



Every Child Every Day

SUPERINTENDENT
TONYA HORNE-WILLIAMS

BOARD CHAIR DISTRICT 1
LINDA GEARHEART

VICE CHAIR DISTRICT 4
KEITH SMALLWOOD

MEMBER DISTRICT 2
DR. CHANDRA VARIA

MEMBER DISTRICT 3
WILLIAM NEWSOME, JR

MEMBER DISTRICT 5
STEVE SLONE

Consent Agenda Item (Action Item):

Consider/Approve the Floyd County Schools District-Wide Writing Program for the 2026-2027 school year.

Applicable State or Regulations:

KRS 158.6453(19), as amended by House Bill 257 (2026 Kentucky Acts, Chapter 138); 704 KAR 8:020, Required Academic Standards for Reading and Writing; and the Kentucky Department of Education Writing Program Guidelines, revised May 2026.

Fiscal/Budgetary Impact:

No additional fiscal impact is anticipated. Implementation will use existing district and school personnel, instructional resources, professional learning structures, and physical or digital writing-folder systems. Incidental printing or material costs will be absorbed within existing budgets.

History/Background:

Beginning with the 2026-2027 school year, Kentucky law requires each superintendent to adopt and publish a district-wide writing program that includes disciplinary-specific writing across the curriculum, varied language resources and technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes. The proposed Floyd County plan establishes coherent K-12 expectations, including a writing folder for every student; at least one standards-aligned submission each nine weeks; writing across content areas; authentic purposes and audiences; explicit editing and mechanics; a common rubric; student reflection; and school and district monitoring. The plan is aligned to the 2025 Kentucky Academic Standards for Reading and Writing and KDE's May 2026 guidance.

Recommended Action:

Approve the Floyd County Schools District-Wide Writing Program for the 2026-2027 school year and authorize the superintendent to implement the plan and publish it on the district website.

Contact Person(s):

Rebecca Morrison, Director of District-Wide Services / District Assessment Coordinator

Principal

Director

Superintendent

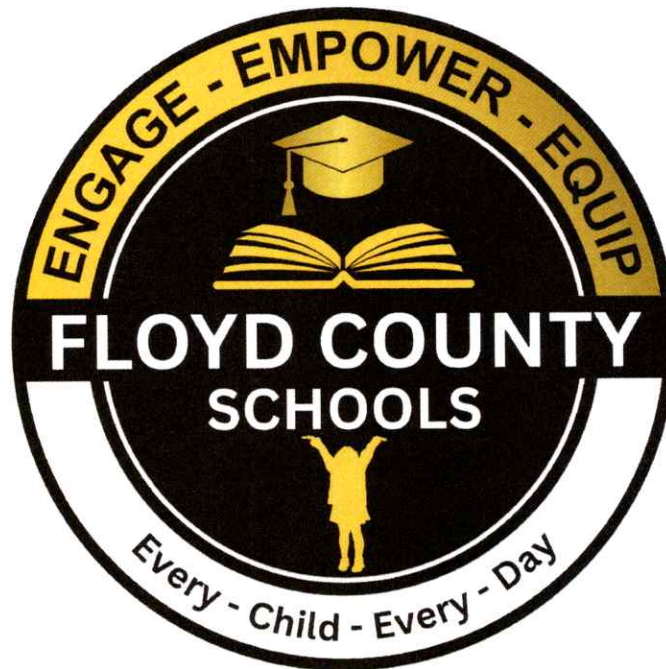
Date: 7-15-26

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.

442 KY ROUTE 550, EASTERN KY, 41622
TEL: 606.886.2354 FAX: 606.886.4550

Floyd County Schools District-Wide Writing Program

2026-2027



Floyd County Schools

Adoption

Pursuant to KRS 158.6453, as amended by 2026 Kentucky Acts, Chapter 138, the Superintendent of Floyd County Schools adopts this District-Wide Writing Program Policy and Implementation Plan. The policy shall be published on the district website and implemented in all district schools beginning with the 2026-2027 school year.

This document establishes district expectations while preserving appropriate school and teacher flexibility to align writing experiences with the Kentucky Academic Standards, adopted high-quality instructional resources, course content, student needs and authentic learning opportunities.

Adopted by Superintendent	
Date Adopted	
Presented to Floyd County Board of Education	
Effective Date	August 1, 2026

1. Purpose

Floyd County Schools will implement a coherent district-wide writing program that ensures every student, kindergarten through grade 12, engages in meaningful, **standards-aligned** writing across the curriculum. The program is designed to strengthen writing proficiency, content understanding, critical thinking, communication, and postsecondary readiness.

In compliance with the KDE Writing Program Guidelines:

- The superintendent will adopt and maintain a district writing program policy and ensure the policy is published on the district website.
- The program will include disciplinary-specific writing across the curriculum, not only in English/language arts classrooms.
- The program will incorporate language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.
- The district writing folder system will provide local evidence for standards-aligned performance, student participation in vibrant learning, and school/district continuous improvement.

2. District Writing Vision

Floyd County students will write to learn, write to demonstrate learning, and write for authentic publication. Writing will be used as a tool for thinking in every content area and as a means for students to communicate with real audiences for real purposes.

District Beliefs

- Writing is thinking. Writing helps students explore ideas, organize understanding, analyze evidence, and communicate meaning.
- Reading and writing are reciprocal and should be integrated throughout the instructional day.
- Students need frequent short writing experiences and sustained writing experiences that move through the full writing process.
- Students should have opportunities to write in ELA, science, social studies, mathematics, career/technical education, the arts, and other disciplines.

- Editing, grammar, mechanics, handwriting, language use, vocabulary, and conventions remain important and will be taught within authentic writing rather than as disconnected exercises.
- Students should maintain a writing folder that shows growth over time and includes reflection, feedback, revision, and selected polished pieces.
- Students need timely feedback, opportunities for substantive revision and opportunities to reflect on growth.
- Student choice in topic, form, audience and platform supports independence, inquiry and ownership.
- A single high-quality task may satisfy writing, content-area, Portrait of a Graduate and vibrant learning expectations; teachers should not create unnecessary duplicate assignments.

3. Required Components of the Floyd County Writing Program

Student Writing Folder: Every student in grades K-12 will maintain a writing folder. Folders may be digital, physical, or blended. K-2 folders may include drawing, dictation, teacher-supported writing, photographs of collaborative writing, and oral language artifacts documented by the teacher.

Minimum Quarterly Submission: Each student will submit at least one standards-aligned writing artifact each nine weeks. A complete yearly writing folder will contain at least four required submissions.

Modes: Writing to learn, writing to demonstrate learning to the teacher, and writing for publication.

Genres: Across the school year, students will have writing folder evidence of a variety of genres including literary, opinion (elementary K-5) and argumentative (6-12), informational and practical/workplace materials across content areas.

Writing Across Disciplines: At least two yearly writing folder submissions should come from or be connected to content outside the ELA classroom, such as science, social studies, math, CTE, arts, health/PE, library/media, or other special areas.

Writing Process Evidence: At least one quarterly submission each semester must show planning, drafting, feedback, revision, editing, final publication/submission, and student reflection.

Language and Conventions Evidence: Teachers will provide explicit instruction in conventions, usage, mechanics, sentence development, vocabulary, handwriting where appropriate, and discipline-specific language. Each writing folder submission should include a conventions/editing focus aligned to grade-level language standards.

Technology and Language Resources: Students will use age-appropriate print, digital, multimodal, and real-world sources to read, research, draft, revise, publish, collaborate, and communicate responsibly.

Accessibility and Supports: Students with IEPs, 504 plans, EL plans, gifted service plans, or intervention plans will receive appropriate accommodations and supports while still engaging in grade-level writing expectations to the greatest extent appropriate.

Local Indicator Evidence: Schools will use writing folder completion, rubric performance, student reflection, participation in authentic/vibrant learning, and subgroup review as local evidence for instructional quality and continuous improvement.

Text-Based and Evidence-Based Writing: To align with the Interdisciplinary Literacy Practices of the KAS, the vast majority of writing tasks across all disciplines must be deeply grounded in text. "Text" is defined broadly as anything that communicates a message—including print materials, digital platforms, artwork, maps, charts, and multimodal media. Students will routinely practice analyzing evidence, synthesizing information, and citing sources within their writing rather than writing in isolation.

Foundational Handwriting and Cursive Instruction: In accordance with state requirements, the district curriculum explicitly embedding handwriting instruction is mandatory in the primary grades. Schools must ensure that students receive explicit practice to acquire foundational print handwriting skills in kindergarten and grade 1, and cursive handwriting skills in grades 2 and 3. Evidence of this foundational practice should be reflected in the K–3 writing folders.

Writing Category	Purpose	Expected Use
Writing to Learn	Students use informal writing to process, question, explain, connect, and reflect on new learning.	Used regularly as an instructional strategy in all content areas. It may be brief, informal, single draft, and focused primarily on thinking rather than conventions.
Writing to Demonstrate Learning	Students use writing to show understanding of content, standards, processes, texts, data, and concepts.	Used for formative and summative evidence. Teachers use this writing to identify strengths, gaps, and next instructional steps.
Writing for Publication (which may include Authentic Purpose and Audience)	Students develop polished, purposeful communication for real or realistic audiences and contexts.	Used to support vibrant learning, PBL, community connection, exhibitions, publication, presentations, and student ownership.

Expectation	Minimum Evidence
Writing across content areas	Each student has evidence of writing in ELA and at least two additional content areas annually.
Authentic writing	Each student completes at least one authentic writing product or presentation annually, developmentally appropriate by grade level.
Revision and feedback	Each student has at least one writing artifact that shows feedback and revision.
Student reflection	Each student completes at least one reflection on writing growth, communication skills, or learning process.
Vibrant learning connection	Each school identifies at least one grade-level, course, or program example of writing connected to PBL, Heritage Ingenuity, community problem-solving, exhibitions, or Portrait of a Graduate competencies.
School review	Each school writing team reviews student writing evidence at least three times per year and submits a brief summary to the district.
Quarterly writing folder submissions	Each student in grades K-12 submits at least one writing folder sample each nine weeks. Each submission includes the final piece, task/prompt, content area, writing category/mode, standard or learning target, editing/mechanics checkpoint, and student reflection.
Editing and mechanics in context	Each quarterly writing folder submission includes evidence that the student applied grade-appropriate editing and mechanics expectations. Evidence may include an editing checklist, teacher/peer feedback, corrected draft, rubric row, or brief student reflection.

Student Writing Folder

Every student in grades K–12 will maintain a writing folder that documents growth in writing over time. Writing folder formats will vary by grade level according to the district expectations outlined below. K–2 folders may include drawing, dictation, teacher-supported writing, photographs of collaborative writing, and oral language artifacts documented by the teacher.

Writing Folder Format and Submission Requirements

Grade Level	Requirements
K-12	Every student will maintain a writing folder that demonstrates growth in writing over time.
K-12	Every student will include a minimum of one writing folder submission per 9 weeks
K-1	Writing folders will be maintained as physical hard-copy folders. One piece of writing will be uploaded to a designated Google Folder per semester (two for the year).
2-5	Writing folders will primarily be maintained as physical hard copy folders and may include digital artifacts. Each required 9 week submission will be uploaded into a designated Google Folder.
6-12	Writing folders may include a combination of physical and digital artifacts. Each required 9 week submission will be uploaded into a designated Google Folder.

Connection Between the District-Wide Writing Plan and Floyd County Schools Portrait of a Graduate

The writing plan and the Portrait of a Graduate are intentionally integrated rather than separate initiatives. A single high-quality writing task may meet grade-level writing expectations while also providing evidence of one or more Portrait of a Graduate competencies. When a quarterly writing artifact demonstrates a competency, students may place the same artifact - or a link, photograph, video, and brief explanation - in the writing folder and the Digital Portfolio. Teachers should not create an additional assignment solely to document Portrait of a Graduate evidence.

Portrait of a Graduate Competency	How the Writing Plan Develops the Competency	Examples of Shared Writing Folder / Digital Portfolio Evidence
Empowered Learner	Students set writing goals, make choices about topic or format, seek and apply feedback, revise their work, and reflect on growth. The writing process makes learning visible and supports ownership.	Goal statement; draft with teacher or peer feedback; revised final piece; quarterly reflection identifying strengths, challenges, and a next step.
Digital Citizen	Students use digital tools and sources safely, ethically, and responsibly; protect personal information; respect intellectual property; and cite or attribute sources when researching, creating, publishing, and sharing.	Research-based writing with citations; digital publication; source list; copyright/fair-use reflection; evidence of responsible online collaboration or publication.
Computational Thinker	Students define problems, break complex ideas into manageable parts, collect and interpret evidence or data, explain a process, evaluate results, and communicate how a solution was developed or tested.	Math justification; science CER or lab explanation; data analysis; procedural or technical writing; written explanation of a problem-solving process and revisions to a solution.
Innovative Designer	Authentic writing tasks ask students to investigate real problems, generate and communicate possible solutions, use feedback, revise designs or proposals, and persevere through the development process.	Design brief; proposal; PBL or Heritage Ingenuity product explanation; prototype narrative; community problem-solving plan; reflection on revisions and perseverance.
Knowledge Constructor	Text-based and evidence-based writing requires students to plan research, evaluate credibility, relevance, perspective, and accuracy, synthesize information, and create new understanding from multiple sources.	Source-based informational or argumentative piece; annotated notes; evidence chart; bibliography/works cited; synthesis essay; explanation of why sources were selected.
Global Collaborator	Students exchange ideas, participate in peer review, build on multiple perspectives, collaborate on written products, and communicate with audiences within and beyond the school community.	Collaborative report or presentation script; peer-feedback record; jointly written proposal; community letter; interview-based writing; reflection on individual contribution to a team.

Creative Communicator	Students select an appropriate purpose, audience, format, platform, language, and style; create original work; and communicate complex ideas clearly, creatively, and effectively.	Narrative; article; editorial; speech; multimedia script; infographic text; exhibition materials; authentic publication; portfolio defense notes or presentation script.
------------------------------	--	--

Implementation note: A writing artifact does not need to demonstrate every competency. Teachers and students should identify the competency or competencies that are authentically evident in the task and briefly explain the connection when the artifact is added to the Digital Portfolio.

4. Common District Expectations

Frequency	Expectation
Daily across the instructional day	Students engage in reading and writing as reciprocal processes. Writing to Learn occurs routinely through quick writes, journals, annotations, learning logs, explanations, observations, problem-solving notes, exit responses and reflections. These tasks do not all need to be scored or placed in the folder.
Every unit or major topic	Students complete Writing to Demonstrate Learning tasks such as extended responses, short answers, summaries, analyses, CERs, lab explanations, historical explanations, data interpretations, technical explanations or problem-solving justifications.
Each nine-week period	Each student selects or completes one required writing folder artifact aligned to the grade-level guide and records the required evidence.
At least annually	Each student completes a written product for publication/authentic audience, a research or inquiry-connected task and a practical/workplace form. A single artifact may satisfy multiple annual requirements.
Ongoing	Teachers explicitly teach planning, drafting, feedback, revision, editing, publishing, reflection, grammar, usage, mechanics, vocabulary, discipline-specific language, source use and oral communication. Students write over shorter and extended time frames and receive timely feedback.

5. Required K-12 Writing Folder Submission Chart

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Elementary Writing Folder Submissions: Kindergarten-Grade 5

Kindergarten

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Picture with labels, response to a story, “I can” or “I like” writing, name practice connected to a drawing. Learning journals.	Name writing, letter formation, spaces between words, oral rereading, beginning/end sounds.
2nd Nine Weeks	Informative/explanatory writing	“All About ___,” science/social studies labels, class observation drawing with dictated/student sentences. Learning journals.	Capitalize names and I, use end punctuation with support, stretch words, use known high-frequency words.
3rd Nine Weeks	Opinion writing	“I like ___ because ___,” favorite book/character response, class vote response with reason. Learning journals.	Spaces, beginning capital, end punctuation, readable letters/sounds, rereading for meaning.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Class book page, thank-you note, poster, simple learning reflection, writing for family/community display.	Students use a simple editing checklist with pictures: capitals, spaces, punctuation, neatness, reread.

Grade 1

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	3-5 sentence small moment, picture-supported story, response to a text or classroom experience. Learning journals.	Capitalization of first word/names/I; end punctuation; spacing; readable spelling of taught patterns.
2nd Nine Weeks	Informative/explanatory writing	How-to piece, “All About” topic, animal/community helper facts, science observation. Learning journals.	Common/proper nouns, verbs, plurals with support, sentence completeness, high-frequency word spelling.
3rd Nine Weeks	Opinion writing	Opinion paragraph or letter with one or more reasons. Learning journals.	Use because, punctuation, capitals, commas in dates or lists with support, complete sentences.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Letter, poster, class publication, community helper writing, reflection for writing folder.	Student edits for capitals, punctuation, spaces, spelling patterns, and sentence sense.

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 2

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Small moment story with beginning, middle, and end; narrative; response to literature. Learning journals.	Sentence boundaries, capitals, end punctuation, commas in greetings/closings, apostrophes in contractions/possessives with support.
2nd Nine Weeks	Informative/explanatory writing	One or more paragraphs explaining a topic with facts from reading or content study. Learning journals. Extended responses.	Collective nouns, irregular plurals/past tense, reference tools for spelling, paragraph beginning.
3rd Nine Weeks	Opinion writing	Opinion piece with reasons, details, and concluding statement, data or experience.. Learning journals.	Use transition words, complete sentences, commas in a series when appropriate, spelling pattern generalization.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Letter, article, brochure, exhibit writing, science/social studies explanation for a public or family audience, final reflection.	Student checklist: capitals, punctuation, paragraph/spacing, spelling, complete thoughts, reread/revise.

Grade 3

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Personal narrative, story continuation, response to a text, reflection on a classroom topic, narrative integrated into a content-area topic.. Learning journals. Extended responses.	Simple/compound/complex sentences, quotation marks in dialogue with support, commas in addresses, subject-verb agreement.
2nd Nine Weeks	Informative/explanatory writing	Text-based explanation, content-area paragraph, short report, math/science explanation.Learning journals. Extended responses.	Paragraph structure, nouns/pronouns/verbs/adjectives/adverbs, irregular verbs/plurals, high-frequency and studied word spelling.
3rd Nine Weeks	Opinion writing	Claim with reasons and evidence from text, data, or experience.Learning journals. Extended responses.	Linking words, pronoun-antecedent agreement, punctuation in dialogue/quotes, sentence variety.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Letter, article, presentation notes, community-connected writing, project reflection.	Student edits for capitalization, punctuation, spelling, sentence variety, and clarity for an audience.

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 4

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Personal narrative, local/heritage connection, response to reading or classroom experience. Learning journals. Extended responses.	Complete sentences; fragments/run-ons; progressive verb tenses; frequently confused words; commas/quotation marks with direct speech.
2nd Nine Weeks	Informative/explanatory writing	Multi-paragraph explanation, content-area report, source-based writing. Learning journals. Extended responses.	Paragraphing, text evidence integration, prepositional phrases, relative pronouns/adverbs, correct capitalization.
3rd Nine Weeks	Opinion writing	Opinion essay with reasons, evidence, organization, and conclusion. Learning journals. Extended responses.	Transitions, reasons/evidence, commas before coordinating conjunctions in compound sentences, grade-level spelling.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Letter, proposal, article, speech, PBL product, student reflection.	Student edits for paragraphing, capitalization, punctuation, usage, spelling, and audience-appropriate language.

Grade 5

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Narrative, memoir, response to literature, reflection on theme or character, narrative techniques in content learning. Learning journals. Extended responses.	Sentence variety, commas after introductory elements, verb tense consistency, perfect verb tenses with support.
2nd Nine Weeks	Informative/explanatory writing	Research-based paragraph/essay, science/social studies explanation, technical explanation. Learning journals. Extended responses.	Organization with headings/paragraphs, content vocabulary, quotations/italics for titles, grade-level spelling, citation basics.
3rd Nine Weeks	Opinion writing	Claim with reasons, evidence, explanation, and conclusion using texts, data, or content learning. Learning journals. Extended responses.	Correlative conjunctions, transition words/phrases, punctuation in a series, precise language.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Editorial, proposal, article, presentation script, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses.	Student edits for clarity, formal/informal tone, paragraph structure, punctuation, spelling, and source use.

Middle School Writing Folder Submissions: Grades 6-8

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 6

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Personal or place-based narrative; literary response; historical/scientific narrative; reflection grounded in texts or topics studied. Learning journals. Extended responses.	Pronoun case, vague pronouns, sentence clarity, commas/parentheses/dashes for parenthetical elements with support.
2nd Nine Weeks	Informative/explanatory writing	Science CER, social studies explanation, math reasoning, informational article, CTE/arts explanation. Learning journals. Extended responses.	Precise verbs/nouns, content vocabulary, paragraph unity, evidence introduction, citations/attribution with support.
3rd Nine Weeks	Argumentative writing	Argument paragraph or essay with claim, evidence, reasoning, and conclusion. Learning journals. Extended responses.	Transitions, formal style, pronoun consistency, punctuation to clarify meaning, revision for logic.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Speech, editorial, proposal, multimedia script, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses. Learning journals. Extended responses.	Student edits for audience, tone, sentence clarity, grammar/usage, punctuation, and final presentation quality.

Grade 7

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Literary response, personal narrative, reflection on local issues or themes; narrative techniques within content writing. Learning journals. Extended responses.	Phrases/clauses, misplaced/dangling modifiers, simple/compound/complex sentences, precise/concise language.
2nd Nine Weeks	Informative/explanatory writing	Text-based analysis, research summary, content-area explanation, technical writing. Learning journals. Extended responses.	Source integration, paragraph cohesion, punctuation for clarity, domain-specific vocabulary, eliminate wordiness.
3rd Nine Weeks	Argumentative writing	Argument with claim, evidence, reasoning, and beginning counterclaim work. Learning journals. Extended responses.	Counterclaim language, transitions, formal style, sentence variety, editing for clarity and logic.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Editorial, proposal, article, community problem-solving piece, presentation reflection, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses.	Student edits for audience, purpose, grammar/usage, punctuation, source attribution, and polished publication.

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 8

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Literary analysis; learner profile; personal or academic reflection; historical/scientific narrative integrated into an explanatory or analytical task, narrative techniques integrated into other modes of writing. Learning journals. Extended responses.	Verb tense, active/passive voice, verb mood, sentence variety, punctuation for pauses/breaks.
2nd Nine Weeks	Informative/explanatory writing	Source-based explanatory essay, science/social studies analysis, technical explanation. Learning journals. Extended responses.	Evidence integration, formal tone, citation expectations, paragraph coherence, spelling/usage accuracy.
3rd Nine Weeks	Argumentative writing	Argument with claim, evidence, reasoning, counterclaim, and rebuttal. Learning journals. Extended responses.	Counterclaim/rebuttal clarity, transitions, active voice when appropriate, punctuation, grammar, and concision.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Exhibition piece, proposal, speech, community project writing, final middle school reflection, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses.	Student edits for publication/presentation: tone, mechanics, citation, formatting, and audience readiness.

High School Writing Folder Submissions: Grades 9-12

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 9

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Literary analysis paragraph or essay; learner identity reflection; narrative techniques integrated into analysis or explanation, narrative techniques integrated into other modes of writing. Learning journals. Extended responses.	Complete academic sentences, paragraph structure, comma usage, verb tense consistency, proofreading routine.
2nd Nine Weeks	Informative/explanatory writing	Text-based analysis, research explanation, science/CTE technical writing. Learning journals. Extended responses.	Thesis/topic sentences, evidence integration, transitions, source attribution, precise language.
3rd Nine Weeks	Argumentative writing	Argument essay with claim, evidence, reasoning, organization, and conclusion. Learning journals. Extended responses.	Formal style, counterclaim introduction, punctuation for clauses, grammar/usage, citation basics.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Editorial, speech, article, proposal, presentation script, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses.	Student edits for audience, tone, organization, mechanics, formatting, and publishable quality.

Grade 10

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Text-based analysis of theme, character or author choices; academic reflection; narrative techniques integrated into other modes of writing. Learning journals. Extended responses.	Sentence variety, clause punctuation, pronoun clarity, precise academic language, revision for coherence.
2nd Nine Weeks	Informative/explanatory writing	Research-based explanatory essay, content-area report, technical writing. Learning journals. Extended responses.	Source integration, citations, paraphrasing vs. quoting, formal conventions, paragraph cohesion.
3rd Nine Weeks	Argumentative writing	Argument with claim, evidence, counterclaim, rebuttal, and source integration. Learning journals. Extended responses.	Counterclaim/rebuttal structure, transitions, active/precise language, comma/semicolon usage with support.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Community proposal, editorial, multimedia script, presentation, project reflection. Learning journals. Extended responses.	Editing for publication: formatting, tone, grammar/usage, punctuation, citation, and final proofread.

Each grade level must collect at least one writing folder submission per nine weeks. Teachers may adjust topics to fit current HQIR units and content pacing, but the mode, discipline connection, and required features should remain consistent. For more information as well as instructional tools related to standards-aligned writing instruction, refer to the following resources: [Text-Based Writing Across Disciplines](#) and [Composition in the Classroom](#) for further guidance.

Grade 11

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Literary argument or analysis; college/career reflection; learner profile; narrative techniques integrated into authentic application writing. Learning journals. Extended responses.	Voice appropriate to the audience, sentence control, paragraph cohesion, punctuation of complex sentences.
2nd Nine Weeks	Informative/explanatory writing	Research paper, historical analysis, science/technical explanation, career-field writing. Learning journals. Extended responses.	Source evaluation, citations/works cited, discipline-specific formatting, integration of quotations/data.
3rd Nine Weeks	Argumentative writing	Position paper, policy argument, literary argument, evidence-based essay. Learning journals. Extended responses.	Counterargument, precise claims, transitions, formal style, usage/mechanics, avoidance of wordiness.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Scholarship essay, resume/cover letter, civic proposal, speech, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses. Learning journals. Extended responses.	Professional conventions: formatting, tone, grammar/usage, punctuation, proofreading for public audience.

Grade 12

Nine Weeks	Required Writing Folder Submission	Examples / What It May Look Like	Editing & Mechanics Focus
1st Nine Weeks	Literary/Narrative writing	Literary analysis; senior goal reflection; college/career writing; narrative techniques integrated into application, reflection or analysis. Learning journals. Extended responses.	Polished academic/professional tone, sentence clarity, paragraph cohesion, error pattern review.
2nd Nine Weeks	Informative/explanatory writing	Research paper, career-field explanation, technical document, capstone background writing. Learning journals. Extended responses.	Citation/formatting, source integration, headings/organization, discipline-specific conventions.
3rd Nine Weeks	Argumentative writing	Position paper, community issue argument, persuasive speech, policy proposal. Learning journals. Extended responses.	Argument precision, counterargument, rhetorical choices, grammar/usage, mechanics for credibility.
4th Nine Weeks	Writing for Publication: practical or authentic purpose (Vibrant Learning)	Senior capstone, exhibition writing, public presentation script, final writing folder reflection, Heritage Ingenuity, PBL product, PBL writing, POG digital writing folder evidence and defenses.	Final editing for publication/presentation: tone, formatting, citations, mechanics, readability, and professional polish.

6. Writing Folder Artifact Requirements

- Final writing artifact or published product.
- Prompt/task description, content-area connection, and standards alignment.
- Planning evidence such as organizer, notes, annotations, rehearsal notes, or storyboard.
- Feedback evidence from teacher notes, peer conference, checklist, rubric, or digital comment.
- Revision/editing evidence. For K-2 this may be documented through teacher notes or corrected/revised portions of the work.
- Student reflection explaining what the student improved, what was challenging, and what the student will work on next.
- For research-connected pieces, notes/source list and grade-appropriate citation or attribution.

7. District Common Rubric Categories

Floyd County Schools will use a common 4-point analytic rubric, (4-Exceeds/Extends, 3-Meets, 2-Approaching, 1-Beginning), adjusted developmentally by grade level, for required writing folder submissions. Rubric scores are used for instructional planning and local evidence, not to replace classroom grades.

Rubric Category	Look-for
Purpose, Audience and Task	Writing addresses the assigned purpose, audience, discipline and form.
Development and Evidence	Writing uses relevant details, text evidence, facts, examples, reasoning, description or source information appropriate to the mode and grade level.
Organization and Coherence	Writing is organized with a clear beginning/introduction, development, transitions, and conclusion/closure appropriate to the grade level and genre.
Language, Vocabulary and Style	Writing uses precise words, academic/domain vocabulary, sentence variety and tone appropriate to the purpose and discipline.
Conventions, Editing and Mechanics	Writing demonstrates grade-level expectations for grammar, usage, punctuation, capitalization, spelling, formatting, handwriting where appropriate, and citation when applicable.
Writing Process and Reflection	Writing shows evidence of planning, feedback, revision, editing, publishing/submission and reflection on growth.
Calibration: Schools will use annotated student work, grade-level exemplars and district calibration protocols to support consistent interpretation of the rubric.	

8. School Implementation Expectations

Role	Responsibilities
Superintendent/District Leadership	Adopt and publish the writing program policy, communicate progress and approve revisions.
Floyd County Board of Education	Receive the superintendent-adopted plan and annual progress information; support resources, staffing and district priorities needed for implementation.
District Writing Lead/Instructional Team	Provide school-level support, coordinate district-wide calibration, monitor and review implementation.
Principals	Ensure master schedules and PLCs support writing across disciplines and designated time in the instructional day; monitor writing folder completion; lead school calibration and evidence review, provide professional development and instructional support for staff.
Teachers	Teach grade-level writing standards, integrate writing into content, provide feedback, score required submissions with the common rubric, and support writing folder reflection. Select and design writing tasks that directly support and stem from district-adopted HQIRs.
Students	Maintain writing folder artifacts, engage in revision and editing, reflect on growth, and select pieces that demonstrate learning and communication.
Families/Community Partners	Serve as authentic audiences when appropriate and support student publication, exhibitions, presentations and career/community-connected writing.
SBDM Council	Review and align the school curriculum policy and school implementation procedures with the district writing policy; monitor implementation and program effectiveness; ensure that school-level decisions concerning curriculum, instructional practices, schedules, staff time and resources support writing across disciplines.

9. Local Indicators of Quality Evidence

The writing folder system can serve as a local evidence source because it demonstrates student participation in standards-driven, real-world, discipline-specific writing experiences. The district will review data by grade, school and subgroup when permissible to support equity and continuous improvement.

Dashboard Measure	Public Reporting Format
Writing folder completion	% of students with four required quarterly writing submissions.
Content-area writing	% of students with at least one writing folder sample from outside ELA when applicable.
Evidence category completion	% of students with evidence in Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication (which may include Authentic Purpose/Audience/Vibrant Learning).
Editing/mechanics checkpoint	% of writing folders with quarterly editing/mechanics evidence.
Feedback/revision evidence	% of sampled writing folders showing feedback and/or revision.
Vibrant learning connection	% of students or grade levels with writing connected to PBL, Heritage Ingenuity, community problem-solving, exhibition, or authentic audience.

10. Implementation Timeline

Timeframe	Action
July-August	Finalize policy language; approve district templates; publish plan; provide principal and teacher training; identify school writing leads, incorporate KDE-provided professional learning modules and materials to support school leaders and teachers in establishing authentic, discipline-specific writing practices.
August-September	Teachers introduce writing folders; PLCs align first quarter task; schools collect first baseline submission.
October	Quarter 1 writing folder check; school PLC review of student work; district support based on needs.
December-January	Quarter 2 submission; midyear calibration; review completion/performance trends by grade and school.
February-March	Quarter 3 submission; cross-disciplinary task review; support schools needing additional implementation assistance.
April-May	Quarter 4 submission; student writing folder reflection; school-level evidence summary.
May-June	District review; annual report for leadership; revise task chart, rubric supports, and professional learning plan for the next year.

Writing Folder Checklist for Schools

- ☐ Each student has a writing folder location and access plan.
- ☐ Each grade level has identified quarterly tasks before each nine weeks begins.
- ☐ Each task identifies mode, standards, content connection, purpose/audience, language/conventions focus and expected product.
- ☐ Teachers provide a rubric/checklist before students submit the final piece.
- ☐ At least one artifact per semester shows feedback, revision and editing evidence.
- ☐ At least one artifact per year is for publication or an authentic audience.
- ☐ At least two yearly artifacts connect to content outside ELA.
- ☐ Students complete a yearly reflection on writing growth.
- ☐ PLC teams review student work using a common calibration protocol at least twice per year.
- ☐ School leadership monitors completion and support needs each nine weeks.
- ☐ K-1 folders include print handwriting evidence; grades 2-3 folders include cursive handwriting evidence.

Quarterly Writing Folder Record Form

One row should be completed for each nine-week submission.

Student Name: _____

Nine Weeks	Title / Description	Content Area	Writing Category/ Mode	KAS Standard	Editing Mechanics Checkpoint	Feedback /Revision Evidence	Student Reflection Included?
1st							
2nd							
3rd							
4th							

Quarterly Student Reflection Slip

Student name: _____ Grade/course: _____ Nine weeks: _____

Title of writing piece: _____

KDE writing category: ☐ Writing to Learn ☐ Writing to Demonstrate Learning ☐ Writing for Publication

Writing type/form: ☐ Literary/narrative ☐ Opinion/argumentative
☐ Informational/explanatory ☐ Practical/workplace ☐ Other: _____

My purpose and audience were: _____

The text, evidence, data, observation or source I used was: _____

One piece of feedback I used was: _____

One important revision I made was: _____

One editing/mechanics skill I checked was: _____

One strength in this piece is: _____

My next writing goal is: _____

Portrait of a Graduate Connection (6th - 12th)

This writing demonstrates (check all that apply):

☐ Empowered Learner	☐ Digital Citizen	☐ Global Collaborator
☐ Innovative Designer	☐ Knowledge Constructor	
☐ Creative Communicator	☐ Computational Thinker	

The competency most strongly demonstrated is: _____

This piece shows that competency because: _____

This artifact has been added to my Portrait of a Graduate Digital Portfolio: ____ Yes ____ No

School Writing Team Review Form

Field	School Response
School	
Date of Review	
Team members present	
Grade levels/content areas represented	
Writing folder completion summary	
Writing categories represented	Writing to Learn Writing to Demonstrate Learning Writing for Publication Vibrant Learning Feedback/Revision Communication Skills
Writing types/forms represented	Literary/narrative Opinion/argumentative Informational/explanatory Writing for Publication
PoG competencies represented (when applicable 6-12)	Empowered Learner Digital Citizen Computational Thinker Innovative Designer Knowledge Constructor Global Collaborator Creative Communicator
Editing/mechanics evidence reviewed	
Strengths observed	
Needs or gaps observed	
Professional learning/support needed	
Next steps	

References

- Kentucky Department of Education. Guidelines for Establishing a District-Wide Writing Program. Published May 27, 2026.
<https://www.education.ky.gov/curriculum/conpro/writing/Pages/Writing-Planning-Guidance-Developing-a-Schoolwide-Writing-Plan.aspx>
- Kentucky General Assembly. House Bill 257 (2026 Regular Session), engrossed version.
<https://apps.legislature.ky.gov/recoirddocuments/bill/26RS/hb257/bill.pdf>
- Kentucky Department of Education. Writing Program Guidelines. Revised May 2026.
https://www.education.ky.gov/curriculum/conpro/writing/Documents/Writing_Program_Guidelines.pdf
- Kentucky Department of Education. Composition in the Classroom. April 2023.
https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf
- Kentucky Department of Education. Kentucky Academic Standards for Reading and Writing. October 2025.
https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Reading_and_Writing_2025.pdf