Evaluate or communicate using critical thinking skills.
- 2. Seek a new or deeper understanding based on inquiry around a topic.
- 3. Demonstrate new understanding through collaborating, creating and making global connections.

WRITING GUIDELINES FOR TEACHERS

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

1. Teach and expect students to use higher-order thinking skills whenever possible.
2. 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.
3. Provide opportunities for students to write across the 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. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
6. Provide opportunities for both on-demand and writing-over-time situations.
7. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
8. Instruct the complex processes, concepts and principles of literacy using differentiated strategies to make instruction accessible.
9. 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.
10. Provide appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider.
11. 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.

12. Provide opportunities for students to apply technology as a tool throughout the writing process that allow students to:
 - a. Communicate and/or evaluate using critical thinking skills.
 - b. Seek a new or deeper understanding based on inquiry around a topic.
 - c. Demonstrate new understanding through collaborating, creating and making global connections.
13. Allow student choice and exploration.

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has access to instruction that incorporates a variety of language resources, technology tools and multiple opportunities to develop complex communication skills for a variety of purposes, the principal will:

1. Ensure curriculum is vertically and horizontally aligned to the *Kentucky Academic Standards*.
2. Assign a literacy team to develop a writing plan.
3. Ensure the plan includes guidelines for incorporating student and teacher use of technology as a tool for learning.
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 job-embedded professional learning opportunities integrated in the workday and provide regular and consistent time for teachers to collaborate on programmatic improvements and exchange ideas.

CRITERIA FOR WRITING PLANS

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.