Bullitt County Public Schools
District Writing Plan Resource Manual
Elementary Level

Revised May 2012

Included: Requirements per Senate Bill, ISLN ELA Work, and KCAS

Bullitt County Public Schools
The Leader in Educational Excellence

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Table of Contents

- DISTRICT WORKING WRITING FOLDER INFORMATION AND RESOURCES:
  
  SB 1 Writing Programs / Writing Plan / Literacy Plan
  Design........................................................................................................................................3
  Purpose / Rational and Writing Plan Development / Working Writing
  Folders.......................................................................................................................................5
  Working Folder Organization and Management.................................................................9
  Three Main Types of Writing...............................................................................................10
  The Writing Process..............................................................................................................13
  Best Practices.......................................................................................................................19
  District Sample Writing Plan Maxtrix.................................................................................21
  Scoring Criteria for On-Demand.......................................................................................22
  On-Demand Scoring Rubric...............................................................................................23
  Kentucky Writing Rubric.....................................................................................................25

Sources: Joplin MO School District
          Kentucky Department of Education
          ELA ISLN Work

Resources: KDE, Search “writing”, find links to current writing practices.

- Link to Kentucky Core Content Assessment Blueprint: Up-to-date:

  http://education.ky.gov/kde/administrative+resources/testing+and+reporting/+cats/accountability+system/blueprint+for+kentucky+core+content+test.htm

OR contact the Kentucky Department of Education at www.kde.state.ky.us
Writing Programs
Per Senate Bill 1 Requirements and Instructional Best Practices

Each SBDM Council shall determine the writing program for it's school.

Writing Program
↓
Writing Policy
↓
Writing Plan

Components of a Program

- Instructional Practices
- Aligned and Enacted Curriculum
- Formative and Summative Assessments
- Professional Development and Support Services
- Administrative Monitoring and Support

Each SBDM Council shall adopt policies that determine the writing program for it's school.

Writing Program Review Process

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

“Portfolios” / Working Writing Folder Information

Language from SB 1

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

Please understand that thinking of the term “portfolio” as in the old assessment system has changed. A PORTFOLIO is simply a COLLECTION OF STUDENT WORK / WRITING. A working writing folder fulfills this requirement. Not all students writing folders are the same….they will differ.

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, and
other policies to improve the quality of an individual student’s writing and communication skills.

Take a “snapshot” of your school’s writing program as it is NOW……

Create future “snapshots” of what your school’s writing program will look like……

- in the next year?
- in 3 years?
- in 5 years?

Long range planning should be a consideration……

Current and Future Thinking

School-wide Literacy: Beyond the Writing Program

Literacy Program

Writing Program

Writing Policy

Writing Plan

A school’s writing program fits within the larger realm of a school’s literacy program. A school’s literacy program includes reading, writing, speaking, listening, and observing.
Purpose / Rationale
Based on Information and Language Contained in SB1 and the Program Review Process

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” writing plan may not work for schools based on instructional configurations, staffing, class sizes, and other variables. Each school may revise their plan based on an annual evaluation of the instructional successes of the students as well as including provisions for state level writing program review.

Bullitt County Schools has created an elementary level working writing folder requirement matrix that is broken down by specific grade level. The working folder, as defined above, should be passed to the next level at the conclusion of the school term. As students work to transition to middle school, the teacher should confer with the student to choose writing samples to include in the folder that will move. Student peers may also confer with each other. One sample sent to the middle school must illustrate piece from start to finish. School level writing plans should allow for the meeting of the district requirement related to working writing folder submissions.

Developing a School Wide Writing Plan / Working Writing Folders

Students at all grade levels shall have working folders as a part of their school-wide writing plan and program.

*SB 1, in conjunction with September 2009 KDE Guidelines, a “program review” is a systematic method of analyzing components of an instructional program including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.*

*“Writing portfolios” / “writing folders” consisting of samples of individual student work that represent the interests and growth of the student over time are a required part of any program in primary through grade twelve.*

*Portfolios are a part of the required criteria for the program review and audit process relating to the writing program [KRS 158.6451].*
School Writing Policies:

A school's policies for the writing program should 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:

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 usage of language resources
4. Procedures for developing and monitoring portfolios / folders
5. Feedback to students regarding writing and communication skills

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

Considerations: {Communication Skills}:

- Does the school’s literacy plan contain communications as a component?
- How are communication skills being taught?
- Are teachers providing effective literacy instruction across the curriculum?
- How do teacher build written and oral literacy skills through effective instruction?
- How do teacher integrate the application of inquiry and research skills into a variety of experiences to support students’ literacy skill development.
- What opportunities do student have to revise current and past work to communicate effectively with a variety of audiences for a variety of purposes?
Schools provide technological tools to assist students in being creative and innovative members of a global society.

Considerations: {Technological Skills}:

- What opportunities are available for student to create analyze and evaluate multi-media texts?
- Does the school think beyond the paper portfolio?
- Do students use technology as a tool to research organize, evaluate, and communicate information?

Schools provide access to a variety of language resources.

Considerations: {Language Skills / Resources}:

- How are students asked to apply listening, speaking, reading, writing and thinking in the process of learning?
- How do teachers integrate a variety of learning resources with classroom literacy instruction to increase learning options and products?
- Do student 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 / writing 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 encourage teachers from all content areas to teach writing to learn, writing to demonstrate learning, and writing for publication?
- What opportunities are available for students to collaborate in writing?
- 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?
Do teachers set high expectations for oral and written responses?
Do teachers utilize best practice in writing instruction?

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

Rubrics or scoring guides can be a powerful self-assessment tool if teachers disconnect them from grades and give student time and support to revise their work. Andrade, Educational Leadership, vol.65 no.4.

**Consider:**

- How should feedback on students' writing be provided? IMPORTANT
- Does the school encourage teachers across content areas to use coaching and ethical markings to provide meaningful descriptive feedback on student writing?
- How do teachers design writing instruction and mini lessons in response to student's needs?
- Do teaching teams commonly design scoring guides or rubrics?
- Do teachers provide opportunities for students to evaluate their work and the work of others?
- Do teachers provide opportunities for students to participate in writing response groups / peer conferencing?

**Must working folders be cumulative?**

Yes, working folders should be cumulative in the sense that they are continually updated from year to year. **This is not the same “Cumulative Folder” kept by school administrators showing many kinds of information about the student.** Students should 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 selection process to meet state and district program review requirements.

**What should be added to the working folder in each grade?** The Program of Studies states that students in all grade levels will write for “a variety of authentic purposes and audiences” to include samples in all categories (reflective, personal, literary and transactive) across those grade levels. It is important that, each year, students have multiple publishing opportunities to meet this Program of Studies requirement and include them in the working folders. This folder may contain various types of writing including writing samples for publication—drafts and pieces that were taken through the final stages in the writing process. Writing pieces, including teacher feedback, could include the following: Stories, poems, illustrations, letters, essays, persuasion, expository, descriptive, narrative, and technical. [This is not an all-inclusive listing]

**Working Folder Organization/Management**

All Bullitt County Public Schools teachers will organize and manage working writing folders according the following guidelines:

**Organization**

Bullitt County Public Schools
District Writing Plan
Elementary Level
The contents of the folder will be writing samples at each grade level and in each form designated for that grade. The progression will begin at the lowest grade the folder was established and continue on through the student’s years in Bullitt County Public Schools.

Management
- During the school year the folder should be kept in an easily accessible place in the classroom in a separate, clearly marked container. At the end of the school year they will be stored in the students’ cumulative working folder.
- At the end of fifth and eighth grades the entire Working Folder will be sent to the students’ middle/high school in regular file folders. REMEMBER: Purge contents and only send samples chosen by teacher and student including one piece from start to finish
- All schools must keep cumulative working folders for all students, grades K-12.
Three Main Types of Writing

“ELA (English/Language Arts) courses also require students to use the writing process and criteria for effective writing included in the “Big Ideas” of Writing Content, Structure, and Conventions. The central idea of the writing standards is effective communication. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and learning experiences. As well, students will write in authentic forms for authentic purposes and audiences” (Writing for Publication).

All Bullitt County Public Schools teachers will provide students the opportunity to write using the following three types of writing:

Writing to Learn

**Definition:** Students need to be engaged in many “writing to learn” activities throughout the day. This will help students to learn course content by processing the information they receive.

**Audience:** the student

**Purpose:** to understand and learn the content of the course

**Examples:** learning logs, writer’s notebook, observation notes, double entry journals, information processing strategies, graphic organizers, class notes, admit/exit slips.

Writing to Demonstrate Learning to the Teacher

**Definition:** Students need many opportunities to use writing to show what they have learned. Rather than providing a steady diet of multiple choice and short-answer test questions, teachers need to develop open-response questions that allow students to do more than simply list facts they have memorized.

**Audience:** the teacher

**Purpose:** to show the teacher what the student knows about the content

**Examples:** answers to open response questions, mathematics entries, traditional lab reports, traditional research papers, test essays, summaries of reading

Writing for Publication

**Definition:** This is the type of writing that is appropriate for the writing portfolio. Students need to have the opportunity to use what they have learned and experienced to communicate with a reader outside the classroom for a specific purpose.

**Audience:** Authentic, real-world (various)

**Purpose:** Authentic, real-world (various)

**Examples:** feature articles, letters, short stories, plays, poems, editorials, speeches, personal narratives, memoirs, personal essays

Common Core Genres of Writing

**Narrative:** Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for any purposes, such as to inform, instruct, persuade, or entertain. In ELA, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into that narrator’s and character’s personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspension. In history/social studies, students write narrative accounts about individuals. They also construct even models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and [perhaps] reach the same results. With practice, students expand their
repertoire and control of different narrative strategies. The narrative category does not include all possible forms of creative writing, such as many types of poetry. The standards leave the inclusion and evaluation of other such forms to teacher discretion.

**Informative/Explanatory:** Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase reader’s knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types [What are different types of poetry?] and components [what are the parts of a motor?]; size, function, or behavior [How big is the United States? What is an X-ray used for? How do penguins find food?]; how things work [How does the legislative branch of government function?]; and why things happen [Why do some authors blend genres?]. To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skill at selecting and incorporating relevant examples, facts, and details into their writing.

They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims.

Arguments see to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” [supporting ideas] and “cons” [opposing ideas] on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim[s] with sound reasoning and relevant and sufficient evidence.

**Opinion/Argument:** Arguments are used for many purposes – to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.

An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In ELA, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text[s] they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address
problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument. Argument vs. persuasion – when writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to credibility, character, or authority of the writer [or speaker]. When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convives the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college and care ready writing.
Writing Process

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

Program of Studies and Core Content for Assessment 4.1

Students should understand that the writing process is a helpful tool in constructing and demonstrating meaning of content through writing. The stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process). Writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Peer Conferences
Role of the Writer
1. Choose a partner
2. Tell partner what kind of help is needed
3. Read the piece out loud and listen to it
4. Consider the partner’s response
5. What will you do next?

Role of Partner
1. Find out what kind of help the writer needs
2. Listen carefully
3. Start by telling the writer what works
4. Make a suggestion

General Rules
1. Keep conferences short [4-5 minutes]
2. Use conference areas
3. Only one conference per writing period
4. No back-to-back conferences
5. Use soft voices

Conferencing
Conferencing is the process of a student communicating with another person about his or her work. The goal of conferencing is constructive feedback on the student’s writing, not correction. Conferencing is perhaps one of the most important steps in the writing process, and it can—and should—occur throughout the writing process. There is no “right time” or “wrong time” to conference with students. Conferencing partners should be available to help students at all stages of the writing process, whenever they may need it—during the focusing stage, prewriting, drafting, etc. It is essential that, during these conferences, the student writer retain ownership of his/her writing. While

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1 From the Kentucky Writing Handbook (2006)
responders (teachers, peers, or others) may ask questions and offer suggestions, the writer will decide what to incorporate and into his or her writing, 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

Often, effective conferences are structured this way. The conference partner begins by asking: “Where are you with the writing?” The student must indicate a conferencing point or a question or concern. The pattern of questions and response follows by the teacher offering suggestions which support writing growth. At the end of a conference, the teacher should make certain a student has a clear plan of action for revision of his/her work. Conferencing partners may ask, “What will you do with the writing now?” Too often, students do not know where to begin again in the revision process. However, if the student can articulate his goals, he has a place to begin in revision. Though conferencing may occur at any point of the writing process, the writer will generally move through the process in fairly regular stages. It is important for teachers to understand that the process is recursive; that is, it may repeat itself at different times during the writing cycle given the needs of the individual students.

**Focusing**
Focusing is an important first step in the writing process that encompasses everything that happens before anything is put on paper. Students need to focus on and identify what they might be interested in writing to achieve an important level of ownership.

To focus, students will
• connect to content knowledge
• connect with prior learning and experience
• initiate an authentic reason to write
• think about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write

Teachers should assist students in focusing by
• creating opportunities in the classroom for students to inquire, learn, and think critically as they investigate topics
• providing a variety of activities for students to initiate a reason to write

**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.

During prewriting, students will
• establish a purpose and central/controlling idea or focus
• identify and analyze the audience
• determine the most appropriate form to meet the needs of purpose and audience
• generate ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)
• organize ideas – examining other models of good writing and appropriate text structures to match purpose and organize information.

Teachers should assist students during prewriting by
• 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**
During the drafting stage, 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.

During drafting, students will
• write draft(s) for an intended audience.
• develop topic, elaborating, exploring sentence variety and language use.
• organize writing.

Teachers should assist students during drafting 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.

**Revising**
In revising, the writer begins to make appropriate changes to a draft. Revision is, in a sense, rethinking or “re-visioning” of 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 respond, but they should ensure that authors have the final say in the revisions they make in their writing.

During the revision stage(s), students will revise for specific criteria:

**Content**
• reflect to determine where to add, delete, rearrange, define/redefine or elaborate content
• conference with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content
• check for accuracy of content
• consider voice, tone, style, intended audience, coherence, transitions, pacing
• compare with rubric criteria and anchor papers/models
• Consider effectiveness of language usage and sentences to communicate ideas

Idea Development
• narrow topic for selected writing
• compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness
• select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts)
• delete extraneous/irrelevant materials

Organization
• correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position
• compose effective and subtle transitions
• develop effective introductions and closures for writing
• apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development)

Word Choice
• eliminate redundant words and phrases
• apply the most specific word for use in a sentence

Teachers may use a variety of strategies to promote revision by
• 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
During 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.

During editing, students will
• Check for correctness with self, teacher or peer(s) regarding language, sentence structure, spelling, capitalization, punctuation, abbreviation and documentation of sources
• Use resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)
• Edit for correctness regarding verb tenses, agreement concerns and usage problems

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.

Following are some appropriate strategies to use with students when you focus 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, but do not make direct corrections. Often, a student can explain a point in terms that a classmate can understand.

**Transparency Editing:** Make a transparency of an anonymous 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. Teachers should be careful not to mark all errors during a conference, but instead focus on one or two specific skills during the session.

Teachers should not at any time actually compose writing for the student or make direct corrections for the student on student work, unless indicated in the student’s IEP/504 Plan. (703 KAR 5:070)
**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. For assessment purposes, 4th and 7th grade students will publish three pieces for their writing portfolios, and 12th grade students will publish four pieces for their writing portfolios. 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, illustrated works, regular manuscripts), but the work should be a size that will fit the standard writing assessment portfolio.
- 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 in an IEP/504 Plan.

**Student authors must first give their permission before any writing can be published for any purpose outside that of portfolio assessment.**

**Reflecting**

During the reflection stage, students think about their writing and their growth as writers. Reflection should occur throughout the writing process and at all grade levels.

Students should reflect in many ways upon many learning experiences including
- progress, growth, and goals as a writer.
- literacy skills.
- who or what has influenced progress and growth.
- approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing, outlining).

Teachers may use a variety of strategies to promote reflection, including
- providing class time for reflection.
- offering multiple opportunities for student reflection on a variety of learning experiences.
- creating opportunities in the classroom for writers to identify and explain their writing skills, strategies, and processes (i.e., entries in writers’ notebooks, letters, check lists, 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.

**Best Practices**

All Bullitt County Public Schools teachers will teach using best practices that utilize whole group, small group and individual instructional practices by:
- Expecting all students to maintain a writer’s notebook for student selected writing, for use in a writer’s workshop
- Establishing real purposes for writing
- Providing instruction in and support of all stages of the writing process
- Encourage student ownership and responsibility by:
  - helping students choose their own topics and goals
  - holding brief teacher to student conferences
  - holding conferences among peers
  - teaching students to reflect on their own progress
  - teaching students to establish goals for improvement.
- Use teacher modeling of good writing.
- Focus on the learning of grammar and mechanics in context at the editing stage.
- Develop writing for real audiences and real purposes.
- Increasing making the classroom a supportive setting for shared learning by:
  - valuing students ideas
  - working in small collaborative groups
  - providing time for positive peer critiquing.
- Using writing across the curriculum as a tool for learning.
- Increasing efficient evaluation by
  - using the Marker Papers to evaluate and determine the next steps for the writing pieces.
- Increasing the amount of writing displayed in classrooms and schools.

**On-Demand Writing**

All Bullitt County Public Schools teachers will provide the students the opportunity to complete on-demand writing tasks throughout the school year.

Guidelines for On-Demand Writing:
- Similar in length, style, and quality to a portfolio piece
- Scored using the Kentucky Writing Scoring Rubric

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<thead>
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<th>Sample On-Demand Writing Prompt (Grade 5)</th>
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</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> Your teacher is looking for a student of the month. She wants recommendations from students for a classmate who would make a good nominee.</td>
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<tr>
<td><strong>Task:</strong> Write a letter to your teacher naming a classmate you think should be student of the month. Explain why you made your nomination.</td>
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</tbody>
</table>

- Tasks will ask for either a letter or an article (Grade 5).
- Student may use a dictionary and/or a thesaurus when completing the task.
• The task should not be based on content knowledge, but rather be experienced-based.

• Students will show evidence of completing the writing process.

• At grades 5 and 8, practice will be provided in multiple choice format for revising and editing skills.

• On-Demand Writing practice should be incorporated into the curriculum of all language arts classes at all grade level.
**Purpose** is to show growth over time. **Use of the writing process** should be clearly taught, modeled, and demonstrated. **Writing Pieces should be dated** **Writing should reflect student choice.** **Writing should demonstrate instruction in multiple modes.** **Writing can include drafts and published pieces.** Modes of Writing: Informational/Explanatory, Opinion/Argumentative, Narrative

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### SAMPLE WRITING PLAN MATRIX

<table>
<thead>
<tr>
<th>Types of Writing</th>
<th>Pre K</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to Learn</td>
<td>*3 Samples of writing (graph organizers, writer’s notebooks, learning logs, etc.)</td>
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<tr>
<td>Audience is the student</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
<td>Fall – Winter - Spring</td>
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<tr>
<td>Communication Folder</td>
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<tr>
<td>Writing To Demonstrate Learning</td>
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<tr>
<td>Audience is the teacher</td>
<td>*1 Content Related Writing (sequencing, ERQ, SAQs, same/different, response journals, etc.)</td>
<td>*1 Content Related Writing (sequencing, data analysis, same/different, response journals, ERQ, SAQs, ODW etc.)</td>
<td>*1 Content Related Writing (sequencing, data analysis, same/different, response journals, ERQ, SAQs, ODW etc.)</td>
<td>*1 Content Related Writing (sequencing, summaries, data analysis, same/different, response journals, ERQ, SAQs, ODW etc.)</td>
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</tr>
<tr>
<td>Writing for Publication</td>
<td>*2 Published Pieces (narrative, opinion, and informative piece)</td>
<td>*3 Published Pieces (narrative, opinion, and informative piece, feature article)</td>
<td>*3 Published Pieces (narrative, opinion, and informative piece)</td>
<td>*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)</td>
<td>*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)</td>
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<td>*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)</td>
</tr>
<tr>
<td>Audience is authentic</td>
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<tr>
<td>Analyzing and Feedback</td>
<td>School-wide writing rubrics and feedback bank. Most pieces should reflect meaningful feedback (one strategy could be Stars and Stairs), providing the student with information to assist the student in growing as a writer.</td>
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**Procedures:** The contents of the folder will be writing samples dictated at each grade level on the writing plan. Only those pieces should be included in the folder. Students can choose what pieces they would like to include in the folder, as long as requirements are met. The progression will begin at the preschool level and continue throughout the student’s years in Bullitt County Schools. At the end of fifth grade, the teacher and student should conference as to what will travel to the middle school. 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. Components of the Writing Program Review must be met. Original Plan Design: Julie Skeens March 2012; District Plan Modification, May 2012, TLP
### Scoring Criteria for On-Demand Writing

*These criteria will be used to score your work.*

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</table>
| Communicating with an Audience through Purpose/Focus | • Establishes and maintains an authentic purpose  
• Addresses an appropriate audience  
• Establishes and maintains an awareness of audience needs |
| Communicating with an Audience through Idea Development | • Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose  
• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose  
• Applies characteristics of the mode |
| Communicating with an Audience through Structure | • 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 |
| Communicating with an Audience through Language and Conventions | • 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 |
### Scoring Rubric for Kentucky On-Demand Writing

#### 4 Points:
Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

#### 3 Points:
Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

#### 2 Points:
Writers at this score point level display developing writing skill, resulting in less effective communication.
• The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.

• The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.

• The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.

• The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

**1 Point:**

**Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.**

• The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.

• The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.

• The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.

• The writer’s tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.
The table and diagram in the image are related to the process of effective communication and writing, particularly focusing on the Kentucky Writing Rubric. The rubric evaluates writing based on several criteria, including the clarity of ideas, evidence of understanding, and the demonstration of development. The table outlines specific indicators for each writing task, such as the ability to support the opinion, the use of examples, and the demonstration of development with detail. The diagram likely illustrates the flow of these criteria and their integration into the writing process.
# Kentucky Writing Rubric

<table>
<thead>
<tr>
<th>Communicating with an Audience through Structure</th>
<th>Communicating with an Audience through Language &amp; Conventions</th>
</tr>
</thead>
</table>
| - 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 | - 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  
- 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 | - 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  
- 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 | - 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 | - 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 |