

School Council Policies
Newport Independent School District
Newport High School

Writing Policy

Writing means a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication.

Newport High School recognizes that writing is an integral part of literacy. Reading, comprehension, and writing are connected processes that cannot be separated. Writing is a necessary communication skill for students and should be authentically taught and practiced in all content areas.

Writing will be an integral part of every classroom and should be based on the following beliefs:

- I. Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:
 - a. Ensuring curriculum is vertically and horizontally aligned to Kentucky Academic Standards. Students will engaged in:
 1. Writing to learn
 2. Writing to demonstrate learning to the teacher
 3. Writing for publicationTeachers should consider the differences in these categories of writing when developing tasks and/or prompts and match these to meet the instructional goals of the unit.
 - b. Incorporating a variety of genres to experience authentic, meaningful writing at all grade levels for a variety of purposes in different genres
 1. Argumentative Writing
 2. Informative/Explanatory Texts
 3. Narrative to develop real or imagined experiences or events
 - c. Intentionally scheduling time within the instructional day for writing instruction and experiences.
 1. Write as a natural outcome of the content being studied in all curriculum areas.
 2. Experience authentic, meaningful writing at all grade levels that includes:
 3. Argumentative Writing
 4. Informative/Explanatory Texts
 5. Narrative to develop real or imagined experiences or events
 6. Writing for a variety of audiences.
 7. Experiences that reveal ownership and independent thinking.

8. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
 9. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
 10. Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
 11. Experience writing in both on-demand and writing over time situations.
 12. Apply appropriate writing skills to oral communication.
- II. A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and on-print materials including:
- a. Appropriate resources driven by instructional purposes with different audiences for the student to consider such as:
 1. 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.
 - b. Instructional strategies and models that assist in achieving specific learning objectives including:
 1. Differentiated strategies that make instruction accessible to all students to show connections between reading, discussing, and writing.
 2. Exemplars to use as models for writing. Modeling will be used to teach the writing process.
- III. A variety of technological tools are used in the writing process that allow students to:
- a. Communicate and/or evaluate using critical thinking skills.
 - b. Use technology as a tool to research, organize, evaluate, collaborate, and communicate information.
 1. Create, analyze and evaluate multi-media texts.
 2. Use digital technologies, communication/networking tools and social networks appropriately to access, manage, evaluate and create information.
 - c. Demonstrate new understanding through collaborating, creating, and making global connections for instance;
 1. Make their thinking public beyond the classroom (blogs, websites, etc.)