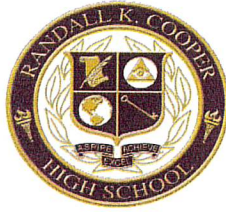


Randall K. Cooper High School Writing Policy



BOONE COUNTY SCHOOL DISTRICT

COOPER HIGH SCHOOL

WRITING/COMMUNICATIONS PLAN

Opportunities are provided for students to develop complex communication skills for a variety of purposes by:

1. Alignment to Kentucky Academic Standards

- a. Students will be engaged in the three modes of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
- b. Curriculum will incorporate a variety of genres including literary, argumentative, informational, and practical/workplace materials across content areas.

2. Dedicated Instructional Time (in all grade levels and courses)

- a. Experience authentic, meaningful writing at all grade levels that includes:
 - i. writing for a variety of purposes
 - ii. writing for a variety of audiences
 - iii. experiences that reveal ownership and independent thinking
 - iv. writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
 - v. explicit instruction of research skills, including inquiry, investigation, gathering information, organization, and publication
- b. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- c. Writing in both on-demand and writing-over-time situations.
- d. Opportunities to apply appropriate writing skills to oral communication.

3. Use of Appropriate Language Resources

- a. Teachers ensure students are actively engaged in using communication skills - reading, writing, researching, speaking, listening and observing - regularly in every class.
- b. Use a variety of language resources that are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials.
- c. Instructional strategies and models that assist in achieving specific learning objectives including but not limited to:
 - i. differentiated strategies that make instruction accessible to all students
 - ii. exemplars to use as models for writing
 - iii. CER writing response model to guide constructed response instruction - [RCHS CER Rubric](#)
 1. Claim - Provides a clear answer to the prompt or question. Claim is concise, direct, and thoughtful.
 2. Evidence - Provides convincing evidence from a given source. Evidence supports the claim.
 3. Reasoning - Substantially and effectively connects the evidence to the claim.
 - iv. annotation of text to model a close reading strategy
- d. Citations will be appropriate to the task and content area.

4. Technology

- a. Students will be given opportunity to enhance and demonstrate literacy skills through writing tasks that utilize an assortment of technological mediums (e.g. digital text, multimedia presentations, speeches, voice recordings, on-line communication, and other mediums) that students can manipulate and integrate in a variety of ways to express themselves creatively as well as argumentatively, informatively, and narratively.
- b. Students will follow expectations for appropriate use of AI generated text and information, utilizing those as tools when appropriate and as designated in instruction.

5. Procedures for Developing and Monitoring Folders

- a. Individual writing folders are kept for all students throughout their high school careers. A Google folder will be set up in English I or 9th grade JAM classes to be used all 4 years, and linked to their Google Sites.
- b. Teachers from all content areas will have students submit writing to the “working” writing folder within student google drives with specific content pieces. Individual content area teachers are responsible for ensuring pieces are submitted and filed.
- c. Refer to the Content-Specific Writing Expectation chart below for examples of writing pieces to include in the folders. Students should have evidence of several examples of the 3 modes of writing (writing to learn, writing to demonstrate learning to the teacher and writing for publication).

Alternative: Each ILT will meet quarterly with the instructional coach to review writing samples used during that time frame, analyze student data, and plans moving forward.

Content-Specific Writing Expectations

Note: The chart below references only the types of writing strategies used in content areas frequently within those content-area classrooms. Teachers can reference this in order to meet the school-wide student writing expectations. Writing to Demonstrate Learning and Writing for Publication pieces can be saved in writing folders on student google drives to then link to student google sites for samples of writing. Teachers at all grade levels across all content areas use writing to learn or writing to demonstrate learning activities and formative and summative assessments.

Content Area	KEY:	Writing to Learn- WTL	Writing to Demonstrate Learning- WTDL	Writing for Publication-WFP
		Writing Examples		
English/Language Arts	<p>WTL- exit slips, check for understanding, double entry journal, graphic organizer (SOAPSTONE, RAFT, TPCAST, SIFT, etc.), response journal, literary critique/perspective</p> <p>WTDL- constructed responses, on-demand, short answer, academic essay (i.e.- 10th literary analysis for theme and character development), timed writing prompts, presentations (i.e. - 11th research presentations, 12th career research presentations), research essay</p> <p>WFP- narrative (short stories, scripts, letters, personal narrative, persuasive, expository, reflective analysis), argumentative writing (letter, speech emphasis, analytical pieces), informative/explanatory (analysis essay, on-demand), literary analysis definition essays</p>	<p>Links added for department resources as needed</p> <p>Links for KDE docs (there is also a module built in Canvas with these materials):</p> <p>Writing Resources Folder 2023-24</p>		
Math	<p>WTL- notes, admit and exit slips, journals, graphic organizers (i.e., Frayer), foldable and formula cards, editorial activity, constructed responses, compare/contrast (attributes of shapes), concept definition map, GIST (Generating Interactions between Schema and Text), test corrections, self-evaluation</p> <p>WTDL- argumentation (develop/prove claim using logical reasoning and examples), write your own problem</p> <p>WFP- informative (geometry), informative/explanatory writing (editorials), letters, proposals, analytical, argumentative</p>			
Science	<p>WTL- notes, journals, graphic organizers, learning logs, observation logs</p> <p>WTDL- constructed responses, admit/exit slips, traditional lab reports, essay tests</p> <p>WFP- informative/explanatory (speech, lab reports, letters, scientific journals, feature articles), brochures, scientific journal articles, on-demand</p>			
Social Studies	<p>WTL: exit slips, admit slips, t-charts, double entry journal, graphic organizers, reflection logs, journals, notes, sketch journals, constructed responses</p> <p>WTDL: academic paragraph, short answer, ERQ (looking for content) book notes, admit/exit slips, constructed responses</p>			

	<p>WFP- informative/explanatory text (speech emphasis), brochure, feature article, presentation, letter, argumentative (speech), on-demand, narrative (news broadcast script, personal essay), analytical (AP DBQ, brochures)</p> <p>WTL- observation logs, journals, notes, admit/exit slips</p> <p>WTDL- admit/exit slips, constructed response</p> <p>WFP- argumentative text (legalization of marijuana, lowering of drinking age), informative/explanatory text (safety and feature article booklet, on-demand), narrative (poems or raps)</p> <p>WTL- observation/learning logs, journals, notes, admit/exit slips, graphic organizers (fishbone, flowchart – i.e., new product development, procedure, foldable), concept definition map, compare/contrast, think-pair-share, GIST, RAFT</p> <p>WTDL- argumentation (develop/prove claim using logical reasoning and examples), constructed response, essay tests, presentations, professional modes of communication (i.e., drafting emails, proposals)</p> <p>WFP- technical reports, recipes, sewing patterns, brochures, proposals, informative/explanatory text, presentation, articles (“how-to”), reviews (books, games, events, movies), business plans, product evaluations, resumes/cover letters</p> <p>WTL- observation logs, journals, notes, admit/exit slips, word fields (write associations to a given word or topic), list making (general list built around a topic, list that corresponds to a picture/object of a certain theme), visuals (write an ending to a comic strip, students respond to a story (i.e.- popular fairy tale) and describe in written form which story they were given, write a creative story about a picture from a magazine, completing charts/forms, spelling activities, written dialogs, letters, postcards, or email responses, descriptions of pictures, objects, or texts, circumlocution</p> <p>WTDL- admit/exit slips, constructed response</p> <p>WFP- informative (travel brochure, feature article)</p> <p>WTL- observation logs, journals, notes, admit/exit slips</p> <p>WTDL- admit/exit slips, constructed response, notes, admit/exit slips, on-demand (artwork style)</p> <p>WFP- argumentative (design a logo and present your design to the client, critique), informative/explanatory (statement about chosen piece, sculpture, visual description of a work – 2D or 3D, compare/contrast pieces of art), informative (music – band, tuning process, practice log)</p> <p>Other Art: formal analysis of a piece, sociological essay on artist/social group/society, biographical essay, iconography (symbols in a work of art)</p> <p>Other Music: summary (outlines/describes significant features of a concert, era in musical history), critical response/reaction paper (music event or composition)</p>	
Health Science/PE		
CTE		
World Languages		
Fine Arts		

POLICY EVALUATION

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

Date Adopted: 9/10/10

Date Reviewed or Revised: 3/8/2011 Council Chairperson's Initials _____

Date Reviewed or Revised: 8/9/2015 Council Chairperson's Initials _____

Date Reviewed or Revised: 2/21/2018 Council Chairperson's Initials _____

Date Reviewed or Revised: 2/20/2019 Council Chairperson's Initials _____

Date Reviewed or Revised: 10/19/2022 Council Chairperson's Initials _____

Date Reviewed or Revised: 10/18/2023 Council Chairperson's Initials _____

Date Reviewed or Revised: 5/15/2024 Council Chairperson's Initials DWN