

Lebanon Elementary School
Writing/Communication Policy



LES Writing Policy - Student Expectations

In order to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, LES will make sure students:

1. Engage in three categories of writing
 - a. Writing to learn
 - b. Writing to demonstrate learning to the teacher
 - c. Writing for publication
2. Experience authentic, meaningful writing at all grade levels:
 - a. Opinion to support claims
 - b. Informative/Explanatory text
 - c. Narrative to develop real or imagined experiences or events
3. Ensure that communication is being used as a technique for expressing ideas effectively through verbal and/or written language.
4. Students draw from their own experiences, learnings, reading, and inquiry to complete tasks.
5. Students create products for a variety of audiences.
6. Students show ownership and independent thinking.
7. Students use technological tools to show their learning.
8. Students clarify and/or show their work.
9. Experience the writing process at all grade levels - planning, drafting, revising, editing, publishing, and reflecting upon writing.
10. Experience writing in both on-demand and writing over time.
11. Write/communicate as a natural outcome of the content being studied in all curriculum areas.
12. Read and analyze a variety of print and non-print materials (eg. 2D and 3D artwork, photographs, texts, graphics, illustrations, images, maps, multimedia)

including persuasive, literary, informational, and practical/workplace materials.
Use readings as models for student writing.

13. Learn about and use appropriate resources for writing (eg. personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
14. Apply appropriate writing skills to oral communication.
15. 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.
16. Apply technology as a tool throughout the writing process.
17. Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.
18. Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.

LES Writing Policy - Instructional Strategies Guidelines

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

1. Ensure the the curriculum is aligned to the Kentucky Academic Standards.
2. Teach and require students to use higher order thinking skills whenever possible.
3. Assign three categories of writing.
 - a. Writing to learn
 - b. Writing to demonstrate learning
 - c. Writing for publication
4. Provide authentic, meaningful writing at all grade levels.
 - a. Opinion to support claims
 - b. Informative/Explanatory texts
 - c. Narrative to develop real or imagined experiences or events
5. Teach the writing process at all grade levels - planning, drafting, revising, editing, publishing, and reflecting on their writing
6. Provide both on-demand and writing over time.
7. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
8. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials.
Teachers will use readings and materials as models for student writing.

9. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
10. Allow student choice and exploration.
11. Provide experiences for students to apply appropriate writing skill to oral communication.
12. Intentionally schedule time within the instructional day for writing instruction and experiences while providing learning opportunities that occur naturally across the content areas to explore ideas and design products.
13. Provide real world and creative communication experiences appropriate for meeting the Kentucky Core Academic Standards.
14. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
15. Maintain student writing samples that include work that shows interests and growth over a period of time.

LES Writing Policy - School Structures and Monitoring

To ensure that every student has access to instruction, strategies, and practice that incorporate all previously mentioned aspects of this policy, the principal will:

1. Ensure that curriculums will be vertically and horizontally aligned to the Kentucky Core Academic Standards.
2. All students will create a collection of written work that shows interest and growth over time. This collection will follow the student grade to grade.
3. Assign an action team/committee to develop, review, and update a writing program for Lebanon Elementary School. The program review/revision will be done on an annual basis (if necessary).
4. Ensure that the writing program includes guidelines for incorporating student and teacher use of technology as a tool for learning.
5. Ensure the implementation of the Writing Policy and its program.
6. Ensure teachers receive professional learning opportunities needed to improve the writing instruction.

Criteria for the Lebanon Elementary School Writing Program

The writing program for LES will be a separate addendum to the Writing Policy. It will contain specific content and expectations for every grade level. The program will reflect this policy, but be adjusted based on testing data, classroom instructional data, and student need.

LES Writing Program - Reflection, Assessment, and Feedback

To ensure the writing process includes reflection, assessment, and feedback, the Lebanon Elementary School writing program will incorporate:

1. Students will be active participants in deciding the contents of their work collections.
2. The use of student work collections in determining the student performance level in communication.
3. The procedures for reviewing the work collections to determine strengths and needed improvement in a students writing.
4. The procedures for grading the work collections that include feedback to inform instruction.
5. Guidelines for providing students descriptive feedback on their writing.
6. Opportunities for students to improve their writing and communication skills based on feedback from communication products.
7. Opportunities for student self reflection on their writing.
8. Opportunities for students to self assess their work.
9. Opportunities for students to provide feedback on the work of others.

Policy Evaluation

LES will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: January 15, 2019

Date Reviewed/Revised:

Council Chair Initials:

Date Reviewed/Revised:

Council Chair Initials:

Date Reviewed/Revised:

Council Chair Initials:

Date Reviewed/Revised:

Council Chair Initials: