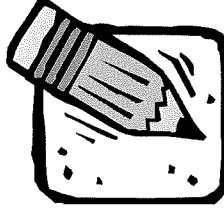


Gallatin County Lower Elementary WRITING POLICY



KRS 158.6453(7)(c)

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***, we will make sure students:

1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
2. Experience authentic, meaningful writing at all grade levels:
 - 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. 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
3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
4. *Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.*
5. Experience writing in both on-demand and writing-over-time situations.
6. Write as a natural outcome of the content being studied in all curriculum areas.
7. 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.*
8. 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.

9. *Intentionally schedule time within the instructional day for writing instruction and experiences while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.*
10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.
11. *Apply appropriate writing skills to oral communication.*
12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

WRITING GUIDELINES FOR TEACHERS

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

1. Teach and require students to use higher-order thinking skills whenever possible.
2. Assign 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
3. 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.
4. *Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.*
5. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
6. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
7. *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.*
8. Provide appropriate resources for writing driven *by different instructional purposes with different audiences* for the student to consider.
9. 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.

10. Students ***apply technology as a tool*** throughout the writing process.
11. Allow student choice and exploration.
12. 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.*

SCHOOL-WIDE STRUCTURES AND MONITORING GUIDELINES

To ensure every student has a writing/communications portfolio that demonstrates student interests, the integration of writing and communication skills across the content areas, 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:

1. *Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.*
2. Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
3. Ensure the plan includes guidelines for incorporating student and teacher ***use of technology tools.***
4. Ensure the implementation of the Writing Policy and Writing 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 THE WRITING PLANS

Writing plans will be separate from this policy and will be specific for each level. These plans will reflect this policy and will be adjusted based on the testing data, classroom data, and program appraisal data.

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

1. Active participation of students in decision making about contents of the portfolio.
2. The use of the portfolio for determining student performance in communication.
3. The procedures for reviewing the portfolio in order to determine strengths and weaknesses in student writing and the overall writing program.
4. The procedures for grading the portfolio including feedback to inform instruction.
5. Guidelines for providing students descriptive feedback on the portfolio.
6. Opportunities for students to improve their writing and communication skills based on portfolio feedback.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: January 9, 2018

Chairperson Signature: Megan Morris

Date(s) Reviewed or Revised:

Gallatin County Lower Elementary

Writing Plan

The objective of the Gallatin Elementary writing plan is to ensure the complete process of writing happens at every grade level. All students, K-2 will have authentic writing opportunities. Writing curriculum shall be aligned to content being taught at each grade level. There shall be an intentional connection between instruction in writing and all content areas. All students will use communication skills including reading, writing, speaking, listening, and language. All teachers will ensure that students are actively engaged in using communication skills regularly in every class.

Please refer questions and comments to the **Writing Committee Members** from Lower Elementary:

Megan Morris-Principal
Tonia Smith-RTI teacher
Angie Herndon-RTI teacher
Michelle Perkins-K teacher
Myra Morgan-1st grade teacher
Tammy Walters-2nd grade teacher
Amanda O'Connor-media specialist
Sami Bray-K teacher

Working Folder Organization/Management

A working writing folder is a collection / sampling of a student's writing from the prewriting stage to the publishing stage and includes a variety of real world samples that are developmentally appropriate for young writers.

All Gallatin Elementary teachers will organize and manage working writing folders according the following guidelines:

Organization

- The contents of the folder will be writing samples and pieces at each grade level. This will include writing to learn, writing to demonstrate and writing to publish. It should include a narrative, informative and opinion piece. This will begin in Kindergarten through 2nd grade and will continue on to the Upper Elementary.

Management:

- During the school year, the folders should be kept in an easily accessible place in the teacher's classroom. At the end of the school year, the teacher and student will choose pieces to put in their traveling portfolio. The remaining work will be sent home.
- The traveling portfolio will be updated at the end of the year with the end of the year final pieces. These folders will be passed on to team leads in the next grade level. Second grade will be sent on to the upper elementary.

Monitoring:

- Teachers and the administrator will have a walkthrough in December and report out strengths and weaknesses of writing folders. Folders will randomly be pulled from each classroom.
- Teachers and the administrator will have a walkthrough in May and report out strengths and weaknesses of traveling portfolio. Traveling portfolios will be randomly pulled from each classroom.

Three Main Types of Writing

Writing to Learn

Definition: Students need to be engaged in many “writing to learn” activities throughout the day. This will help students to learn course content by processing the information they receive.

Audience: the student

Purpose: to understand and learn the content of the course

Examples: learning logs, writer’s notebook, observation notes, double entry journals, information processing strategies, graphic organizers, class notes, admit/exit slips.

Writing to Demonstrate Learning to the Teacher

Definition: Students need many opportunities to use writing to show what they have learned. Rather than providing a steady diet of multiple choice and short-answer test questions, teachers need to develop open-response questions that allow students to do more than simply list facts they have memorized.

Audience: the teacher

Purpose: to show the teacher what the student knows about the content

Examples: answers to open response questions, mathematics entries, traditional lab reports, traditional reports, traditional research papers, test essays, summaries of reading

Writing for Publication

Definition: This is the type of writing that is appropriate for the writing portfolio. Students need to have the opportunity to use what they have learned and experienced to communicate with a reader outside the classroom for a specific purpose.

Audience: Authentic, real-world (various)

Purpose: Authentic, real-world (various)

Examples: feature articles, letters, short stories, plays, poems, editorials, speeches, personal narratives, memoirs, personal essays

Common Core Genres of Writing

Narrative

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for any purposes, such as to inform, instruct, persuade, or entertain. In ELA, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into that narrator's and character's personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspension. In history/social studies, students write narrative accounts about individuals. They also construct even models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and [perhaps] reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

****The narrative category does not include all possible forms of creative writing, such as many types of poetry. The standards leave the inclusion and evaluation of other such forms to teacher discretion.

Informative/Explanatory

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types [What are different types of poetry?] and components [what are the parts of a motor?]; size, function, or behavior [How big is the United States? What is an X-ray used for? How do penguins find food?]; how things work [How does the legislative branch of government function?]; and why things happen [Why do some authors blend genres?]. To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skill at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader

understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” [supporting ideas] and “cons” [opposing ideas] on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim[s] with sound reasoning and relevant and sufficient evidence.

Opinion/Argument

Arguments are used for many purposes – to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In ELA, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text[s] they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address 12 problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument.

*****Argument vs. persuasion – when writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to credibility, character, or authority of the writer [or speaker]. When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college and career ready writing.

Writing Process

Prewriting

In prewriting, a writer explores subjects and experiences, determines a focused purpose for writing, begins to consider the needs of an audience, selects ideas and support for the purpose, and begins to organize these ideas. During prewriting, students will

- establish a purpose and central/controlling idea or focus
- identify and analyze the audience
- determine the most appropriate form to meet the needs of purpose and audience 15
- generate ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)
- organize ideas – examining other models of good writing and appropriate text structures to match purpose and organize information.

Teachers should assist students during prewriting by

- providing written models and instruction in analyzing writers' forms, purposes, audience awareness, idea development and organizational strategies.
- providing whole class instruction and practice in a variety of prewriting strategies and activities from which students can choose those that best suit their particular needs.
- guiding students as they determine their realistic purpose and audience and real-world form in order to develop their selected topics.
- allowing for some student choice and not depriving students of either ownership of their writing or opportunities to improve their writing abilities.

Drafting

During the drafting stage, a writer begins to compose the work by drafting sentences and paragraphs connecting one thought to another. Writers concentrate on creating their meaning, developing thoughts, providing relevant support, addressing their reader's needs, and organizing their work. During drafting, students will

- write draft(s) for an intended audience.
- develop topic, elaborating, exploring sentence variety and language use.
- organize writing.

Teachers should assist students during drafting by:

- maintaining a supportive environment that allows for different learning styles, provides rich resources and gives ample drafting time in and out of class.
- respecting the writer's ability to make choices about purpose, audience, form, content and length.
- encouraging students to draw appropriately on their experience, learning, reading and inquiry to accomplish their authentic purposes as writers.

Revising In revising, the writer begins to make appropriate changes to a draft. Revision is, in a sense, rethinking or "re-visioning" of ideas. During revision, the writer reshapes and reorders the text to match it as closely as possible with the new ideas in his or her head. The general guideline in revision is that the students will make decisions about what to add, delete or change. Teachers and others may respond, but they should ensure that authors have the final say in the revisions they make in their writing.

Editing

During editing, the writer strives to create a correct piece of writing. The writer's goal in editing is to produce the best possible paper according to his/her developmental level. Arranging for a specific time for editing can help students spot errors and correct them. 17 Teachers should emphasize the role of students as owners of their work in making final decisions. During editing, students will

- Check for correctness with self, teacher or peer(s) regarding language, sentence structure, spelling, capitalization, punctuation, abbreviation and documentation of sources
- Use resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)
- Edit for correctness regarding verb tenses, agreement concerns and usage problems

Teachers can use a variety of strategies to promote editing, including

- monitoring students' writing development to discover patterns of error and to determine students' critical needs and developmental level in order to plan instruction designed to address specific grammar, spelling, punctuation, and usage needs.
- supporting students in self-assessing and making final editing decisions.
- providing mini-lessons and encouraging students to apply lessons to their own writing.
- encouraging students to use appropriate resources such as handbooks, dictionaries, thesauri (print and electronic), spell checkers, or computer writing programs.

Publishing

In publishing, students make their writing public for others. For assessment purposes, 4th and 7th grade students will publish three pieces for their writing portfolios, and 12th grade students will publish four pieces for their writing portfolios. Students determine the point at which their writing is ready to be published. Following are some guidelines for the publishing stage:

- Many forms of publishing are acceptable (bound books, pamphlets, illustrated works, regular manuscripts), but the work should be a size that will fit the standard writing assessment portfolio.
- The writing should be neat and legible. Students may use many methods to produce published pieces (pen or pencil, printing or cursive, word processors or typewriters). Regardless of the method selected, the students must write, type or word process by themselves unless otherwise noted in an IEP/504 Plan.

Reflecting

During the reflection stage, students think about their writing and their growth as writers. Reflection should occur throughout the writing process and at all grade levels. Students should reflect in many ways upon many learning experiences including

- progress, growth, and goals as a writer.
- literacy skills.
- who or what has influenced progress and growth.
- approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing, outlining).

Teachers may use a variety of strategies to promote reflection, including

- providing class time for reflection.
- offering multiple opportunities for student reflection on a variety of learning experiences.
- creating opportunities in the classroom for writers to identify and explain their writing skills, strategies, and processes (i.e., entries in writers' notebooks, letters, check lists, oral presentations).
- allowing students to talk and write about the decisions they make as writers.
- designing open-ended questions that require students to reflect on their writing.
- encouraging students to assess their strengths and areas for potential growth.
- providing written models and instruction on analyzing how writers use reflection

Traveling Portfolio Requirements K-2

All Pieces should reflect the child's ability and thoughts, not the teacher's.

DO NOT Over-Conference!!!!!!

IMPORTANT NOTE: each piece must have evidence of specific, descriptive feedback by teacher

Kindergarten:

- 1 published piece (informative) (Attach all prewriting, drafts, and revisions to the final copy)
- 2 drafts of other forms of writing (narrative and opinion)
- 1 student reflection of being a writer
- 1 sample of writing to learn
- 1 sample of writing to demonstrate learning

Notes: Must include 3 different content areas

1 piece must reflect technology usage

1st Grade:

- 1 published piece (opinion) (Attach all prewriting, drafts, and revisions to the final copy)
- 2 drafts of other forms of writing (narrative and informative)
- 1 student reflection of being a writer
- 1 sample of writing to learn
- 1 sample of writing to demonstrate learning

Notes: Must include 3 different content areas

1 piece must reflect technology usage

2nd Grade:

- 1 published piece (narrative) (Attach all prewriting, drafts, and revisions to the final copy)
- 2 drafts of other forms of writing (informative and opinion)
- 1 student reflection of being a writer
- 1 sample of writing to learn
- 1 sample of writing to demonstrate learning

Notes: Must include 3 different content areas

1 piece must reflect technology usage

On-Demand Writing

All teachers will provide the students the opportunity to complete on demand writing tasks throughout the school year. Guidelines for On-Demand Writing:

- Similar in length, style, and quality to a portfolio piece
- Scored using the Kentucky Writing Scoring Rubric
- Presented in state assessment style:

Situation Task Sample On-Demand Writing Prompt (Grade 5) Situation: Your teacher is looking for a student of the month. She wants recommendations from students for a classmate who would make a good nominee. Task: Write a letter to your teacher naming a classmate you think should be student of the month. Explain why you made your nomination.

- Tasks will ask for either a letter, article, essay, email(Grade 5).
- Student may use a dictionary and/or a thesaurus when completing the task.
- The task should not be based on content knowledge, but rather be experienced-based.
- Students will show evidence of completing the writing process.
- At grades 5 and 8, practice will be provided in multiple choice format for revising and editing skills.
- On-Demand Writing practice should be incorporated into the curriculum of all language arts classes at all grade levels.

Formative and Summative Writing Assessment

Formative Assessment/Summative Assessment

Teacher Feedback- descriptive language from scoring guide
Peer Feedback- verbal or written from scoring guide
On-Demand
Unit Assessments
Short Answer/Constructed Response

Writing Program Review and Monitoring Plan

All Literacy Teams will meet at each level during April/May to evaluate the Writing plan and policy utilizing the end of year monitoring checklist.

Portfolio Monitoring for Lower Elementary
Grade Level PLC on working port. set –up in Sept. 10% of working port. In Dec. 10% of traveling port. In May

At the end of the monitoring of working portfolios in December, the staff will meet at the end of the session and discuss strengths and weaknesses. We will do the same for the traveling portfolio in May.

Administrative Roles in Portfolio Monitoring

Classroom observations

Make sure policy and plan is reviewed and followed

Be an active member of the Literacy Team

Keep monitoring information from Literacy Team sessions

Principal will address needs and concerns based upon the monitoring data and feedback.

Writing Plan monitoring will be added to the walkthrough instrument in each building.

Working Folder Checklist

Date _____

Grade Level _____

Working folder shows evidence of these types of writing:

___ Writing to Learn

___ Writing to Demonstrate

___ Writing to Publish

Does the working folder demonstrate the following

Student Growth? Y N

Feedback? Y N

Reflections? Y N

Technology ? Y N

Assessment? Y N

Strengths:	Weaknesses:

Literacy Team: Monitoring Checklist for Writing Plan

End of Year _____

_____ Policy Reviewed

Comments:

_____ 10% of student traveling portfolios will be randomly chosen from each grade level . They will be checked for:

_____ content (includes all guidelines outlined by the plan)

_____ State Analytical or applicable scoring guide

_____ Student growth since the previous year (as portfolio evolves)

_____ Use of technology

_____ Feedback/Reflection

_____ Teacher

_____ Peer

_____ Self

*Types of Writing	Writing Across Content Areas	Analytical Writing Skills for 21st cen.	Use of Technology	Career Writing tasks	College writing tasks	Published Polished work
Writing to Learn	Reading	Clearly, Concisely inform	Power points	Memo	ACT/SAT prompts	poem
Writing to Demonstrate Learning	Lang. Arts	Support an opinion/point of view	blogs	Documentation Record keeping	Documentation Record keeping	Short story
Writing to Publish	Math	Interpret information	Microsoft Excel, Publishing, Word, Access	Correspondence Email, , text message, blog	Correspondence Email, , text message, blog	Personal Narrative
	Science	Make a point	E-Pals (pen pals via email)	Advertisement	Writing about reading	Memoir
	Soc. Stud.	Summarize	Pod-Casts	Presentations	Critiques	Persuasive letter
	Art	Evaluate	Turning point presentations	Resume	Journals	Friendly Letter
	Music	Infer an author's position	Multimedia presentations (combo of graphs, video clips, photos)	Schedules	Job/ Higher Ed. Applications	Reflective Letter
	PE	Reflect	Create webpage/site	Agendas	Reflections	Feature Article
	Technology	Public Speaking	email		Research Papers	Brochure
	Library	entertain	Skype		Essays	How-To
	Counseling	Make connections	Research-internet surfing		Creative writing	On-Demand
		Compare and contrast	Blackboard		Speeches	Sentence/s
		Argue a position and be able to refute objections	Peer-Reviewed Journal Search		Lab Reports	Focused paragraph/s
			Stat Book/Anova		schedules	Any Career or College writing tasks taken through the entire writing process
			Flip cameras			
			Interwrite bd.			
			Movie Maker			

Activity	Explanation	When to use	Grade level
KWL	Chart of what you know, what you want to learn, and what you have learned	All phases throughout lesson	K to 12
FQR	Facts, Questions, Responses for nonfiction- read from a nonfiction text (page, paragraph, chapter) and identify facts, pose questions, and formulate responses to that text selection	During reading of text mainly, follow-up paragraph outlining most important points	2 to 12
Learning Notebook	Can include reflections, vocabulary, processes, responses, frames, lab reports, etc.	Anytime teacher requires students to keep materials/information for reference (content related)	K to 12
Writing Response Journal	Free writes, bell ringers, brainstorming, personal writing, experiences, quotes, resources, ideas for writing, topic lists, sentence starters that ask for explanation of thoughts, anything that will help the student generate writing or develop as a writer	Personal expression	K to 12
Open Response Practice	Open ended question that requires evidence and organized thinking (ex. RACC)	After content is learned or completion of lesson	K to 12
Bell Ringers	Review/reflect on learned material to start period (5-10 minutes)	Start of every morning or every class period	K to 12
Morning Message	Note from teacher to students in their presence to review, inform, introduce	Daily or several times per week	K to 2
On Demand Practice	Letter or article written to respond to a given prompt, purpose is to persuade, inform, entertain	Practice for on demand assessment	K to 12
Problem Solving Statements	Written explanation of thought process to solve a problem (teacher given or student created)	All phases throughout lesson	K to 12
Framing	Tool for identifying main ideas, supporting details, conclusions; summarizing, note taking, prewriting	All phases throughout lesson	K to 12, adapt as needed
Letter Writing	Communication for multiple purposes, for fiction, nonfiction/real life, formal or informal purposes (postcard)	Practice for on demand assessment, real world communication, connecting text to real world, another text, etc	K to 12

Lab reports/ Investigations	identifying the scientific method for an assigned experiment (teacher or student driven; ex science fair)	During or after experiment/lesson	K to 12
Thoughtful Ed	Strategies, organizers, and tools found in <u>Tools for Promoting Active, In-Depth Learning</u>	All phases throughout lesson	K to 12
Book Talks	Writing centered around comprehension of a book to share with an audience	Conclusion of assigned reading passage	2 to 12
Word/concept sorts	Looking at classification of words by common characteristics, such as meaning, origins, patterns	All phases throughout lesson	K to 12
Shared Writing	Students are involved in creating and writing anything from a word to a story as a group	All phases throughout lesson, daily	K to 3
Visualization	Character sketch, sketch to stretch, personalizing learning with pictures, story map, picture writing	All phases throughout lesson	K to 12
Sequencing	Story maps, time lines, writing sequels, beginning/middle/end	All phases throughout lesson	K to 12
Comprehension Projects	Bookmarks, cartoon with speech balloons, conduct interviews, design book jackets with story summary, make an advertisement, class book, diary entries, create games, create captions, book blog/blurb	All phases throughout lesson	K to 12
Free Write/Quick Write/Listing/ Webbing, etc	Brainstorming strategy for making connections and activate prior knowledge of self, text, world (written or drawn)	Before or during lesson	K to 12
Working Portfolio	Personal collection of written pieces that will help the student generate writing or develop as a writer, some may go on to be published	All phases throughout lesson	K to 12
Reference Book Usage	Use of dictionaries, thesauruses, almanacs, etc. for revising stage in publishing	All phases throughout lesson	

Writing to Demonstrate

Activity	Explanation	When to use	Grade level
Exit Slips	Review/reflect on learned material to end period (5-10 minutes)	End of each day or each period	K to 12
Open Response	open ended question that requires evidence and organized thinking (ex. RACC)	After content is learned or completion of lesson	K to 12
On Demand	Letter or article written to respond to a given prompt, purpose is to persuade, inform, entertain	Practice for on demand assessment	K to 12
Problem Solving Statements	written explanation of thought process to solve a problem (teacher given or student created)	All phases throughout lesson	K to 12
Letter writing	Communication for multiple purposes, for fiction, nonfiction/real life, formal or informal purposes (postcard)	Practice for on demand assessment, real world communication, connecting text to real world, another text, etc	K to 12
Lab reports/ investigation	identifying the scientific method for an assigned experiment (teacher or student driven; ex science fair)	During or after experiment/lesson	K to 12
Thoughtful Ed	strategies, organizers, and tools found in <u>Tools for Promoting Active, In-Depth Learning</u>	all phases throughout lesson	K to 12
Book Talks	Writing centered around comprehension of a book to share with an audience	Conclusion of assigned reading passage	2 to 12
Sequencing	Story maps, time lines, writing sequels, beginning/middle/end	all phases throughout lesson	K to 12
Comprehension Projects	Bookmarks, cartoon with speech balloons, conduct interviews, design book jackets with story summary, make an advertisement, class book, diary entries, create games, create captions, book blog/blurb	all phases throughout lesson	K to 12
Perspective Writing	Summarizing opinions, views, plot, etc from multiple viewpoints	Conclusion of assigned reading passage	K to 12
Constructed Responses	Short answers, anything from filling in the blank to one sentence answers to open response	Conclusion of lesson	K to 12
Interpreting data	Written responses to data, ex. Charts, graphs, plots, tallies, etc.	All phases throughout lesson	K to 12

Writing for Publication

Activity	Explanation	When to use	Grade level
Letter writing	Communication for multiple purposes, for fiction, nonfiction/real life, formal or informal purposes (postcard)	Practice for on demand assessment, real world communication, connecting text to real world, another text, etc	K to 12
Portfolio	Personal collection of written pieces that will help the student generate writing or develop as a writer	All phases throughout lesson	K to 12
Speeches	Writing delivered orally for a specific audience and purpose	All phases throughout lesson	3 to 12
On Demand	Letter or article written to respond to a given prompt, purpose is to persuade, inform, entertain	On demand assessment	K to 12
Article	feature, current events, Human interest, workplace, etc	after research, interviews, reading etc.	2 to 12
Script Writing	turning a story into a play or reader's theater, write a poem or song	After reading	3 to 12
Composition projects/ competitions	Multi-genre writing for purpose of competition, Ex. Conservation, poetry, short story	After lesson	K to 12
Computer generated presentations	Web-design, newsletters, power points, publisher	After lesson	2 to 12

Fundamentals

Activity	Explanation	When to use	Grade level
Morning Message	Note from teacher to students in their presence to review, inform, introduce	Daily or several times per week	K to 2
Shared Writing/Modeling	Students are involved in creating and writing anything from a word to a story as a group	All phases throughout lesson, daily	K to 3
Predictable Charts	Teacher initiated with varying amounts of student input, pattern writing where the teacher gives a repetitive sentence starter and student completes with his/her own idea, done on chart paper and transferred to individual student page for class book, could take several days to a week to complete	All phases throughout lesson	K to 2
Word/spelling sorts	Looking at classification of words by common characteristics, such as meaning, origins, patterns, <u>Words Their Way</u>	All phases throughout lesson	K to 12
Peer writing analysis	Analyzing student work samples as a whole class to model the revision and editing process	All phases throughout lesson	K to 12
Cloze reading	Helps students construct meaning from primary source documents and evaluate their comprehension of text content. After an initial reading of the primary source (either handwritten facsimile or transcription), words are deleted from a portion of the primary source text and replaced with blanks. During a second reading, students fill in the blanks with the word they think fits the meaning of the sentence. This strategy can be used with or without a word bank.	All phases throughout lesson	K to 12
Framing	Tool for identifying main ideas, supporting details, conclusions; summarizing, note taking, prewriting; Training for K-5 and 9-12/Linda Pierce	All phases throughout lesson	K to 12, adapt as needed
Computer based practice	CUPS (Capitalization, Usage, Punctuation, Spelling) practice using Easiteach, Turning Point, Jeopardy, Dance Mat, United Streaming, Interwrite, web sites, etc	All phases throughout lesson	K to 12

Fundamentals of Sentence Writing	Program to teach students how to write compete simple sentences; Training/Linda Pierce	All phases throughout lesson	K to 5
Proficiency of Sentence Writing	Program to teach students how to write compete complex/compound sentences; Training/Linda Pierce	All phases throughout lesson	K to 5
ThinkLink Resources	Probes, test questions to review and analyze as a whole class	All phases throughout lesson	K to 12
Games	Board games, mad libs, etc to teach grammar, spelling, and parts of speech	All phases throughout lesson	K to 6