

New Highland Elementary School



Writing Policy

HARDIN COUNTY SCHOOL DISTRICT **NEW HIGHLAND ELEMENTARY** **Writing Policy**

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

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

- Teach higher-order thinking skills.
- Provide authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes and audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide on-demand assignments (K-5)
- Provide writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- *Handwriting Without Tears* will be implemented at ALL levels, with K-2's focus being manuscript and 3-5's focus being cursive.
- Utilize CUPS and ARMS strategies for editing and revision.
- Special area teachers will also incorporate writing into curriculum with at least one writing assignment per semester for each class.

Writing Instruction will include developmentally appropriate pieces using the three types of writing:

- **Writing to Learn**-for all subject areas, Writing to Learn activities can include but are not limited to:
 - Learning Log, journals, notebooks
 - Note-taking and/or use of graphic organizers

- **Writing to Demonstrate Learning**-for all subject areas, Writing to Demonstrate Learning activities can include but are not limited to:
 - Extended Response and short answer questions
 - On-Demand Prompts (K-5)
 - Projects that involve writing (may include: research, book reports, etc.)
- **Writing for Publication** – for all subject areas, Writing for Publication can include but are not limited to with one piece chosen by the student for publication:
 - Inform/Explain
 - Opinion
 - Narrative

*Students will choose one draft and revise and edit it for final publication. Students will also reflect on their growth as a writer.

To ensure every student has a *writing folder that 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.*

*FOLDERS WILL BE PASSED TO NEXT GRADE WITHIN THE BUILDING WITH ONLY END OF YEAR WRITING WORK.

EXTENDED-RESPONSE AND CONSTRUCTED RESPONSE QUESTIONS

To ensure that students know how to demonstrate *knowledge of content* when responding to an extended-response question, the writing plan will incorporate:

- Extended-response questions should be included within the unit of study as an assessment of the content and skills of that unit.
- The process of answering an ERQ will be **extensively** modeled at the primary level. The process will continue to be modeled for students in grades 3-5. Each grade level will develop a continuum that is developmentally appropriate for that grade level.
- Teachers will instruct students in the acronym Run the Race
 - R – Read the prompt
 - U – Understand/Underline power verbs
 - N – Number each part
 - R – Restate
 - A – Answer
 - C – Cite
 - E - Explain
- Teachers will focus on the quality of the ERQ in order to achieve desired levels of proficiency from students.
- Students will receive feedback and be given the opportunity to improve responses to the proficient level. Teachers should give students specific feedback that is positive and constructive.

ON-DEMAND WRITING

To ensure the student learns how to demonstrate *knowledge of writing*, the writing plan will incorporate:

- All grade levels will teach the writing process [prewriting, drafting, revising, editing, and publishing], and use a form of the 3.8 paragraph organizer.

Kindergarten – 1.2 (topic sentence and one detail)

1st Grade – 1.4

2nd grade and 3rd grade – 2.6

4th and 5th grade – 3.8

- Each grade level will develop writing instruction based on current state standards.
- Grades four and five will use the SPAT method to analyze on-demand prompts.
- Kindergarten through third grades will implement SPAT strategies as appropriate.

REFLECTION, ASSESSMENT, AND FEEDBACK

- Students will complete the beginning of year goal setting in 1st through 5th grades.
 - Students will complete the student reflection sheet at the beginning and the end of the year.
 - On-demand writing common assessments will be administered midyear and end of the year in 5th grade.
 - Teachers will complete the midyear and end of year Writing Analysis.
 - All forms will be maintained in the student writing portfolio which will be passed to the next grade level within the building.
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PROFESSIONAL DEVELOPMENT

All teachers assigned to New Highland Elementary will receive training in regards to the writing policy and will receive training in teaching writing as needed.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading: 04-18-2016

Second Reading: 05-16-2016

Date Reviewed or Revised: _____

Council Chairperson's Initials _____

Date Reviewed or Revised: _____

Council Chairperson's Initials _____
