

Writing Policy
Junction City Elementary School

Purpose: This is a legally required SBDM policy.

Junction City Elementary School recognizes that writing is part of literacy, a necessary communication skill for students, and should be authentically taught and practiced in all content areas. The writing curriculum will comply with state and federal standards. Each grade level will have a writing and technology plan to meet all requirements in this policy.

Policy Components:

- *Criteria for the writing program.
- *Writing guidelines for teachers.
- *School-wide structures and monitoring guidelines.

Criteria for the writing program:

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and uses 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 texts, graphics, illustrations, web images, maps,

multimedia) including persuasive, literary, informational, and practical/workplace materials. Use reading 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.
13. Students will be given the opportunity to self-assess in order to improve their writing based on teacher and peer feedback (after direct-instruction is provided for students in peer evaluation of published pieces).

Writing guidelines for teachers:

To provide multiple opportunities for student 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, and writing for publication in order to provide authentic, meaningful, writing at all grade levels that include:
 - 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. Conduct individual conferences with feedback provided for the student.

6. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
7. Instruction includes the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
8. 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 model for student writing.
9. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
10. 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.
11. Students apply technology as a tool throughout the writing process.
12. Allow student choice and exploration.
13. 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. Grade level teams will monitor 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 the writing policy and writing plan are reviewed and revised as 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.

Date Policy Adopted: December 18, 2018

Chairperson: PFS