

**KENTUCKY WRITING
HELPING BARREN COUNTY STUDENTS DEVELOP AS
PROFICIENT WRITERS**

**WRITING DEVELOPMENT HANDBOOK
FOR BARREN COUNTY ELEMENTARY TEACHERS**



EDITED FOR BARREN COUNTY SCHOOLS BY DISTRICT WRITING COMMITTEE 2012 UPDATE

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BARREN COUNTY SCHOOLS

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BARREN COUNTY'S SCHOOL-WIDE WRITING PROGRAM

BARREN COUNTY'S GUIDELINES FOR A SUCCESSFUL SCHOOL WRITING PROGRAM

Kentucky's Learner Goal 1 states that students will use their communication skills “for purposes and situations they will encounter in their lives.” The *Kentucky Program of Studies*, supported by Kentucky statute, specifies that writing will take place at all grade levels. The Kentucky Core Academic Standards indicates the same expectations, even though state assessment of writing will take place at designated grade levels.

Districts and schools that invest time in planning successful writing instruction and supporting teachers in their professional development contribute significantly to a successful writing program. Research conducted by the Appalachia Educational Laboratory (AEL) in collaboration with the Kentucky Department of Education has shown that the most significant factor contributing to a successful writing program is district/administrative support.

Barren County School district's commitment to the writing program includes:

- Allocating resources for on-going, job-embedded professional development (e.g., study groups, mentoring, writing project/school partnerships).
- Establishing and regulating policies related to the collection of student work in all classes at all grade levels.

School administrative support for the writing program may include

- Providing and supporting opportunities for teachers to meet together regularly to discuss instructional strategies, to analyze student work, and to analyze the school's writing portfolios.
- Participating actively in professional development in writing instruction and assessment.
- Encouraging the development of instructional units of study that integrate writing as a natural outcome of the content being studied.
- Monitoring the development of working folders that follow students each year.
- Establishing and supporting a policy that requires school-wide contribution to the writing folder.

A school-wide writing program is an important component of the school's curriculum.

Fundamental components of Barren County's school-wide writing program include the following:

- All Barren County students gain experiences in writing for a variety of purposes and audiences and in a variety of real-world forms.

- All Barren County students are engaged in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing to communicate ideas to authentic audiences for authentic purposes.
- **All** categories of writing occur at **all** grade levels in **all** Barren County classrooms.
- All Barren County students are expected to reveal ownership and **independent** thinking.
- All Barren County students draw on **their** own experiences, **their** learning, **their** reading, and **their** inquiry to complete writing.
- At all levels, Barren County students gain experience in planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Authentic writing is done across content areas.
- The Barren County District Curriculum specifies a plan for collecting and passing writing folders from grade to grade.
- **Writing is relevant to the standards-based unit of study for the course.**
- All Barren County students read a variety of print and non-print materials (e.g., electronic text) including persuasive, literary, informational, and practical/workplace materials. These readings should provide models for student writing.
- Barren County students read and talk about their own writing.
- Barren County students at all grade levels are asked to self-assess and reflect on their writing and their progress as writers.
- Barren County students receive appropriate response to their writing from the teacher, fellow students, and others.
- Barren County students gain experience writing in both on-demand and writing over time situations.
- Barren County students learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology).
- Barren County students understand and apply criteria for good writing.
- Teachers and administrators receive professional development and resources to help support improved writing in the school.
- All Barren County administrators support initiatives to improve instruction and curriculum for writing in the school.

WRITING PROGRAM IN BARREN COUNTY SCHOOLS

Each SBDM Council shall determine the writing program for its school. The writing program should be a component of the bigger, school wide literacy plan and include the SBDM writing policy and the School Wide Writing Plan. The components of the program are to include:

1. The Instructional Practices
2. Aligned and Enacted Curriculum
3. Formative and Summative Assessments
4. Professional Development and Support Services

5. Administrative Monitoring and Support

Each SBDM Council shall adopt the policies that determine the writing program for its school.

A school's SBDM writing policy must address:

- Communication skills
- Grading/evaluation procedures and feedback to students regarding their writing and communication skills
- Responsibility for review of the portfolios and feedback to students
- Other policies to improve the quality of an individual student's writing and communication skills

Key Components of a Writing Plan:

- Multiple opportunities for students to develop complex communication skills for a variety of purposes
- Access to and use of technology tools
- Access to and usage of language resources
- Procedures for developing and monitoring portfolios/folders
- Feedback to students regarding writing and communication skills.

WRITING PROGRAM REVIEW PROCESS

What are Program Reviews?

A Program Review is a systematic method that schools use to analyze components of their instructional programs. The components that schools will look at are curriculum and instruction, formative and summative assessments, professional development, and leadership support and monitoring.

Why is a Program Review better than testing students?

Traditional paper-and-pencil tests limit the evaluation of what students learn. With Program Reviews, schools have more flexibility; students can experience the content and demonstrate their knowledge, skills and understanding in non-traditional ways. For example, in the arts, students may perform a music or writing composition; or demonstrate understanding of physical education skills by working with students younger than themselves.

The writing program review is the process for analyzing components of a school's writing program: the instructional practices, the aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.

THE NEW COMMUNICATION PORTFOLIO/WRITING FOLDER INFORMATION

“Writing portfolios, consisting of samples of individual student work that represents the interests and growth over time, shall be a required part of any writing program in primary through grade twelve.” Language from Senate Bill 1

Understand that the term “portfolio” as many are familiar with in the old assessment system has changed. A portfolio is simply a collection of student writing. A working writing folder fulfills this requirement. Not all students writing folders are the same. They may differ across the state. Barren County Schools have developed a writing matrix for the writing folder k-6, see appendix.

A school’s policies for the writing program shall address the use of the portfolio for:

- Determining a student’s performance in communication
- Grading procedures and feedback to students regarding their writing and communication skills
- The responsibility for review of the portfolios and feedback to students
- Other policies that improve the quality of an individual student’s writing and communication folder

COMMUNICATION PORTFOLIO (WRITING FOLDER) AND WORKING WRITING FOLDER

A working writing folder is a collection/sampling of a student’s writing from the prewriting stage to the publishing stage and includes a variety of real world samples that are developmentally appropriate for young writers. Each individual school has a school-level writing plan that specifically addresses the needs of the respective school. One “all encompassing” plan may not work for schools based on instructional configurations, staffing, class sizes and other variables. Each school may revise their plan based on annual evaluation of the instructional successes of the students as well as including provisions for the state level writing program review. Many schools will choose to maintain a working writing folder which contains all the student’s writing from the year and then allow students to select the pieces that align with the matrix to go into their communication portfolio to transition to the next grade.

Barren County Schools has created an elementary level Communication Portfolio matrix that is broken down by specific grade level. This portfolio should be passed to the next level at the conclusion of the school term. When the child exits the primary program, teachers should conference with students about their communications portfolio and send home any pieces not selected to transition to 4th grade (see matrix for requirements). As students’ work transitions to the middle school, the teacher should conference with the student to choose writing samples to include in the communications portfolio. The identified pieces (from the 6th grade matrix) will move on. At least one piece should illustrate a published writing from start to finish. The folders should be alphabetized with last name first by grade level (not homeroom) and sent to the middle school by June 1, unless the calendar is delayed.

QUESTIONS AND ANSWERS ABOUT WRITING FOLDERS:

Must communication portfolios be cumulative?

Yes, they should be cumulative in the sense that they are continually updated year to year. Students select pieces for inclusion in the working folders that they feel demonstrate their growth in writing over time (though they may confer with teachers and others about the selections).

What is the difference between a working folder, a writing folder and a communications portfolio?

You will see these terms used interchangeably in some schools and districts. However, in many schools the working folder is where the student keeps all of his or her writing pieces throughout the year for the current school year. They are at various stages of development.

The Writing Program Review language refers to the writing folder as the communications portfolio. This would be considered the folder or portfolio of work that travels grade to grade.

In Barren County Schools we will transition to calling the traveling folder the communications portfolio (the language of the program review). The working folder will be a more informal collection of work developed within the current school year. This will provide the material for the communications portfolio.

THREE CATEGORIES OF WRITING INCLUDED IN BARREN COUNTY'S SCHOOL-WIDE WRITING PROGRAM

In all classrooms students should be provided opportunities to experience three kinds of classroom writing:

- **Writing to learn**
- **Writing to demonstrate learning**
- **Writing for real audiences for real purposes**

All of this writing can be directly relevant to learning in a unit of study and all of these categories of writing can support students in developing their skills as a writer. However, it is important to note that each of the three is usually driven by different instructional purposes with different audiences for the student to consider. An examination of each of these kinds of writing will demonstrate how each fits into classroom instruction across the curriculum.

Category 1: Writing to Learn in all Barren County Classrooms

Students use this kind of writing in order to process information, develop their thinking, learn new content, and synthesize new concepts. Since the purpose of writing to learn is to assist students in assimilating and remembering information, the audience for these pieces is the learner himself. There are other factors to keep in mind, however. Writing to learn...

- Often is a response to a prompt provided by the teacher, but sometimes is a writing “prompted” by the individual student (that is, the student determines what he or she will focus on in the response).
- Is intended to promote the student’s understanding of content and ability to think; to apply concepts, skills, and principles; to enhance reading comprehension; to make connections; to raise and address questions; to identify and discuss problems, etc. Writing to learn is used to promote learning and also may be used to assess learning; however, assessment is not the primary purpose of the writing.
- indicates how well students understand what has been taught, how well they can think and apply concepts, and how well they can communicate their understanding of subject matter relevant to the study area and their lives.
- Even if teacher prompted, usually is “open” to an individual student’s choice and requires thinking.
- Usually is a brief, single-draft writing, is not completed in a “real-world” form, and is not intended for an “authentic” readership.

Writing-To-Learn Strategies in Barren County Schools

Writing-to-learn practices help students to learn, to internalize the content, to think, and to reflect on their learning through metacognitive activities embedded throughout the instructional units. In general, metacognitive activities cause students to think about their thinking and learning. Teachers can use writing-to-learn strategies to promote learning and thinking in all study areas. The following strategies can be adapted to any setting for any age level.

Writer’s Notebook: responses that encourage students to see the world around them as writers do. Students record the people, events, quotes, poems, words, reminders, clippings, etc., that are the seeds of genuine pieces of writing. Writer’s notebooks often contain many of the elements listed in the journal types below.

Reading Response Journal: entries that allow students to respond to their reading, extend their thinking, support their ideas, and promote their understanding of materials read.

Learning Log: a collection of writings recording and promoting students’ active learning, thinking, and application of skills. The log may include a variety of the strategies noted in this section.

Class Journal: a daily record of class activities, reflections about the learning in class, opinions about the issues brought up in class, questions, even notes. The CJ can be a cumulative record that the entire class keeps or an individual record of student learning.

Dialogue Journal: a written conversation between learners. Two partners write comments, questions, or notes to each other in relation to something being read or studied in class. This works especially well with two students reading the same book or working on a similar project.

Opinion Journal: a way to get students to think about issues and support for their opinions. In social studies, students may be asked to read the newspaper for current events or controversial issues. Students could clip out articles, tape them into their journals, write their opinions and then leave the entries for others to respond to, agree with, or refute. As students see others’ responses, they may learn to provide more support in order to strengthen their arguments.

Sketch Journal: a journal that combines art and writing. By including sketches of students’ rooms for family and consumer science, flowers in a science study, maps in social studies, and geometric figures found in the real world, sketch journals provide opportunities for students to demonstrate multiple intelligences.

Personal Journal: a journal that allows students to write about what is happening in their lives, events they want to memorialize, sad times they need to reflect on, happy times they want to share. This is a good place for memories to work into personal writing. Maintaining students’ privacy and building a sense of trust are essential with these journals.

Grammar Notebook: a record of students’ own grammatical strengths and weaknesses. Students learn valuable lessons as they record their own personal hints and reminders in their notebooks and, as a result, get a personalized grammar book by which to evaluate their own progress with grammar. This can also be a record of personal spelling demons and vocabulary lists.

Observation Logs: a record of students’ observations. Students keep records as they watch classroom videos, observe people, follow a scientific process, write poetic descriptions, hear intriguing

conversations, find oddities or paradoxes, or take a nature walk. On field trips, on the school property, at a local mall, during a science experiment – all areas of curriculum are appropriate for observation logs.

Double Entry Logs: entries allow for students not only to see but also reflect on what they see. Students draw a vertical line down the middle of the page. On the left, they record what they have actually seen, read, heard, observed, etc. On the right, they record their opinions, reflections, connections, concerns, questions, or reactions. This practice works well when students are reading a chapter or story, watching a video, or taking notes on a lesson or presentation.

“Wonder Books”: Stephanie Harvey’s (Nonfiction Matters) revision of the KWL writing-to-learn activity. Students record what they know, have learned and wonder. The wonder column (or page) leads to student inquiry projects.

Traveling Logs: an offshoot of the class log. Each day a different student records class notes and activities. The log is especially valuable for use by students who have missed class time due to other activities or absences.

Entrance (Admit) or Exit Slips: Entrance slips are completed before class and are brought in as the students enter the door. Exit slips are the students’ passes out of the classroom. This writing- to-learn strategy can be used across the curriculum for many purposes:

- Focusing student attention on the lesson to be taught the next day
- Setting the tone for the class lesson
- Pre-thinking
- Pre-writing
- Accessing background knowledge
- Troubleshooting
- Reflecting

Adapted from “Writing to Learn Across the Curriculum,” by Sylvia Abell; Kentucky Writing Program, Summer 2000

Category 2: Writing to Demonstrate Learning to the Teacher in Barren County Classrooms

This type of writing is necessary in every classroom in order for a teacher to ascertain whether or not students understand the content and/or concepts being taught. Regularly asking students to think and write at the higher levels of Bloom’s Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal what they know in more depth. Since students are demonstrating their knowledge, the teacher is the audience. Some qualities of writing to demonstrate learning follow. This kind of writing

- Is a response to a school exercise, question, prompt, or teacher assignment.
- Demonstrates to the teacher that the student has completed assigned work.
- Is intended to indicate how well the student has learned what has been taught; in short, it assesses learning.
- Often expects all students to address the assignment in the same way, for example, by giving the correct answer or by showing understanding through standard explanations. Typically this writing does not require much “ownership.”
- Is usually single-draft writing, is not completed in a “real-world” form, and is not intended for an “authentic” readership.

Examples of Writing to Demonstrate Learning

- Answer to Constructed-Response Prompt
- Test Answer
- Summary of Reading
- Explanation or Summary of an Activity
- Book, Research, or Library Report
- Lab Report
- Essay for a Quiz

Category 3: Writing for Authentic Purposes and Audiences in all Barren County Classrooms

“Writing for Publication”

Authentic writing is a classification of writing that asks students to synthesize, analyze, or evaluate what they have learned in order to communicate with a wider audience, usually outside of the classroom.

Writing which suits this category

- May be written in response to a prompt provided by the teacher, but also may be defined to some extent, by the individual student.
- Is written with a specific, authentic purpose, with awareness of authentic readers, in real-world forms.
- Is intended to help students develop skills in communication and to promote their learning and thinking. Authentic writing assesses skills in communication and may assess understanding of content in the study area along with students’ ability to apply learning and experiences to accomplish authentic purposes.
- Indicates how well students communicate ideas about their learning, experience, and inquiry.
- Reveals student ownership: purposes, ideas, methods of support, use of learning and experiences, choices about readers and forms, etc.
- Shows students’ thinking; is not merely a summary, transcription, or record of an activity, or answer to a test question.
- Usually is taken through a full writing process – prewriting, drafting, revising, editing, and publishing; sometimes is written in “on-demand” conditions.

Ideally, students make decisions about audience, purpose, and/or form based on their interests, experiences, and inquiry. These pieces are more successful when the writers pay careful attention to Kentucky's criteria for scoring writing, to the writing process for depth of thought, and to the content of the classroom for the subject matter.

Important Features of Authentic Writing:

- Specific, authentic purpose
- Authentic writing is driven by purpose – what the student wishes to accomplish through the piece. Whether the piece is written to share human experience, to make a point through fiction, or to persuade a reader to take an action; the writer has an authentic reason for writing.
- Well-developed ideas
- In order to fulfill a purpose, a student must include well-developed, focused ideas which reflect the student’s thinking, understanding of content, and when appropriate in reflective writing, explain for readers the content of the class in which the piece originated.
- Relevant, specific support for ideas and purpose
- Well-founded ideas are based on a student’s learning, experience, reading, inquiry, and ability to think about the needs of readers.
- Awareness of authentic readers
 - In creating audience awareness, writers help readers by
 - * providing details.
 - * conveying ideas of relevance.
 - * providing background information.
 - * revealing critical thinking to anticipate readers’ needs.
 - * employing appropriate tone.
 - * organizing.

- Real-world form suited to the purpose and the audience
This also includes the purposeful use of the characteristics of the selected form.
- Student ownership
When students make decisions about their own piece, when they use their own ideas, purposes, approach, experience, learning, inquiry, organization, etc., then they are truly taking ownership of the writing.

Sample “Real-world” Forms:

Articles (Various Publications)	Reviews	Short Stories
Editorials	Chapters for a Book	Plays, Scripts
Text for Speeches	Manuals	Blogs
Letters	Picture Books for Children	Emails
Memos	Personal Narratives	
Proposals	Memoirs	Weebly
	Poems	

Sample Purposes

Evaluate	Present a needed plan
Analyze	
Interpret	Convey emotions and ideas about human experiences
Defend an idea	
Solve a problem	
Propose a change	
Explain a procedure	Give directions
Draw conclusions from Support an idea	Create artistic expressions
Clear up a misconception	Reflect on experiences
Provide/explain needed information	Entertain
Persuade readers	
Provide useful news inquiry	

Sample Readers:

An individual	Citizens, Members of the community	People with a certain view or position on an issue
A group	Parents	People interested in literature
Classmates	Public officials	Readers of literary magazines
Readers of a publication	People who requested a report	People interested in ideas about human experience
People concerned about a problem	People who can act on a proposal	
People interested in a hobby		

Adapted from work by Dr. Charles Whitaker.

LEARNING FROM STUDENT WORK

Schools can make decisions to improve their writing program from evidence gathered by examining samples of student work. While many methods exist for looking at and learning from student work, three ways will be highlighted: the use of the Common Core Exemplars, Kentucky Marker Papers, portfolio analysis, and protocols.

Common Core Exemplars

The common core exemplars are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade. The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country. At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

Kentucky Marker Papers

The Kentucky Marker Papers are examples of student work at each grade level, PI-12. These Marker Papers were updated in 2008 and although not specifically categorized in “common core” language, many still provide valuable examples of age appropriate writing. The primary markers include a number of pieces to show progress made throughout each year in the primary program. The grades 4-12 markers represent end-of-the-year writing, the result of a year of effective instruction. The papers illustrate the progression of key writing skills in specific types of writing (personal narrative, memoir, short story, informational writing and persuasive writing). Each piece is annotated to show the skills that the writer has demonstrated in that piece of writing and possible next lessons to continue the writer’s progress.

The Kentucky Marker Papers can be used to examine **individual pieces of student writing** at any grade level for a variety of purposes including

- Determining evidence of strengths and weaknesses in the student’s piece of writing.
- Determining “next lessons” that the student needs to know.
- Assessing student’s growth in writing over time.

Portfolio Analysis

A portfolio analysis is a purposeful examination of a school's writing program using the school's completed portfolios. Materials are available through the Kentucky Department of Education to support these sessions including the procedures and guidelines for setting up a portfolio analysis; genre specific definitions, characteristics, and focus questions to guide the analysis session; and a Needs Assessment Template to guide future decisions concerning the school's writing program.

A portfolio analysis provides an opportunity for an entire faculty to meet together as professionals to examine **a sample of the school's communication portfolios** for a variety of purposes including

- Determining instructional implications for the school.
- Gathering evidence of instructional strengths and needs.
- Targeting professional development and consolidated planning that will lead to improved student performance.

Materials to support a school-wide portfolio analysis can be found on the Kentucky Department of Education web site (www.kde.state.ky.us/oapd/curric/writing).

Protocols

Protocols set up a structured, collaborative process for educators to focus on the evidence presented in student work at various stages of development. There are many researched protocol methods that schools can choose to follow or use as a basis for creating a method that works best for their needs. Protocols allow presenting teachers to give background information as to the preparation for the lesson/assignment, the set up for the lesson/assignment, and any observations and/or reflections necessary to begin the dialogue.

Protocols provide a facilitated process for a group of participants to learn from **student work at various stages of development** for a variety of purposes including

- Determining patterns in students' and/or teachers' thinking and learning.
- Determining evidence of and feedback on the strengths and weaknesses in instructional strategies, processes, and/or structures.
- Focusing attention on connections of classroom assignments to national, state, and local standards.

For more information about how any one of these approaches could help your school in learning from student work, contact your curriculum resource teacher.

INTEGRATING WRITING INTO CLASSROOM INSTRUCTION IN ALL BARREN COUNTY CLASSROOMS

GUIDELINES FOR THE GENERATION OF STUDENT WORK FOR AUTHENTIC WRITING SUITABLE FOR PUBLICATION

Through quality assessment, it is possible to accurately identify the learning needs of individual students and student groups, to review the appropriateness of curriculum goals and content, and to evaluate the quality of teaching. In effective learning environments, assessment and instruction are closely linked.

PHILOSOPHICAL GUIDELINES OF AUTHENTIC WRITING

The goals of a authentic writing assessment are to

- Provide students with the skills, knowledge, and confidence necessary to become independent thinkers and writers.
- Promote each student's ability to communicate to a variety of audiences for a variety of purposes in a variety of forms.
- Document student performance on various kinds of writing which have been developed over time.
- Integrate performance assessment with classroom instruction.
- Provide information upon which to base ongoing development of a curriculum that is responsive to student needs.

Writing is part of the curriculum **at all** grade levels.

AUTHENTIC WRITING: WRITING FOR PUBLICATION

When we think of *authentic*, words like *original*, *realistic*, and *genuine* come to mind. Applied to writing, *authentic* means that the work **is the student's own**, done for a **realistic purpose** and readership and in a **realistic form** that logically fits the purpose and audience or situation. The writing reveals a genuine effort to communicate with others (it is not merely an academic exercise). Though a variety of kinds of writing may be done in our schools, some writing should be *authentic*, and this kind of writing should be included across the grade levels and study areas to help students learn, develop as writers, and prepare a variety of samples of writing, some of which are submitted in the assessment writing portfolio.

Authentic purpose for writing means that

- The purpose is one that reflects the student's ownership, individuality, choices, decisions.
- The purpose is specific. (It's not realistic to write generally about a topic, with no specific purpose.)
- The purpose is realistic; one students actually have or logically could have in their lives.
- The purpose is genuinely *needed* by readers; the purpose is a justifiable one; the purpose is to accomplish something that makes sense, is significant.
- The purpose is not merely to complete an exercise or test question for the reader and is not merely to complete a kind of writing. (The writer is genuinely trying to convey ideas to readers for a meaningful, realistic purpose.)

Authentic audience and audience awareness mean that

- The writer has in mind a realistic readership(s) for whom the writing is especially important, needed.
- The writing is developed throughout with an awareness of readers ("target" readers and critical readers).
- The writing reveals awareness of a critical reader who expects careful, thoughtful writing.
- The writer shows awareness of the interests, needs, and general expectations of readers of a particular kind of writing (e.g., poetry, technical writing, or academic articles).
- The reader is someone logically and realistically appropriate for the writer's purposes, not merely the teacher as a tester of the student's learning.
- The writer takes steps to interest and help readers, including providing appropriate support and explanation.

Authentic ("real-world") form means that

- The form chosen logically fits the writer's purpose and audience.
- The form is realistic, like one done in the "real world"; the writing looks realistic.
- The student shows ability to apply characteristics of the selected form (e.g., poem, short story, editorial, article).
- The writing is not merely a fill-in-the-blank or other such exercise.

BARREN COUNTY TEACHERS UTILIZE THE WRITING PROCESS FOR AUTHENTIC WRITING

Quality writing instruction is anchored in the use of the writing process. Writers often work in the writing process in different ways, but the following are fundamental in the writing process.

Prewriting

In prewriting, a writer explores subjects and experiences, determines a focused purpose for writing, begins to consider the needs of an audience, selects ideas and support for the purpose, and begins to organize these ideas. Teachers should assist students by

- Creating opportunities in the classroom for students to inquire, learn, and think critically as they investigate topics.
- Providing written models and instruction in analyzing writers' forms, purposes, audience awareness, idea development, and organizational strategies.
- Providing whole class instruction and practice in a variety of prewriting strategies and activities from which students can choose those that best suit their particular needs.
- Guiding students as they determine their realistic purpose and audience and real-world form in order to develop their selected topics.
- Allowing for some student choice and not depriving students of either ownership of their writing or opportunities to improve their writing abilities.

Drafting

In drafting, a writer begins to compose the work by drafting sentences and paragraphs connecting one thought to another. Writers concentrate on creating their meaning, developing thoughts, providing relevant support, addressing their reader's needs, and organizing their work. Teachers should assist students by

- Maintaining a supportive environment that allows for different learning styles, provides rich resources, and gives ample drafting time in and out of class.
- Respecting the writer's ability to make choices about purpose, audience, form, content, and length.
- Encouraging students to draw appropriately on their experience, learning, reading, and inquiry to accomplish their authentic purposes as writers.

Conferencing

During conferencing, writers acquire feedback concerning their writing, interacting with teachers, peers, and others. **Conferencing may occur at all stages of the writing process.** It is essential that (during these conferences) the student writer retain ownership of his/her writing. While responders (teachers, peers, or others) may ask questions and offer suggestions, the writer will decide what to incorporate and what to reject. Responders should assist students by

- questioning rather than dictating.
- critiquing rather than criticizing.
- coaching rather than correcting.
- guiding rather than directing.
- suggesting rather than imposing.

Revising

In revising, the writer begins to make appropriate changes to a draft. Revision is, in a sense, rethinking or “re-visioning” ideas. During revision, the writer reshapes and reorders the text to match it as closely as possible with the new ideas in his or her head. The general guideline in revision is that the students will make decisions about what to add, delete, or change. Teachers and others may provide response but should ensure that authors have the final say in the revisions they make in their writing. Teachers may use a variety of strategies to promote revision including

- Raising questions to clarify the student’s purpose, audience, meaning, content, ideas, and organization.
- Modeling and discussing revision while preserving author’s ownership.
- Teaching students how to review their writing with each other and to talk about possible changes.
- Providing class time for revision.
- Allowing peers to read each other’s writing and offer suggestions for the author to consider.
- Encouraging students to read/reread examples of writing to help make decisions about their own writing.
- Designing revision checklists for students to use with their own writing and when conferencing with peers.
- Allowing students to talk and write about their revisions and the rationale behind them reflecting upon their work and progress as writers.
- Encouraging students to inquire and learn more about their selected topic, drawing on this learning to accomplish their purposes.

Editing

In editing, the writer strives to create a correct piece of writing. The writer’s goal in editing is to produce the best possible paper according to his/her developmental level. Arranging for a specific time for editing can help students spot errors and correct them. Teachers should emphasize the role of students as owners of their work in making final decisions. Teachers can use a variety of strategies to promote editing including

- Monitoring students’ writing development to discover patterns of error and to determine students’ critical needs and developmental level in order to plan instruction designed to address specific grammar, spelling, punctuation, and usage needs.
- Supporting students in self-assessing and making final editing decisions.
- Providing mini-lessons and encouraging students to apply lessons to their own writing.
- Encouraging students to use appropriate resources such as handbooks, dictionaries, thesauri (print and electronic), spell checkers, or computer writing programs.

Teachers should not at any time actually do the writing or make direct corrections for the student on student work.

Following are some appropriate strategies to use with students when focusing on the editing process.

- **Mini-Lessons:** Brief lessons on common editing problems can be of immediate benefit to students when they are taught as part of an editing workshop. After a short lesson at the beginning of an editing session, students can immediately apply the lessons to their own writing, reinforcing new information about correctness through meaningful use rather than isolated exercises. Mini-lessons can be used with smaller groups of students experiencing similar, specific problems.
- **Peer Editing:** Students pair off and edit one another's drafts, pointing out the positions of any errors they see. **Each student makes his/her own corrections preserving author's ownership.**
- **Class Experts:** Students skilled in a specific editing area check the drafts of peers for errors. Often, a student can explain a point in terms a classmate can understand.
- **Transparency Editing:** Make a transparency of a student draft from **a previous year** and ask the class to identify editing needs. As students identify and correct errors, the teacher corrects each on the transparency and then asks students to apply these same editing strategies to their own pieces of writing. If this model is followed regularly, students receive numerous short lessons focusing on mechanics and usage, and have many opportunities to apply new strategies.
- **Minimal Mark:** During an editing conference, the teacher places a dot or check mark in the margin of a line containing an editing error. Students must find and correct the error.
- **Modeling:** Teachers should be sure that every piece of their own writing that they share with students is as accurately edited as possible. When errors do occur in teacher models, these errors should be used to facilitate a mini-lesson focusing on the specific skill.

Publishing

In publishing, students make their writing public for others. Students determine the point at which their writing is ready to be published. Following are some guidelines for the publishing stage:

- Many forms of publishing are acceptable (bound books, pamphlets, brochures, illustrated works, and regular manuscripts).
- The writing should be neat and legible. Students may use many methods to produce published pieces (pen or pencil, printing or cursive, word processors or typewriters). Regardless of the method selected, the students must write, type, or word process by themselves unless otherwise noted on an IEP.

Reflecting

In reflecting, students think about their writing and their growth as writers. Reflection should occur throughout the writing process and at all grade levels. Teachers may use a variety of strategies to promote reflection including

- Providing class time for reflection.
- Creating opportunities in the classroom for writers to identify and explain their writing skill, strategies, and processes (i.e., entries in writer's notebook, letters, checklists, oral presentations).
- Allowing students to talk and write about the decisions they make as writers.
- Designing open-ended questions that require students to reflect on their writing.
- Encouraging students to assess their strengths and areas for potential growth.
- Providing written models and instruction on analyzing how writers use reflection.

Writing for Publication Pieces From Student Communication Portfolio BARREN COUNTY SCHOOL DISTRICT

Each student should have a writer’s notebook or folder for all drafts and final revisions. This folder is to follow the child to the next grade and have within in it “next steps” to assist teachers in continuing child’s growth as a writer. These pieces are to be analyzed according to the Common Core Exemplars and Marker Papers when applicable with comments from the teacher. The principal will make periodic spot checks of students’ working writing folders in each teacher’s classroom throughout the year. There should be evidence of writing across content areas even though revisions may occur in the language arts class. This communication portfolio should follow the student to show writing growth over the child’s school experience. There should also be evidence in the classroom of all three categories of writing: writing to learn, writing to demonstrate learning and authentic writing.

WRITING DEVELOPED THROUGH UNITS OF STUDY

Critical Attributes of a Standards-Based Unit of Study

The Kentucky Department of Education recommends that teachers at all levels develop units of study that address standards. A unit of study is a cohesive and intentional plan for teaching and learning developed to address content standards in a meaningful way. Standards-based units of study are designed to ensure that every student will learn at high levels. Teachers plan these units by identifying the desired results of the unit in terms of student learning, determining the acceptable evidence of learning, and then planning the activities and instruction that will equip students to meet the standards.

Effective units of study are developed around a significant “chunk” of content from one or more courses. Any unit, whether discipline-based or interdisciplinary, whether developed by one teacher or a team of teachers, should have the following important attributes:

1. Aims for “enduring understanding” which goes beyond facts or skills to focus on larger concepts, principles, or processes that have lasting value
2. Addresses a manageable number of appropriate content standards that identify what students should know and be able to do at the end of the unit
 - Academic Expectations
 - Kentucky Program of Studies
 - KCAS (Kentucky Core Academic Standards)
 - District or school standards
 - National standards

3. Includes a variety of assessments that are on-going and formative, providing feedback on student learning to inform instruction
 - Aligned with instruction
 - Authentic
 - Varied in methods of providing evidence of student learning
 - + Formal
 - + Informal
4. Organizes around an issue, problem or question that connects to real-life experiences and serves to motivate students
5. Focuses students' attention on essential questions which are designed to
 - engage the students as worker, investigator, problem solver;
 - lead the students into the content and how it can be applied in meaningful ways;
 - require students to use critical, creative and higher order thinking skills; and
 - Connect learning to the students' lives outside the classroom.
6. Makes appropriate use of a variety of resources, media and technology beyond the textbook.
7. Engages students in learning that accomplishes authentic purposes by integrating
 - past learning and experiences with new learning and experiences;
 - cross curricular content, skills and processes;
 - reading, writing, observing, listening and speaking; and
 - Technology as a seamless component.
8. Produces evidence of the desired results of student learning through varied and authentic products and/or performances
9. Establishes and communicates with students the criteria for success (rubrics, scoring guides)
10. Provides for student and teacher reflection on the effectiveness of the unit plan

Units of Study

A school-wide writing program should include appropriate and varied writing embedded in meaningful units of study. CIITS provides many tools suitable to develop instructional units. The district curriculum website has additional resources. The Grade Level Writing Planner found in the appendix is a tool to help you organize embedded writing.

APPENDIX

Barren County Schools Elementary Writing Matrix

Developing a School-wide Writing Plan KDE Guidance Document

Kentucky Writing Rubric Draft

Barren County Schools Elementary Writing Calendar

Barren County Schools Writing Planner

School-wide Writing Plan Template

Barren County WRITING PLAN MATRIX: Showing Growth over Time 2012

Procedures: The contents of the **Communications Portfolio** will be writing samples dictated at each grade level on the writing plan. Only those pieces should be included in the portfolio each year (the portfolios will be cumulative k-3 and 4-6). Students can choose what pieces they would like to include in the portfolio, as long as requirements are met. **Students may also add any additional pieces of value that they want to include.** The progression will begin at the kindergarten level and continue throughout the student's years in Barren County Schools. Communication portfolios will be reviewed (teacher and student) at the end of 3rd and 6th with only the number of matrix identified items moving forward to 4th and 7th. The teacher and student should conference as to what will travel to the next grade level. Purged pieces may be sent home with the child. Minimal requirements include a piece that illustrates growth from the beginning of the piece to the published piece. PLC team will periodically check and analyze the writing folders several times throughout the year.

		K	1 st	2 nd	3 rd	4 th	5 th	6 th
COMMUNICATION Portfolio: All Writing Should be Dated	Types of Writing							
	Writing to Learn Audience is the student Fall – Winter – Spring	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)
	Writing To Demonstrate Learning Audience is the teacher	*1 Content Related Writing (sequencing, ERQ, SAQs, same/different, response journals, etc.)	*1 Content Related Writing (sequencing, data analysis, same/different, response journals, ERQ, SAQs, etc.)	*1 Content Related Writing (sequencing, data analysis, same/different, response journals, ERQ, SAQs, ODW etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/different, response journals, ERQ, SAQs, ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/different, response journals, ERQ, SAQs, ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/different, response journals, ERQ, SAQs, ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/different, response journals, ERQ, SAQs, ODW, etc.)
	Writing for Publication Audience is authentic	*2 Published Pieces (narrative, opinion, and informative piece)	*3 Publishable Pieces (narrative, opinion, and informative piece, feature article)	*3 Publishable Pieces (narrative, opinion, and informative piece)	*3 Publishable Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Publishable Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Publishable Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Publishable Pieces (narrative, argument, and informative piece, may include ODW)
Program Review Language	Communications Portfolio	Proficient: Communications portfolio demonstrates student interests and the integration of writing and the communication skills across the content areas and over time. Distinguished: Communications portfolio is used by student to demonstrate novel, new and worthwhile ideas while elaborating and refining those ideas to maximize creative efforts and effectively communicate both locally and globally.						
	Student Performance	Proficient: Students craft communication distinctive to specific disciplines and purposes Distinguished: Students go beyond mastery of skills and/or curriculum to explore and expand their own learning and opportunities to gain expertise and write as content experts applying that knowledge to the kinds of questions and problems experts in that field tackle.						
	Expectations for Student Learning Analyzing and Feedback	Proficient: <ul style="list-style-type: none"> Students know and understand expectations for their work and receive/provide feedback using standard language Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments. Teachers and students engage in self-assessment to monitor progress toward meeting writing and communication goals. Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication. 			Distinguished: <ul style="list-style-type: none"> Students use expectations for their work to guide the development of their personalized learning plan and receive/provide feedback using standard specific language. Students regularly set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback and assessment evidence. Teachers and students engage in ongoing self-assessment using a variety of methods designed to support different learning styles to monitor progress toward meeting writing and communication goals. Students develop models as exemplars, scoring guides and rubrics to assess writing and communication. 			

Communication Portfolios to next grade level by June 1. 6th to Middle School: Place the student writing pieces listed in a manila folder, with last name first on tab and alphabetize by grade, not homeroom.

Kentucky Writing Rubric

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
Criteria for Evaluating Writing			
<p>Communicating with an Audience through Purpose/Focus</p> <ul style="list-style-type: none"> Establishes and maintains an authentic purpose Addresses an appropriate audience Establishes and maintains an awareness of audience needs 	<ul style="list-style-type: none"> Demonstrates audience awareness by establishing a context and maintaining a clear purpose Engages the audience by employing a variety of techniques (e. g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation) Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined 	<ul style="list-style-type: none"> Establishes thesis/focused purpose Indicates awareness of audience needs by providing relevant background & contextual information Communicates purpose, responding to the anticipated needs of the audience 	<ul style="list-style-type: none"> Establishes purpose by introducing a(n) opinion/claim; maintains focus throughout Indicates awareness of audience's needs by providing relevant background; anticipating audience's knowledge level and concerns; Communicates purpose, responding to the anticipated needs of the audience by addressing reasons/alternate claims
<p>Communicating with an Audience through Idea Development</p> <ul style="list-style-type: none"> Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose Elaborates ideas with details, support & examples specifically relevant to the audience and purpose Applies characteristics of the mode 	<ul style="list-style-type: none"> Develops ideas that convey insight about the experience or event Uses effective examples and sensory details, if appropriate, illustrates and recreates the experience for the audience Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, etc.) 	<ul style="list-style-type: none"> Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject, Uses general and specific details and examples to support understanding Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts 	<ul style="list-style-type: none"> Demonstrates depth of idea development by using facts, details and examples to support opinions/argument Supports opinions/claims with relevant, reliable evidence Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, specific facts, quotes) to support the opinion/argument

Kentucky Writing Rubric

<p>Communicating with an Audience through Structure</p> <ul style="list-style-type: none"> • Demonstrates coherent and effective text structure in relation to the purpose • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally for the reader • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Groups related information logically; include formatting when useful to aiding comprehension • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments • Maintains control of sentence structure • Varies sentence structure effectively 	<ul style="list-style-type: none"> • Provides logically ordered reasons that are supported by facts and details. • Includes a logical progression of ideas • Maintains coherence within and between paragraphs • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/arguments • Maintains control of sentence structure • Varies sentence structure effectively
<p>Communicating with an Audience through Language & Conventions</p> <ul style="list-style-type: none"> • Selects and maintains word choices to effectively communicate with the audience • Employs voice and tone appropriate for audience and purpose • Communicates with audience effectively, applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Employs voice appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic • Employs tone appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics 	<ul style="list-style-type: none"> • Use words, phrases, and clauses to clarify the relationships among opinions (s)/claim(s), reasons, and evidence. • Employs tone appropriate for the audience and purpose • Communicates effectively with audience applying correct grammar, usage and mechanics

*KDE is leaving rubric in draft version

Developing a Schoolwide Writing Plan



Writing is the purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. It is a complex, multifaceted act of communication.

This guidance document is designed to help schools develop, implement and monitor school writing plans. It offers questions to consider in reflecting on the curriculum, instruction, assessments and supports that will ensure students' literacy needs are met related to writing and communication skills.

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What can schools do to ensure writing plans are in place to meet students' needs related to writing and communication skills? Develop, implement and monitor a plan—a strong, living plan is essential to a successful literacy initiative.

School Writing Policies

A school's policies for the writing program should address

- communication skills
- grading procedures and feedback to students regarding their writing and communication skills
- the responsibility for review of the portfolios and feedback to students
- other policies to improve the quality of an individual student's writing and communication skills

Key Components of a Writing Plan

1. multiple opportunities for students to develop complex communication skills for a variety of purposes
2. access to and use of technology tools
3. access to and use of language resources
4. procedures for developing and monitoring portfolios
5. feedback to students regarding writing and communication skills

Kentucky Revised Statute [158.6451](#) (2009)

Schools provide multiple opportunities for students to develop complex communication skills for a variety of purposes

Kentucky Revised Statute [158.6451](#) (2009)

Communication skills include reading, writing, speaking, listening and observing. Ensuring that students are actively engaged in using communication skills regularly in every class is perhaps the most important part of a school's plan.

Consider:

- ❖ Does the school have a literacy team and a literacy plan that includes communication as a component of the plan?
- ❖ How are communication skills being taught?
- ❖ Are teachers providing effective literacy instruction across the curriculum?
- ❖ How do teachers build written and oral literacy skills through effective instruction?
- ❖ How do teachers facilitate engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts?
- ❖ How do teachers challenge students to communicate complex written and spoken arguments and to substantiate claims clearly?
- ❖ How do teachers integrate the application of inquiry and research skills into a variety of experiences to support students' literacy skill development?
- ❖ Do students have regular opportunities across the curriculum to use writing to learn, writing to demonstrate learning, and writing for publication?
- ❖ Do students have opportunities to revise current and past work to communicate effectively with a variety of audiences for a variety of purposes?



"Ensuring that students are actively engaged in using communication skills regularly in every class is perhaps the most important part of a school's plan."



Schools provide technological tools to assist students in being creative and innovative members of a global society (Partnership for 21st Century Skills Framework)

Consider:

- ❖ What opportunities are available for students to create, analyze and evaluate multi-media texts?
- ❖ Does the school encourage students to use digital technologies, communication/networking tools and social networks appropriately to access, manage, evaluate and create information?
- ❖ Does the school think beyond a paper portfolio?
- ❖ How do teachers use innovative teaching methods that integrate the use of supportive technologies, inquiry- and problem-based approaches, higher order thinking skills, creative and critical thinking, and collaboration?
- ❖ What opportunities do teachers provide for students to make some of their thinking public beyond the classroom?
- ❖ Do teachers and students apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies?
- ❖ How do teachers use a balance of technology-enhanced, formative and summative assessments that measure student growth in 21st century skills?
- ❖ Do students use technology as a tool to research, organize, evaluate and communicate information?



Schools provide access to a variety of language resources.

“Without 21st century skills, students are being prepared to succeed in yesterday’s world—not tomorrow’s” (enGAUGE, 2003).

Consider:

- ❖ How are students encouraged to articulate thoughts and ideas?
- ❖ Do students have access to information and media literacy?
- ❖ Do students have access to digital technologies for communicating?
- ❖ How are students asked to apply listening, speaking, reading, writing and thinking in the process of learning?
- ❖ How do teachers build written and oral vocabulary through effective instruction?
- ❖ How do teachers integrate a variety of learning resources with classroom literacy instruction to increase learning options and products?
- ❖ Do students articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts?

Schools support teachers in developing themselves as teachers of writing and create procedures for developing and monitoring portfolios consisting of samples of individual student work that represent the interests and growth of the student over time.

Consider:

- ❖ What types of student work can be collected in a “portfolio” to represent the creative and innovative literacy opportunities offered?
- ❖ How does the school focus on a writing program rather than writing pieces to be produced by students?
- ❖ How does the school provide administrative and professional support for innovative literacy instruction?
- ❖ How does the school encourage teachers from all content areas to teach writing to learn, writing to demonstrate learning, and writing for publication?
- ❖ What opportunities do teachers provide for authentic social and collaborative communications that emphasize research, discussion, communication and interaction?
- ❖ How do teachers pose questions that promote inquiry, expand thinking, increase curiosity, and are of interest to the students?
- ❖ How do teachers explicitly teach revision strategies throughout instruction and provide time for revision of current and past work to allow students to apply and refine skills?
- ❖ How do teachers use technology to differentiate literacy instruction and support student learning?
- ❖ Do teachers set high expectations for oral and written responses?
- ❖ Do teachers utilize best practice in writing instruction?
- ❖ Do students make choices about what they explore, research and communicate?

Schools develop a system for providing descriptive feedback to students regarding the writing and communication skills demonstrated in their portfolio.

“Rubrics can be a powerful self-assessment tool if teachers disconnect them from grades and give students time and support to revise their work” (Andrade, Educational Leadership, vol. 65 no. 4).

Consider:

- ❖ How should feedback on students' writing be provided?
- ❖ Does the school encourage all teachers across content areas to use coaching and ethical markings to provide descriptive feedback on student writing and products by allowing for multiple revisions of writing and products?
- ❖ How do teachers design writing instruction and mini lessons in response to student's needs?
- ❖ How do teachers guide students in development of rubrics aligned with standards?
- ❖ How do teachers engage students in reflection on their writing and their progress as communicators?
- ❖ Do teachers use models to clarify expectations of literacy products?
- ❖ Do teachers provide parents and students access to literacy products and feedback on literacy performance?
- ❖ Do teachers provide opportunities for students to evaluate their own and others' work?
- ❖ Do teachers provide opportunities for students to participate in writing response groups/peer conferencing?
- ❖ Do students use and recognize the value of feedback and make appropriate adjustments in writing, listening, reading and speaking?
- ❖ How often do students co-develop and use rubrics to understand characteristics of quality writing and communication?

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***REVISIONS TO OCCUR AT ANNUAL DISTRICT CURRICULUM
POWER SESSION**

**WRITING CALENDAR
BARREN COUNTY SCHOOLS**

Sample only from Curriculum Pacing Map*

Representative writing is to occur throughout the school year. This map indicates where technique is focused.

	K	1 st	2 nd	3 rd	4 th	5 th	6 th
1 st Nine Weeks	Narrative						
2 nd Nine Weeks	Informational Explanatory						
3 rd Nine Weeks	Opinion	Opinion	Opinion	Opinion	Opinion	Opinion	Argument
4 th Nine Weeks	Research						

SAMPLE 2ND GRADE WRITING AND COMMUNICATION PLANNER

COMMON CORE AUTHENTIC WRITING OPINION, INFORMATIVE/EXP LANATORY, NARRATIVE	UNIT OF STUDY/ RESOURCES	PRODUCT	WRITING COMMON CORE CALENDAR
Narrative	S.S.	Writing piece/ Presentation/All About Me	August
Informative/ Explanatory	Science-Rdg/Life Cycle/Plant- Animals-Water R.S.Unit 4-Science Ch.1	Technology Diagrams-Labels	August -Water Jan-Plants/Animals
Opinion	Science/Seasons/ Brainpop	Published Piece/Illustration	August
Opinion	Read, Write, Think Comic Creator	Comic Strip (technology)	October
Narrative	S.F. Unit 2 Tara/Tiree	Writing Piece (Emotional Event)	October
Informative/ Explanatory	Science Unit 2	Science Experiments/ How To	November-December
Narrative	S.S.	Biopoem (technology)	November
Narrative	R.S. Unit 3 Week 5	Open Response (Teddy's Bear)	November
Informative/ Explanatory	Science-Rdg/Life Cycle/Plant- Animals-Water R.S.Unit 4-Science Ch.1	Technology Diagrams-Labels	August-Water Jan -Plants/Animals
Narrative	S.S.	Open Response Civil War/Civil Rights Leaders	Jan
Informative/ Explanatory	Reading/S.S.	Biography Research (technology)	Jan/Feb
Opinion	Scott Foresman Unit 5	Persuasive Letter	February
Informative/ Explanatory	Science	Feature Article/Brochure (technology)	March
Opinion	Reading	Book Talk	April/May

BARREN COUNTY SCHOOLS
SCHOOL WRITITNG PLAN TEMPLATE

INSERT NAME OF SCHOOL AND LOGO HERE
EFFECTIVE DATE:

TEMPLATE

***INSERT SCHOOL NAME HERE* WILL PROVIDE MULTIPLE OPPORTUNITIES FOR STUDENTS TO DEVELOP COMPLEX COMMUNICATION SKILLS FOR A VARIETY OF PURPOSES BY:**

TEMPLATE

INSERT SCHOOL NAME HERE WILL PROVIDE OPPORTUNITIES TO ACCESS AND USE TECHNOLOGY IN THEIR CLASSROOMS BY:

Communication skills include reading, writing, speaking, listening and observing. Ensuring that students are actively engaged in writing communication skills regularly in every class is perhaps the most important part of our school plan.

Description of literacy team that addresses communication skills:

How Communication Skills Are to Be Taught:

How teachers will provide effective literacy instruction across the curriculum:

How teachers will build written and oral literacy through effective instruction:

How teachers facilitate engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts:

TEMPLATE

**INSERT SCHOOL NAME HERE WILL PROVIDE
OPPORTUNITIES TO ACCESS AND USE A VARIETY OF LANGUAGE
RESOURCES IN THEIR CLASSROOMS BY:**

TEMPLATE

PROCEDURES FOR DEVELOPING AND MONITORING PORTFOLIOS

PROCEDURES FOR PROVIDING FEEDBACK TO STUDENTS REGARDING WRITING AND COMMUNICATION SKILLS:

TEMPLATE

LOWER PRIMARY (GRADES PK-1)

STUDENTS WILL LEARN TO-

- | | |
|--|---|
| <ul style="list-style-type: none"> Begin to analyze writing task for form, purpose, and audience Brainstorm ideas effectively for a specific purpose and audience Learn about communicating with an audience for the classroom and beyond Organize their writing by completing whole-class and individual writing in organized “parts” | <ul style="list-style-type: none"> Develop their writing to communicate with readers for a purpose Revise and edit their work for more effective sentences, wording, and correctness Begin to assess the quality of writing, using specific criteria for that form |
|--|---|

WRITING TO LEARN

WRITING TO DEMONSTRATE LEARNING

AUTHENTIC WRITING

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ❖ Do now/Bell ringer ❖ Learning Journal, Sketch Journal, Class Journal ❖ Learning Log ❖ Daily Fix-It | <ul style="list-style-type: none"> ❖ Answers to constructed response prompts Answers to test questions ❖ Summaries of reading or an activity ❖ Explanation of a process or content | <ul style="list-style-type: none"> ❖ Opinion ❖ Informative/Explanatory ❖ Narrative |
|---|---|---|

STRATEGIES/ORGANIZERS

STRATEGIES/ORGANIZERS

STRATEGIES/ORGANIZERS

KWL Venn Diagram or Charts Modeling Scott-Foresman Voc. Word Wall	Formative and Summative Assessments Journals	Four Square Ky Analytical Scoring Guide Writing on Demand Rubric Scott Foresman Authentic Writing Resources
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EACH GRADE LEVEL- will collect evidence of writing in student working folders. The working folder will need to include evidence of all the Common Core Authentic Writing. For lower primary grades, appropriate whole-class composed examples for Authentic pieces are acceptable for working folders (insure all students’ folders contain a copy).

UPPER PRIMARY (GRADES 2-3)

STUDENTS WILL LEARN TO-

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Analyze and create writing task for form, purpose, and audience ● Brainstorm ideas effectively for a specific purpose and audience ● Communicate with an audience for the classroom and beyond ● Organize their writing by completing whole-class and individual writing in organized “parts” and by writing leads and conclusions | <ul style="list-style-type: none"> ● Remain focused on the purpose defined in their task while developing their writing to communicate to the readers ● Revise and edit their work for more effective sentences, wording, and correctness ● Assess the quality of their own writing, using specific criteria for that form |
|---|---|

WRITING TO LEARN	WRITING TO DEMONSTRATE LEARNING	AUTHENTIC WRITING
<ul style="list-style-type: none"> ❖ Learning Journal, Sketch Journal, Class Journal ❖ Learning Log ❖ Entrance (Admit) or Exit Slips ❖ Reading/Math notebooks ❖ Reading street practice book 	<ul style="list-style-type: none"> ❖ Answers to constructed response prompts (weekly unit test in reading) ❖ Answers to test questions ❖ Summaries of reading or an activity ❖ Explanation of a process or content ❖ Book, Research, or Library Report ❖ Extended Responses 	<ul style="list-style-type: none"> ❖ Opinion ❖ Informative/Explanatory ❖ Narrative
STRATEGIES/ORGANIZERS	STRATEGIES/ORGANIZERS	STRATEGIES/ORGANIZERS
KWL Venn Diagram or Charts Vocabulary /skills activities from Reading Street Scott Foresman/Reading Street websites Web T-chart Journals	Journals Coach Books Perfect Paragraph Graphic Organizers Internet Reading Practice Book Time Lines Tic-Tac-Toe	Four Square S.P.A.T. Writing on Demand Rubric Scott Foresman Authentic Time For Kids-debate topics Perfect Paragraph organizer

EACH GRADE LEVEL- will collect evidence of writing in student working folders. The working folder will need to include evidence of all the Common Core Authentic Writing

TEMPLATE

INTERMEDIATE (GRADES 4-6)

STUDENTS WILL LEARN TO-

<ul style="list-style-type: none"> • Begin to analyze writing task for form, purpose, and audience • Identify the purpose for the reader from pieces they read and write with focus on a purpose • Brainstorm ideas effectively for a specific purpose and audience • Identify additional ways to communicate with an audience for the classroom and beyond by thinking about what the reader needs 	<ul style="list-style-type: none"> • Organize their writing by <ul style="list-style-type: none"> ✓ Categorizing information as they take notes ✓ Complete their own writing with effective transitions and organization for the reader ✓ Writing leads and conclusions appropriate to the authentic form of writing • Remain focus on the purpose defined in their task while developing their writing to communicate to the readers • Revise and edit their work for more effective sentences, wording, and correctness • Assess the quality of their own writing, using specific criteria for that form
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Writing to Learn	Writing to Demonstrate Learning	Authentic Writing
<ul style="list-style-type: none"> ❖ Do now/Bell ringer ❖ Learning Journal, Sketch Journal, Class Journal ❖ Entrance (Admit) or Exit Slips ❖ Notebooks 	<ul style="list-style-type: none"> ❖ Answers to constructed response prompts Answers to test questions ❖ Summaries of reading or an activity ❖ Explanation of a process or content ❖ Research papers which primarily present information (Book, Research, or Library Report) 	<ul style="list-style-type: none"> ❖ Opinion ❖ Informative/Explanatory ❖ Narrative
STRATEGIES/ORGANIZERS	STRATEGIES/ORGANIZERS	STRATEGIES/ORGANIZERS
KWL Venn Diagram or Charts RECAP Reflections	Journals Compare and contrast Venn Diagram/ Charts Task Rotation Perfect Sentence organizer Vocabulary Boxes	Ky Analytical Scoring Guide S.P.A.T. Writing on Demand Rubric Scott Foresman Authentic Writing Resources Plan Organizers Rubrics

EACH GRADE LEVEL- will collect evidence of writing in student working folders. The working folder will need to include evidence of all the Common Core Authentic Writing. MIDDLE SCHOOL requirements for transition.

TEMPLATE

WRITING EXPECTATIONS K

K One perfect sentence

WRITING EXPECTATIONS 1ST

First **Four sentence Paragraph** – (4-Square)

Topic sentence

SD – Supporting detail

FS – Further support

Conclusion Sentence

PERFECT PARAGRAPH FORMAT – 1ST GRADE

(4-Sentence Paragraph)

TOPIC SENTENCE: _____

Detail #1: _____

Detail #2: _____

Conclusion Sentence: _____

PERFECT PARAGRAPH FORMAT – 1ST GRADE

(4-Sentence Paragraph)

EXAMPLE #1

TOPIC SENTENCE: Barren County Elementary is a great place to learn.

Detail #1: We have super technology.

Detail #2: Our teachers are the best.

Conclusion: Our school is #1!

Barren County Elementary is a great place to learn. We have super technology. Our teachers are the best. This school is #1!!

EXAMPLE #2

TOPIC SENTENCE: Mr. Smith is the best principal.

Detail #1: He is very friendly.

Detail #2: He's super organized.

Conclusion: Mr. Smith is awesome!

Mr. Smith is the best principal. He is very friendly. He's super organized. Mr. Smith is awesome!

PERFECT PARAGRAPH FORMAT – 2ND GRADE

(6-Sentence Paragraph)

EXAMPLE #1

TOPIC SENTENCE: Barren County Elementary is a great place to learn.

Detail #1: We have super technology.

Support for Detail #1: All of our classrooms have Smart boards that are like giant computer screens on the wall.

Detail #2: Our teachers are the best.

Support for Detail #1: They are always trying new ways to get us to learn.

Conclusion: Our school is #1!

Barren County Elementary is a great place to learn. We have super technology. All of our classrooms have Smart boards that are like giant computer screens on the wall. Our teachers are the best. They are always trying new ways to get us to learn. This school is #1!!

EXAMPLE #2

TOPIC SENTENCE: Mr. Smith is the best principal.

Detail #1: He is very friendly.

Support for Detail #1: Every time we see him, he always has a smile on his face.

Detail #2: He's organized.

Support for Detail #2: He never forgets anyone's birthday.

Conclusion: Mr. Smith is awesome!

Mr. Smith is the best principal. He is very friendly. Every time we see him, he always has a smile on his face. He's organized. He never forgets anyone's birthday. Mr. Smith is awesome!

PERFECT PARAGRAPHS WITHIN LETTERS AND ARTICLES

Introduction

3 PERFECT PARAGRAPHS

Conclusion

PERFECT PARAGRAPH FORMAT – 3RD – 6TH GRADE

(8-Sentence Paragraph) Schools may modify format (ex. 6 sentence for expectation)

TOPIC SENTENCE: _____

Detail #1: _____

Support for Detail #1: _____

Further Support for Detail #1: _____

Detail #2: _____

Support for Detail #2: _____

Further Support for Detail #2: _____

Conclusion Sentence: _____

PERFECT PARAGRAPH FORMAT – 3rd – 6th GRADE

(8-Sentence Paragraph)

EXAMPLE #1

TOPIC SENTENCE: Barren County Elementary is a great place to learn.

Detail #1: We have super technology.

Support for Detail #1: All of our classrooms have Smart boards that are like giant computer screens on the wall.

Further Support for Detail #1: Every classroom also has at least 4 computers for students to use.

Detail #2: Our teachers are the best.

Support for Detail #1: They are always trying new ways to get us to learn.

Further Support for Detail #2: Any time you need extra help, they will stay after school to work with you.

Conclusion: Our school is #1!

Barren County Elementary is a great place to learn. We have super technology. All of our classrooms have Smart boards that are like giant computer screens on the wall. Every classroom also has at least 4 computers for students to use. Our teachers are the best. They are always trying new ways to get us to learn. Any time you need extra help, they will stay after school to work with you. This school is #1!!

EXAMPLE #2

TOPIC SENTENCE: Mr. Smith is the best principal.

Detail #1: He is very friendly.

Support for Detail #1: Every time we see him, he always has a smile on his face.

Further Support for Detail #1: Before school starts each day, he is usually outside welcoming students who are either getting off the bus or out of cars.

Detail #2: He's super organized.

Support for Detail #2: He never forgets anyone's birthday.

Further Support for Detail #2: He even knows every single student's name in the whole school.

Conclusion: Mr. Smith is awesome!

Mr. Smith is the best principal. He is very friendly. Every time we see him, he always has a smile on his face. Before school starts each day, he is usually outside welcoming students who are either getting off the bus or out of cars. He's super organized. He never forgets anyone's birthday. He even knows every single student's name in the whole school. Mr. Smith is awesome!