Curriculum Policy 1.6

**DAWSON SPRINGS JR/SR HIGH 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:

o Writing for a variety of purposes and audiences.

o Experiences that reveal ownership and independent thinking.

o 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.

• 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

readings 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.

Curriculum Policy 1.6

**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.

• Assign three categories of writing: writing to learn, writing to demonstrate learning to

the teacher, and writing for publication.

• Provide authentic, meaningful writing at all grade levels:

o Writing for a variety of purposes and audiences.

o Experiences that reveal ownership and independent thinking.

o Writing in which students draw on their own experiences, learning,

reading, and inquiry to complete writing task.

• Teach the writing process at all grade levels: planning, drafting, revising, editing,

publishing, and reflecting upon writing.

• Provide both on-demand and writing over time assignments.

• Incorporate writing as a natural outcome of the content being studied in all curriculum

areas.

• Assign students 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 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.

• Allow student choice and exploration.

Curriculum Policy 1.6

**SCHOOL WIDE STRUCTURES AND MONITORING**

To ensure every student has a ***cumulative writing folder that includes samples of work that show interests 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 school literacy team to meet to for an annual review of the writing program by going through the Kentucky Writing Program Review process.
* Ensure the implementation of the Dawson Springs Writing Plan (copy attached). The principal will use Walkthrough data and a Writing files checklist created by district administration.
* Ensure teachers receive professional development needed to improve writing instruction.

THE TEACHER WILL:

* Provide a cumulative writing folder for each student to include a variety of writing pieces (see Writing Plan for examples)
* Review students’ working writing folder by participating in grade level team/content team meetings with administration annually to continually assess the writing pieces and process and adjust instruction accordingly.
* Work in grade level and content area teams to create rubrics and scoring guides to assess the students’ cumulative writing folder to determine student performance and progress in communication.
* Follow the Dawson Springs Writing Plan for providing feedback on the portfolios through conferencing.
* Work with students to use formative assessment feedback and conferencing to improve their writing and communication skills.
* Work with the student to have a complete cumulative writing portfolio to give over to the next grade level.  This cumulative writing folder must include:
  + pieces that have been taken through the writing process (planning, drafting, revising, editing and presenting) AND/OR
  + pieces relevant to student’s content-area study AND/OR
  + pieces based on student inquiry and research AND/OR
  + pieces that demonstrate a variety of purposes in different texts types: narrative, informative/explanatory, and argumentative. AND/OR
  + review the plagiarism policy and penalty for plagiarism. (student will receive a failing grade)

**POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning

Process.

Date Adopted: \_\_\_\_\_\_\_\_\_\_

Date Reviewed or Revised: 081413 Council Chairperson’s Initials: kms

Date Reviewed or Revised: 061516 Council Chairperson’s Initials: kms

Date Reviewed or Revised: 041018 Council Chairperson’s Initials: kms

Date Reviewed or Revised:121218 Council Chairperson’s Initials: TEM