

South Livingston County Elementary School Based Decision Making Council Policy

17.0

Writing Policy

South Livingston Elementary shall provide each student the opportunity to develop complex writing and communication skills for a variety of purposes throughout the year as aligned by the Kentucky Core Academic Standards (KCAS). Writing assignments will be for authentic learning opportunities and incorporate student choice.

Students in grades K-5 shall use writing for the following purposes: to learn, to demonstrate learning, and for publication. These could include, but are not limited to, journals, quick writes, KWL charts, graphic organizers, open responses, on-demands, memoirs, narratives, stories, poems, articles, editorials, letters, etc. This shall be accomplished by incorporating a variety of genres including literary, opinion, informational, and practical/workplace materials across content areas.

Each grade level shall complete the following pieces:

Opinion/Argumentative

Informative/Explanatory

Narrative

These writing pieces should be developed according to KCAS grade level standards.

Teachers shall provide descriptive feedback on students' writings to improve learning. This could take the form of conferences, discussions, written comments, and/or rubrics.

Each grade level shall develop a portfolio of completed writing pieces. The portfolio shall be evidence of student growth in writing and communication skills over time and shall reflect student's interests. The portfolio shall include one each of opinion/argumentative, informative/explanatory, and narrative communications per grade level. Only final pieces that have been revised and edited should be included in the portfolio. Each piece should be dated with grade level listed. Portfolios will be passed on to the next grade level, and at the end of the 5th grade will move on to the middle school.

Teachers will have training on the Kentucky Writing Scoring Rubric each year. Teachers will review the Kentucky Marker Papers throughout the year in order to be familiar with the standard that students' writings will be measured. On-going analysis of student work, to identify instructional implications, will occur at grade level meetings. Documentation of strengths and weaknesses will be recorded in grade level minutes once per quarter.

Students will be instructed on the criteria set forth in the Kentucky Writing Scoring Rubric and Kentucky Marker Papers. Students will use these tools to take ownership of their learning and self-assess their work.

Multiple technological tools will be used in the writing process so that students may evaluate or communicate using critical thinking skills. Students will seek a new or deeper understanding based on inquiry around a topic through research projects as a group and/or individually. Students will demonstrate new understanding through collaborating, creating, and making global connections. This may be accomplished by but not limited to utilization of technological tools such as the internet, Skype, projection devices, keyboarding, etc. to access a variety of tools and to communicate beyond the classroom.

Signature: *Becky Dunning*

Date Adopted: 2/28/2011

Date Reviewed/Revised: 01/08/2019

17.0.a – South Livingston Elementary Writing Plan

Types of Writing	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
<p>Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes.</p>	<p>This shall be accomplished by incorporating a variety of genres including literary, opinion, informational, and practical/workplace materials across content areas. Students will write to learn, to demonstrate learning, and for publication in all grade levels, K-5, and across content areas.</p>					
<p>Writing to Learn</p>	<p>Writing to learn shall include such items as journals, quick writes, graphic organizers, etc. These types of writings shall be documented in lesson plans across content areas at the following frequency:</p>					
	1 per week	2 per week	3 per week	4 per week	5 per week	5 per week
<p>Writing to Demonstrate Learning</p>	<p>Writing to demonstrate learning shall include items such as open/constructed responses, On-Demand Writings, Poems, Stories, etc. Distinguished open/constructed responses & Proficient/Distinguished On-Demand writings shall be placed in the writing portfolio each quarter for each content area listed below.</p>					
	Reading Math	Reading Math	Reading Math	Reading Math	Reading Math Science	Reading Math S. Studies On-Demand

<p>Writing for Publication</p>	<p>All students shall keep a writing portfolio. The portfolio shall contain pieces that have been edited and revised. The published pieces shall follow the guidelines set forth in the KCAS. The portfolio shall be passed to the next grade level at the end of each year, with the 5th grade portfolio being sent to the middle school.</p> <p>Each grade shall complete:</p> <ul style="list-style-type: none"> • One opinion piece (K-5) • One informative/explanatory piece • One narrative piece
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Writing Skills	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
<p>Handwriting</p>	<p>Write uppercase and lowercase letters.</p>	<p>Write complete sentences using appropriate formation, capitalization, and spacing.</p>	<p>Write a complete paragraph using cursive formation, capitalization, and correct spacing.</p>	<p>Write a 3 paragraph piece using cursive formation, capitalization, indention, and correct spacing.</p>	<p>Write a 3 paragraph piece using cursive formation, capitalization, indention, and correct spacing.</p>	<p>Write a 5 paragraph piece using cursive formation, capitalization, indention, and correct spacing</p>
<p>Transition/ Linking</p>	<p>Tell about events in the order in which they occur.</p>	<p>Use temporal words to signal event order.</p>	<p>Use temporal words to signal event order.</p>	<p>Use linking words and phrases and temporal words and phrases.</p>	<p>Use a variety of transitional words and phrases.</p>	<p>Use a variety of transitional words and phrases.</p>

Writing Format	Use a combination of drawing, dictation, and writing to compose pieces.	Introduce a topic or event, include reasons, details, or temporal words; and provide some sense of closure.	Introduction: introduce topic or event. Body: support with opinions, linking words, facts, definitions, and elaboration Closing: Use a concluding statement or section.	Introduction: introduce the topic by stating an opinion, establish a situation, introduce a narrator, or organize an event sequence. Body: support with reasons, linking words and phrases, facts, definitions, details, dialogue, descriptions, and temporal words Closing: Use a concluding statement or section.	Clear Introduction: introduce the topic by stating an opinion, establishing a situation, and orient the reader. Body: support with organization, reasons, facts, details, linking words, quotations, precise language, vocabulary, and sensory details. Conclusion: provide a statement or section	Clear Introduction: introduce the topic by stating an opinion, establishing a situation, and orient the reader. Body: support with organization, reasons, facts, details, linking words, quotations, precise language, vocabulary, and sensory details. Conclusion: provide a statement or section
Sentence structure	Develop awareness of simple sentences.	Use simple sentences and begin to use compound sentences.	Use simple and compound sentences. Begin to use complex sentences.	Use simple and compound sentences. Extend the use of complex sentences.	Extend the use simple, compound, and complex sentences.	Use a variety of simple, compound, and complex sentences.

Writing process	Self-assess with guidance, modeling and support from adults, recall information or gather information; explore digital tools.	Self-assess with guidance, modeling and support from adults, recall information or gather information; use variety digital tools.	Self-assess with guidance, modeling and support from adults, recall information or gather information; use variety digital tools, including in collaboration with peers	Self-assess with some guidance, modeling and support from peers and adults, develop and strengthen writing through planning, revision, and editing; with guidance and support from adults, use technology. Begin keyboarding skills.	Self-assess with some guidance, modeling and support from peers and adults, develop/ strengthen writing through planning, revision, and editing; with guidance and support from adults, use technology, interact/collaborate with others Type a minimum of 1 page in 1 setting.	Self-assess with some guidance, modeling and support from peers and adults, develop/ strengthen writing through planning, revision, and editing; with guidance and support from adults, use technology, interact/collaborate with others Type a minimum of 2 pages in 1 setting.
Feedback	Use descriptive, verbal feedback to help identify what students are doing right and what they need to work on next.	Use descriptive, verbal and written feedback to help identify what students are doing right and what they need to work on next.	Use descriptive, written feedback to help identify what students are doing right and what they need to work on next.	Use descriptive, written feedback and rubrics to help identify what students are doing right and what they need to work on next.	Use descriptive, written feedback and rubrics to help identify what students are doing right and what they need to work on next. Students shall evaluate their own work and work of others.	Use descriptive, written feedback and rubrics to help identify what students are doing right and what they need to work on next. Students shall evaluate their own work and work of others.
Language	Use illustrations and artwork to learn from different audiences. Teachers will use exemplars to model effective writing.	Use illustration, artwork, and technology to learn from different audiences. Teachers will use exemplars to model effective writing.	Analyze illustrations, artwork, technology resources, nonfiction passages and fiction passages and communicate to various audiences.	Analyze illustrations, artwork, technology resources, nonfiction passages and fiction passages and communicate to various audiences.	Analyze illustrations, artwork, technology resources, nonfiction articles, fiction passages, and graphics and communicate to various audiences. Teachers will use exemplars to model effective writing.	Analyze illustrations, artwork, technology resources, nonfiction articles fiction passages, and graphics and communicate to various audiences. Teachers will use exemplars to model effective writing.

			Teachers will use exemplars to model effective writing.	Teachers will use exemplars to model effective writing.		
A variety of technological tools are used in the writing process.	Multiple technological tools will be used in the writing process so that students may evaluate or communicate using critical thinking skills. Students will seek a new or deeper understanding based on inquiry around a topic through research projects as a group and/or individually. Students will demonstrate new understanding through collaborating, creating, and making global connections. This may be accomplished by but not limited to utilization of technological tools such as the Internet, Skype, projection devices, keyboarding, etc. to access a variety of tools and to communicate beyond the classroom.					

Once a month, teachers will discuss writing in grade level meetings to include open/constructed responses or writings for publication. Teachers should bring writing prompt and at least 2-3 student work samples (below Proficiency) to analyze with group looking for ways to improve student writing.

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