|  |
| --- |
| **Policy: Writing Policy** |

|  |
| --- |
| Purpose of the policy: The objective of the Gallatin County Upper Elementary School writing policy is to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources. |

|  |
| --- |
| Details of the policy: 1. **Writing Program Criteria for Students**
2. Engage in three categories of writing:  writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
3. Experience authentic, meaningful writing at all grade levels:
* Writing for a variety of purposes
* Writing for a variety of audiences
* Experiences that reveal ownership and independent thinking
* Writing in which students draw on their own experiences, learning, reading,

 and inquiry to complete writing tasks1. Experience the writing process at all grade levels to produce finished pieces by planning, drafting, revising, editing, self-assessing, reflecting and publishing.
2. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
3. Experience writing in both on-demand and writing-over-time situations.
4. Write as a natural outcome of the content being studied in all curriculum areas.
5. Read and analyze a variety of print and non-print materials (e.g. 2D and 3D artwork, photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials.
6. 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.
7. Be provided with intentionally scheduled time within the instructional day for writing instruction and experiences while also experiencing learning opportunities that occur naturally across content areas to explore ideas and design products.
8. Apply appropriate writing skills to oral communication.
9. Engage in real work and creative communication appropriate for meeting Kentucky Academic Standards.
10. Apply technology as a tool throughout the writing process.
11. **Writing Guidelines for Teachers:**
	* 1. All teachers should be providing cognitive literacy opportunities for students to:
			+ 1. write in order to elaborate and clarify
				2. support ideas with examples
				3. paraphrase and summarize
				4. synthesize information
				5. find the main idea or theme
				6. determine importance
				7. compare and contrast
				8. work with problem/solution and cause/effect
			1. This type of writing may produce:
				1. graphic organizers
				2. short or long writing
				3. journaling
				4. PowerPoints
			2. Teachers should utilize writing to dig deeper into the content in order to:
				1. formatively assess students
				2. provide higher level learning opportunities
				3. allow students time to reflect and process the new information
12. **Guidelines by Grade Level:**
13. In English Language Arts classes, each grade level will have a different focus:
	1. 3rd grade will have an emphasis on conventions including spelling, punctuation, word choice
	2. 4th grade will focus on spelling, sentence structure, paragraph writing, vocabulary and grammar conventions
	3. 5th grade will focus on building five paragraph essay’s including a thesis statement
14. In English Language Arts classes, each grade level will write a full piece of writing each quarter of the school year with one piece of writing being a publishable piece. These are the required writing pieces:
	1. 3rd grade: Narrative, Opinion, and Informative
	2. 4th grade: Narrative, Opinion, and Self-Reflection
	3. 5th grade: Narrative, Opinion, and Informative
15. From other content areas students at each grade level will:
	1. Write one piece per content area per semester
	2. Complete short answers and constructed/extended responses
	3. Math will submit word problems with annotated problem and thorough answer including units when appropriate
 |
|  |

|  |
| --- |
| First Reading Date: 1/7/2019Second Reading and Approval Date: 1/14/2019 |