

Muhlenberg County Schools District Writing Plan

Growth Over Time/Student Choice	<ul style="list-style-type: none">• Writing pieces should be written across the content areas.• Writing should reflect the student's choice of topics. <table border="1" data-bbox="548 383 1877 839"><tr><td data-bbox="548 383 1213 839">Elementary Each nine weeks students (K-5) will respond to writing prompts as well as use other modes of communication (see page two of this document). All student writing folders should include a variety of writing samples.</td><td data-bbox="1213 383 1877 839">Middle\High All content teachers will contribute to the writing folder/Google Drive. Middle: Complete one piece of writing each semester. High: Complete one writing piece per nine weeks for block classes.</td></tr></table>	Elementary Each nine weeks students (K-5) will respond to writing prompts as well as use other modes of communication (see page two of this document). All student writing folders should include a variety of writing samples.	Middle\High All content teachers will contribute to the writing folder/Google Drive. Middle: Complete one piece of writing each semester. High: Complete one writing piece per nine weeks for block classes.
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<p>Three Types of Writing (Classroom Instruction)</p> <p>Paragraph Structures:</p> <ul style="list-style-type: none"> ● K: 1.2 ● 1st: 1.4 ● 2nd: 2.6 or the District On-Demand Prewriting Format—Currently the Meade County Model ● 3rd-8th: District On-Demand Prewriting Format—Currently Meade County Model 	<p>Writing to Learn Examples: Admit slips, exit slips, graphic organizers, journals, learning logs, response logs, etc.</p>	
	<p>Elementary K-1 students may include collaborative writing pieces for the first semester. During the second semester, students should create individual writing pieces.</p> <p>2nd -5th work independently on all writing pieces.</p>	<p>Middle/High All content teachers will use the three types of writing in their classrooms (Writing to Learn, Writing to Demonstrate Learning and Writing for Publication).</p>
	<p>Writing to Demonstrate Learning Examples: Constructed responses, graphic organizers, traditional lab reports, lyrics/music, scripts for dramas, dance critiques, plays, PowerPoints, biographies, articles, invention explanations, mathematical rationale using content vocabulary, academic essays/paragraphs, career reports, future stories, essay questions/essay tests, On-Demand writing, Thoughtful Education strategies/graphic organizers, etc.</p>	
	<p>Writing for Publication Examples: Brochures, feature articles, speeches, research papers, student produced books, editorials, 21st Century Communication (i.e., podcasts, photo stories, PowerPoints, iMovies, blogs, etc.), etc.</p>	

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<p>Three Purposes of Writing (Modes of Discourse/ On-Demand Writing)</p>	<p>Opinion/Argumentative:</p> <ul style="list-style-type: none"> ● Refer to the “Composition in the Classroom” document for appropriate grade level. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Elementary Students will communicate their opinion on various topics and give support for their opinion(s).</p> <p>K-4 will write opinion pieces only. 5th will incorporate counter claims.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Middle/High Argumentative</p> <p>Content area teachers will use authentic opportunities to practice the three writing modes during instruction.</p> </td> </tr> </table>	<p>Elementary Students will communicate their opinion on various topics and give support for their opinion(s).</p> <p>K-4 will write opinion pieces only. 5th will incorporate counter claims.</p>	<p>Middle/High Argumentative</p> <p>Content area teachers will use authentic opportunities to practice the three writing modes during instruction.</p>
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<p>Three Purposes of Writing (Modes of Discourse/ On-Demand Writing)-cont.</p>		
	<p>Narrative :</p> <ul style="list-style-type: none"> ● Refer to the “Composition in the Classroom” document for appropriate grade level. <table border="1" data-bbox="548 415 1877 932" style="width: 100%;"> <tr> <td data-bbox="548 415 1213 932"> <p>Elementary Students will communicate about a specific event. This can be real life or imaginary.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> ● On-Demand prompts ● Short stories ● Poems ● Memoir ● Personal narrative ● Scripts (drama) </td> <td data-bbox="1213 415 1877 932"> <p>Grades 6-7: Students will compose narratives to develop real or imagined experiences or multiple events, memories or ideas.</p> <p>Grades 8-12: Students will strategically implement narratives in other writing modes. See standards for specific details.</p> </td> </tr> </table>	<p>Elementary Students will communicate about a specific event. This can be real life or imaginary.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> ● On-Demand prompts ● Short stories ● Poems ● Memoir ● Personal narrative ● Scripts (drama)
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<p>Real World Communications Using Technological Tools</p>	<ul style="list-style-type: none"> ● Communicate like a scientist, mathematician, historian, health professional, business person, etc. ● Brochures, feature articles, speeches, research papers, student produced books, editorials, 21st Century Communication (i.e., podcasts, photo stories, PowerPoints, iMovies, blogs, etc.), etc. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Middle/High All content area teachers will provide opportunities for students to create products for their content area using available technological tools.</p> </div>
<p>Publishing Written Work (Within & Outside of School)</p>	<ul style="list-style-type: none"> ● At least one piece must go through the entire writing process. ● Incorporate writing in instruction for all content areas. ● Outside of School: Writing Contests, pen pals, letters to colleges, letters to authors, articles for the school news/newspaper, 4-H service project reports for the county newspapers, reflections on field trip experiences and other home-based assignments, etc.
<p>Follow Writing Standards Progression Document</p>	<ul style="list-style-type: none"> ● Refer to the “Composition in the Classroom” document for appropriate grade level.

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Authentic Writing Opportunities	<p>Authentic Writing is writing for real purposes and real audiences which occurs in everyday life.</p> <p>Authentic Writing Includes:</p> <ul style="list-style-type: none">•writing that is meaningful, relevant and useful to the writer•supporting writers with a print-rich environment•providing choice within a variety of forms and genres•understanding that the writing process is ongoing•having the opportunity to interact with others in response to text

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<p>Constructed Responses (Extended Response & Short Answer)</p>	<p>Extended Response:</p> <ul style="list-style-type: none"> ● read question at least twice ● read questions before reading the passage ● restate the question ● answer all parts ● use proof from the text or show an example ● check answers for accuracy <p>Short Answer:</p> <ul style="list-style-type: none"> ● read question at least twice ● read questions before reading the passage ● restate the question ● answer question thoroughly ● check answer for accuracy 	
	<p>Elementary Constructed response questions should be practiced regularly in all content areas and in all grade levels. Kindergarten students begin practicing regularly at the beginning of the Spring semester (January) using pictures, words and/or sentences.</p>	<p>Middle/High All content area teachers should administer extended response and short answer questions on formative and summative assessments. Student responses may be submitted as a writing sample.</p>

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On-Demand Procedures	<p>Students will brainstorm and prewrite for On-Demand. All strategies include the following:</p> <ul style="list-style-type: none"> ● Read and analyze the prompt ● Prewrite with a graphic organizer ● Create the On-Demand writing piece 			
	<p>Elementary Fall: 1st-5th grades will practice regularly. Spring: K-5th grades will practice regularly.</p>	<p>Middle/High Middle and High School students will practice regularly.</p>		
Feedback	<p>All teachers will provide timely feedback on student work throughout the year.</p> <p>Types of feedback:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> *Oral conference *Highlighted Rubric with comments *Peer feedback slips *Score sheet *Two stars and a wish *3-2-1 Feedback </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> *Three things I like *Two things you could improve *I like how you... *I like the way you... *I wish you had... </td> </tr> </table>		<ul style="list-style-type: none"> *Oral conference *Highlighted Rubric with comments *Peer feedback slips *Score sheet *Two stars and a wish *3-2-1 Feedback 	<ul style="list-style-type: none"> *Three things I like *Two things you could improve *I like how you... *I like the way you... *I wish you had...
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Assessment (Formative & Summative)	<p>Teachers utilize formative and summative analysis of student writing to drive instruction.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Examples</p> <ul style="list-style-type: none"> *Exit slips *Graphic organizers *Learning logs </td> <td style="width: 50%; vertical-align: top;"> <p>Summative</p> <ul style="list-style-type: none"> * Extended and short answer Constructed Responses * Finished writing pieces * Created products </td> </tr> </table>		<p>Formative Examples</p> <ul style="list-style-type: none"> *Exit slips *Graphic organizers *Learning logs 	<p>Summative</p> <ul style="list-style-type: none"> * Extended and short answer Constructed Responses * Finished writing pieces * Created products
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	<div style="display: flex; justify-content: space-between;"> *Journal entries * Essays, etc. </div> <div style="margin-top: 5px;"> *Reading responses, etc. </div>		
<p>Analysis of Student Work</p>	<p>Teachers will analyze students writings in the following ways:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Elementary Analyze student writing to determine strengths and weaknesses.</p> </td> <td style="width: 50%; padding: 5px;"> <p>Middle/High Analyze student writing to determine strengths and weaknesses.</p> </td> </tr> </table>	<p>Elementary Analyze student writing to determine strengths and weaknesses.</p>	<p>Middle/High Analyze student writing to determine strengths and weaknesses.</p>
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Rubrics	Teachers should use the K-4 scoring rubric, Analytical Writing Scoring Rubric, and teacher/student-generated rubrics to establish criteria and assess student work. Refer to KAS Guide for Reading and Writing for specifications.
Self-Assessment/ Analysis and Conferencing with Students	All students will have multiple opportunities to self-assess their writing.