**DAWSON SPRINGS ELEMENTARY SCHOOL**

*Writing Policy*

**STUDENTS’ WRITING EXPERIENCES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 make sure students:

* Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
* Experience authentic, meaningful writing at all grade levels:
  + Writing for a variety of purposes and audiences.
    - Opinion/Argumentative
    - Informational
    - Narrative
  + Experiences that reveal ownership and independent thinking.
  + Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
* Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
* Experience writing in both on-demand and writing over time situations.
* Write as a natural outcome of the content being studied in **ALL** curriculum areas and at **ALL** grade levels.
* 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 reading as models for student writing.
* 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 the student to consider.

**INSTRUCTIONAL WRITING STRATEGIES GUIDELINES \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

* Teach higher-order thinking skills.
* Provide authentic, meaningful writing at **ALL** grade levels by assigning three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
  + Writing to Learn – for all subject areas can include but not limited to:
    - Journaling or writers notebook
    - Notetaking and/or use of graphic organizers
    - Reading logs or response journals
  + Writing to Demonstrate Learning – for all subject areas, Writing to Demonstrate Learning activities can include but are not limited to:
    - Classroom Open Response Questions
    - Exit Slips that involve writing
    - Book reviews
    - Projects that involve writing
  + Writing for Publication – for all subject areas, Writing for Publication activities includes any writing that could be actually published (or sent) in the real world, such as letters, editorials, speeches, feature articles, research papers, stories, poems, scripts, personal narratives, memoirs, autobiographies, or personal essays.
* Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing while assigning students the opportunity to 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 reading as models for student writing.
* Provide both on-demand and writing over time assignments while incorporating appropriate resources for writing with various instructional purposes and audiences.
* Incorporate writing as a natural outcome of the content being studied in **ALL** curriculum areas.
* Allow student choice and exploration in writing providing the student with opportunities to self-assess.

**REFLECTION, ASSESSMENT, AND FEEDBACK \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

* The *use of the working writing folders for determining student performance in communication.*
* The *procedures for reviewing the working writing folders.*
* The *procedures for grading the working writing folders.*
* Guidelines for *providing students feedback* on the working writing folders.
* Opportunities for *students to improve their writing and communication skills* based on working writing folders feedback.

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 District shall revisit this policy annually.

**School Administration Responsibilities for Schoolwide Structure and Monitoring**

To ensure every student has a working writing folder including samples of work that show interest and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, the principal will:

* Assign a literacy team to develop a written plan for implementing and monitoring working writing folders.
* Ensure the implementation of the writing plan and the incorporation of technology tools
* Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by June each year.
* Ensure teachers receive professional development needed to improve writing instruction.
* Identify a knowledgeable teacher as writing cluster leader.
* Support cluster leader in his or her role.
* Provide time and resources for scoring working writing folders.
* Ensure that all teachers are adequately trained to score writing pieces that are required in the working writing folders.
* Work with the literacy team to oversee the collection and movement of working writing folders.
* Provide professional development and resources to help support and improve writing within the school.

**Teacher Responsibilities**

To provide multiple opportunities for students to develop complex communication skills for a variety purposes, teachers will:

* Teach higher-order thinking skills.
* Provide authentic, meaningful writing opportunities at ALL grade levels and in ALL subject areas.
* Teach the writing process at ALL grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing while assigning students the opportunity to 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 reading as models for student writing.
* Provide both on-demand and writing over time assignments while incorporating appropriate resources for writing with various instructional purposes and audiences incorporating inclusion of the three types of writing regularly in instruction in **ALL** classrooms.
* Incorporate writing as a natural outcome of the content being studied in **ALL** curriculum areas.
* Provide opportunities for students to publish written work both within and outside of school.
* Guide students in the development of authentic, polished pieces for the working writing folders.
* Model and practice with students open response questions **(1 per month).**
* Participate in scoring training and scoring writing pieces.

**Other Items**:

To ensure the writing process includes reflection, assessment and feedback, each SBDM will develop procedures that are approved in the following:

* The *procedures for reviewing the working writing folders.*
* Guidelines for *providing students feedback* on the portfolio.
* Opportunities for *students to improve their writing and communication skills* based on working writing folder feedback.

**To ensure consistency across ALL grade levels:**

* Individual pieces will be scored utilizing the KDE scoring guidelines to determine student performance in communication in grades 3-6.
* Literacy team members will develop a common set of proofreading marks to be used by **ALL teachers.**
* Literacy team members will develop a common Vocabulary of Terminology for **ALL teachers** to use as it pertains to writing.
* English teachers will prepare lessons in order for students to understand what plagiarizing is in today’s world.
* The literacy team will meet with grade level teachers during the month of May for any suggestions for revision.

**Student Responsibilities**

* Apply criteria of Kentucky Writing Scoring Rubric.
* Ensure that written work is their own, avoiding plagiarism. This means teachers must also make sure students know what it means to plagiarize and help students learn strategies for avoiding plagiarism.
* Complete grade level writing requirements.