Walton-Verona Elementary School Wide Writing Policy

Walton-Verona Elementary School will support a strong school-wide writing program across the curriculum to help students develop as writers, readers, learners and thinkers. The program also is created to adhere to the mandates outlined in the Common Core Standards, College and Career Readiness documents and other critical legislation.

Through the Writing Plan, WVES students should be given opportunities to experience three types of classroom writing: Writing to Learn, Writing to Demonstrate Learning and Writing for Publication. Support for the Writing/Communication Plan will be demonstrated and measured in the following manner:

ACCESS & OPPORTUNITY
1. Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:

    A. Ensuring curriculum is vertically and horizontally aligned to KY Academic Standards.
        i. Ensure 3 categories of writing are incorporated (writing to learn, writing to show learning and writing for publication).

        ii. Include a variety of genres such as literary, opinion, informational/practical materials across content areas.

    B. Intentionally scheduling time within the instructional day for writing instruction and Experiences.
        i. Writing is a natural outcome of what is studied in class.
        ii. Experience authentic writing at all grade levels that includes:
- Variety of purpose (opinion, informative, narrative)
- Writing for a variety of audiences
- Experience the writing process of planning, drafting, revising, editing, and publishing.
- Allow for self reflection and peer review where appropriate.
- Receive consistent and timely feedback to improve skills.
- Experience writing in both impromptu and over-time setting.
- Apply writing skills to oral communication (ie. Written piece accompanying a presentation).

RESOURCES & STRATEGIES

2. A variety of language resources are embedded within the writing instruction that allow students:

    A. Chance to appropriately respond to writing resources such as:

        i. Print materials, technology, personal interviews, observations etc.
        ii. Multimodal text, artwork (2D and 3D), photos, electronic text, graphics, web images, maps, or other multi-media.

    B. Instructional strategies including using models that assist in achieving specific learning objectives including:

        i. Differentiated strategies that make instruction accessible to all students.
        ii. Writing exemplars are used as models for writing.

TECHNOLOGY IN WRITING

3. A variety of technological tools are used in the writing process that allow students to:

    A. Evaluate or communicate using critical thinking skills.
    B. Seek new or deeper understanding based on inquiry around a topic.
    C. Demonstrate new understanding through collaborating, creating and making global connections (ie. beyond the immediate community).