

Graves County Writing Plan

I. Vision and Foundation of the Writing Program

Our district defines writing as a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning. The goal of this program is to equip students with the academic, cognitive, and technical skills required for postsecondary success and global competitiveness. The Kentucky Academic Standards (KAS) for Reading and Writing and the Interdisciplinary Literacy Practices serve as the foundation for the program, ensuring students use writing to build, demonstrate, and communicate knowledge.

II. Alignment to the Kentucky Academic Standards (KAS)

The writing program is vertically and horizontally aligned to the KAS to ensure students engage in meaningful, standards-aligned tasks that promote discipline-specific thinking.

- **Instructional Integration:** Reading and writing are treated as complementary, reciprocal learning experiences integrated across all disciplines.
- **Foundational Skills:** Explicit instruction is provided for print handwriting in Kindergarten and Grade 1, and cursive handwriting in Grades 2 and 3.
- **The Writing Process:** At all grade levels, students engage in the full process: planning, drafting, revising, editing, publishing (create a final product), and reflecting.
- **Feedback:** Teachers provide consistent and timely descriptive feedback throughout the writing process to guide and improve student skills.

III. Language Resources, Technology, and Complex Communication

As required by HB 257 (2026), the program explicitly incorporates diverse resources and tools to develop complex communication skills.

- **Language Resources:** Students analyze a variety of print and non-print materials as models for their writing.
 - **Multimodal Texts:** Instruction includes artwork (2D and 3D), photographs, graphics, maps, and multimedia.
 - **Instructional Support:** Teachers use exemplars and differentiated strategies to make writing instruction accessible to all students.
- **Technological Tools:** Technology is used as a tool for critical thinking, inquiry, and collaboration.
 - **Google Drive Working Folders:** Each grade level will maintain either a physical (K-2) or digital folder (3-12) on Google Drive for storing authentic, polished pieces. These folders pass from grade to grade to track growth.
 - **Global Connections:** Students use technology to make global connections through their learning.

- **Complex Communication Skills:** Students are provided multiple opportunities for writing over both extended and shorter time frames.
 - **Three Categories:** Writing to learn, writing to demonstrate learning, and writing for publication.
 - **Three Modes:** Argumentative/Opinion (to support claims), Informative/Explanatory (to convey complex ideas), and Narrative (to develop real or imagined experiences).

IV. Disciplinary-Specific Writing (Across the Curriculum)

Each discipline-specific KAS affords meaningful connections to authentic writing for that content area. Teachers in all subjects provide authentic writing connections and include content-worthy writing activities in their lesson plans.

- Students construct explanations and/or arguments from Kindergarten through High School.
- Includes a Communication strand connecting writing to speaking and listening opportunities.
- Cross-curriculum teachers facilitate at least one polished piece annually

V. Roles and Responsibilities

- **Administrators:** Principals communicate and monitor the implementation of the policy, ensure teachers are trained in the KAS, and provide necessary professional development resources.
- **Teachers:** Provide explicit instruction in at least one of the three modes of writing, maintain student Google Drive/Physical folders, and collaborate to analyze student work.
- **Students:** Take ownership of their writing through goal setting and self-reflection, while ensuring all work is original and avoids plagiarism.

VI. Monitoring and Evaluation

The district writing program and individual school writing policies are reviewed annually by school site-based decision-making (SBDM) councils and district leadership. This evaluation includes an analysis of student work to ensure all students are meeting the depth and rigor of the KAS.