

Executive Summary

Nelson County District Philosophy:

The Nelson County School District recognizes that writing is an integral part of the learning process. Writing contributes to the critical and creative processing of information and ideas; it is the indispensable part of thinking and learning. We believe that literacy is the responsibility of all teachers and that writing must be evident in every classroom in Nelson County Schools. We believe that the writing process is not just about the end product but also about enabling teachers and students to broaden the scope for communication. With this belief, teachers will incorporate multiple experiences for writing to occur which includes writing to learn, writing to demonstrate learning, and writing for publication. We believe that students play an active role in their literacy development as a means to be a 'productive thinker' about their growth and learning in writing.

Nelson County High School's Purpose:

The purpose of this plan is to prepare students through cross-curricular writing in a variety of forms for a variety of audiences at a high level for college and career readiness.

Nelson County High School's writing plan will address the following four required components:

1. ***Multiple opportunities for students to develop complex communication skills for a variety of purposes.***
2. ***Access to and use of technology resources, tools, and applications.***
3. ***Access to and use of a variety of language resource.***
4. ***Procedures for the assessment folder and literacy folder and monitoring.***

Implementation and Impact:

The Nelson County High School expects that our students will be provided multiple opportunities to develop complex communication skills for a variety of purposes. We recognize that writing is an integral part of the learning process. Our students will write to learn, write to demonstrate learning, and write for publication in all content areas. Our students will also have access to and use of technology tools and language resources. We will implement best practices in writing instruction which shows evidence of the use of rubrics aligned to the prompt, models of quality writing, specific feedback, and revision exercises that promote improvement. To facilitate the implementation of this plan with fidelity, Nelson County High School administrators, teachers, and other instructional staff members will be provided with procedures for developing and monitoring communication folders as well as expectations for reviewing the communications folders on an annual basis as a means to provide feedback to students on their writing and communication skills.

Required Component #1: Opportunities to Write

Writing to Learn	Writing for Assessment	Writing for Publication (These products are taken through the writing process.)
Writer's notebook Journals Learning logs Observation logs Entrance or exit slips Quick writes Research notes Graphic organizers Note taking	On demand Lab reports Constructed response Essays Short answer Data interpretation Entrance or exit slips Classroom presentations Response to primary documents Summaries Explanation of content Description of process	Informational Writing Narrative Writing Argumentative Writing Lab reports Abstracts of articles Journal reviews Executive summaries Brochures Editorials Speeches Poems/Songs Articles Scripts Letters Publication through technology
COMMUNICATING USING TECHNOLOGY AND TECHNICAL SKILLS		
Writing to Learn	Writing to Demonstrate Learning	Writing Publication
Online communication/collaboration tools (e.g. email, Blog, Wiki, Moodle, web design, etc.) Appropriate online research methods	Multi-media presentations e.g. Powerpoint, Photo Story, Movie Maker, web design, etc.)	Multi-media presentations e.g. Powerpoint, Photo Story, Movie Maker, web design, etc.) Using online tools for creation of bibliography

EXPLANATORY / INFORMATIONAL	ARGUMENTATIVE	
SCIENCE: Journal Investigations Proposal for Creating a new product Proposal for invention Consumer Report Lab Reports Lab abstracts Data analysis Cause and Effect Current event reaction Experiment design Research Paper Journal reviews Journal / Article / Reaction Crime scene investigations – discovery of evidence, evidence based conclusion, prosecution Cold case reviews / analysis Defending a position	SCIENCE: Evidence based claim Current event reaction Research Paper Essay Position Paper Speech /Speech for debate Editorial Article Letters	

<p>Research Paper Essay Speech Glogster Infomercial / Infographic Project Proposal Article Letters Biographical essay Problem Solving Scenario</p>		
<p>ENGLISH LANGUAGE ARTS Speech Letter Pamphlet Brochure Research Summary Article Editorial Literary Analysis</p>	<p>ENGLISH LANGUAGE ARTS Speech Letter Pamphlet Brochure Review – Movie /Book</p>	<p>ENGLISH LANGUAGE ARTS (Narrative) Personal Essay Short Story Memoir Poetry Personal Narrative</p>
<p>SOCIAL STUDIES: Analyze relationships between primary and secondary sources Reaction to current events Interviews Narration of an historical event Survey summary / article to explain data Essay Speech Analysis of political cartoon Iconography (formal analysis of how symbols are used in a work of art and how they connect o the culture and history) Glogster Infomercial / Infographic Project Proposal Article Letters Biographical essay Problem Solving Scenario</p>	<p>SOCIAL STUDIES: Analyze relationships between primary and secondary sources Reaction to current events Analysis of article that contains propaganda/ write an essay Letter in response to a political cartoon Essay Speech / Speech for debate Research Paper Editorial Article Letters Debates</p>	
<p>ARTS AND HUMANITIES: Typography accompanied with presentation of use of artistic elements, perspective / critical analysis Sociological essay (examination of an artist belonging to a particular asocial group at a particular time in our history – female artists, artists of color, etc Biographical essay (explores relevance of an artist’s life to his / her art) Formal analysis or critique (analysis of parts of a work of art and their relationship to create new and interesting ways of seeing and understanding the work as a whole) concert reviews Infograhic / Infomercial Analysis of song lyrics, visual art, typography Program notes or playbills Problem Solving Scenario</p>	<p>ARTS AND HUMANITIES: Analysis of controversial billboards/ songs / art forms</p>	

<p>PRACTICAL LIVING: Fitness Plans Health and Safety Articles Wellness Plans Article Review Summaries Response to health/wellness related article or finding Research Paper Career Field Proposal for making health-based changes to school lunch menu, schedule, etc. Consumer reviews and analysis Problem Solving Scenario</p>	<p>PRACTICAL LIVING: Response to health/wellness related article or finding Proposal for making health-based changes to school lunch menu, schedule, etc. Evaluating impact of consumerism on health</p>	
<p>ROTC: Speeches Problem Solving Scenario Current Event Analysis Veterans Day Essays Ceremony Speeches JROTC and Health-Related Pamphlets Staff Talking/Point Papers Fitness Plans Personal Goals/Action Plans Service Project Proposals After Action Reports Staff Reports Problem Solving Scenario Decision-Making Scenario Resume Article Summaries/Analysis Staff Continuity Papers JROTC Web Page Powerpoint Presentations Unit Mission Briefing JROTC Newsletter Cadet Guide</p>	<p>ROTC: Speeches Evaluating impact of airpower Values/Ethics Debates Global Issue Debates Health-Related Position Papers/Presentations</p>	

Required Component #2: Access to and use of technology tools: How do students need to use technology throughout the writing process?

NOTE: We will have hard-copies of writing. It is a required component to give access to technology tools.

Prewriting/Narrowing a topic and collecting evidence & information	Drafting	Revising	Editing	Publishing
Research topic Gather information Forums/blogs Look at models Research perspectives on a topic Look at current events Record how student feels about the topic before and after research Research songs, movie clips, quotes, facts, statistics about topic Historical background as related to topic Create an online graphic organizer Research to include specific content vocabulary to be used in writing piece	Select images/media to include in a publication Organize research into a planned order Use technology for teacher and peer feedback (e-mail, Edmodo, comments on Microsoft Word documents) Use computer-based word processing programs to draft (Microsoft Word, Publisher) Citing sources	Make revisions based on teacher and peer feedback provided through technology (e-mail, Edmodo, GoogleDocs, comments on Microsoft Word documents) Make use of Read Write Gold/Siri) or text readers to “hear” work and make revisions	Encourage students to use word processing tools to spell check, grammar check, find word choices (thesaurus)	School newspaper Online articles Online magazine Etc....

Required Component #3: Access to and use of language resources

- Thesaurus
- Dictionaries
- Reference Texts
- Graphic Organizers
- Models of writing
- Access to quotes and statistics

Required Component #4: Procedures for developing and monitoring writing progress

Writing for Assessment Folder

Each student, in each grade, must have an assessment folder that contains evidence of writing for assessment. This includes constructed responses, AP essays, on-demand.

- Contains writing products that reflect writing to demonstrate learning.
- Requires students to respond to a prompt in one sitting. K-prep-like constructed responses, short answer, and on-demand responses would be included in this folder.
- Provides evidence that each teacher is giving opportunities for writing for assessment on every summative.
- Includes specific teacher feedback, rubric, and prompt for each student.

As writing for assessment products are finished, teachers will place the writing product in the student folder that is kept in a central location. A file cabinet will be dedicated to each grade level that is alphabetized. Each student has a folder. On the outside of each student folder, a sheet of paper is affixed (see Writing for Assessment Folder Cover Sheet). The teacher will insert the student writing into the student's folder, and then the teacher initials in the appropriate box on the cover sheet. During fall break, the principal and assistant principals will check the folders to see what is missing from first semester. During winter break, the principal and assistant principals will check the folders to see what is missing from first semester. During spring break, the principal and assistant principals will check the folders to see what is missing. If there are items missing, the principal/assistant principal will conference with the department head and individual teacher. The individual teacher will give the principal/assistant principal a timeline of when the writing products will be placed in the folder.

Principal	Assistant Principal	Assistant Principal
9th Grade/12th Grade	10th Grade/12th Grade	11th Grade/12th Grade

NOTE: This writing for assessment folder does NOT transition from year to year. It is returned to the student at the end of each year.

Literacy Folder

Each student, in each grade, must have a literacy folder that contains evidence of the writing process from start to finish. This includes drafting, editing, revision, and final copy. Contains finished writing products that required students to develop a piece beyond one class period.

- Requires students to write for a multiple purposes: narrative, informative/explanatory, and opinion/argumentative.
- Includes each phase of the writing process, the prompt, the rubric, and specific teacher feedback.
- **Requires each content area at each grade level to contribute a minimum of one writing piece per academic year (a student should have at least five writing for publication pieces outside of the pieces done in English class). This includes for example PE, Health, Drama, Renaissance, ROTC electives, Art, Ag classes, Speech, Choir, Band, Airbrush, Spanish classes, Strength and Conditioning, Zoology, Anatomy, Forensics, Sociology, Psychology, or any other elective class along with the core classes.** The expectation is for multiple writing opportunities for ALL students will occur across different disciplines.

As writing for publication products are finished, teachers will place the writing product in the student folder that is kept in a central location. A file cabinet will be dedicated to each grade level that is alphabetized. Each student has a folder. On the outside of each student folder, a sheet of paper is affixed (see Writing for Publication Folder Cover Sheet). The teacher will insert the student writing into the student's folder, and then the teacher initials in the appropriate box on the cover sheet. During fall break, the principal and assistant principals will check the folders to see what is missing from first semester. During winter break, the principal and assistant principals will check the folders to see what is missing from first semester. During spring break, the principal and assistant principals will check the folders to see what is missing. If there are items missing, the principal/assistant principal will conference

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<i>Principal</i>	<i>Assistant Principal</i>	<i>Assistant Principal</i>
<i>9th Grade/12th Grade</i>	<i>10th Grade/12th Grade</i>	<i>11th Grade/12th Grade</i>

NOTE: The Literacy folder is reviewed by the student at the end of each year in their English/language arts class and DOES travel to the next grade level/school. The student will select a piece from each mode, identify the writing trait that is a strength in the writing piece, and how that trait made the piece stronger. At the beginning of the following year, the student will analyze the use of the writing traits among all three selected pieces and conference with their language arts teacher to explain student growth and set student-specific writing improvement goals. Each year, each school should conduct an instructional analysis of the contents of the literacy folders to monitor content area contributions and identify instructional next steps.

Writing Walls

Rationale:

Displaying student work is important for communicating with parents and helping students feel valued. Students feel a sense of pride and accomplishment when they see their work displayed. Knowing that adults value their work helps our students build self-esteem. It also fosters a sense of community and invites students, parents, and teachers to see what is going on in classrooms. Analyzing quality student work by looking at displays of good work, observers, teachers, and students can see what is valuable about an assignment and how it was assessed. Real growth comes from thoughtful reflection on the writing process. Displaying student work in the classroom environment will help foster the writing process. Students can reflect on the writing process by viewing quality student work and strive to achieve this through the incentive. When the classroom is involved in the cycle of quality student work, students and teachers are held accountable for the writing process and writing is integrated into daily classroom instruction. If a student is able to articulate explanations, synthesis, analysis, etc. then they are thinking and producing at high levels of rigor. Therefore writing should be incorporated into classroom instruction.

Guidelines:

1. Display Location # 1: Celebratory
 - a. Outside of the Main Hall Concession Stand (right hand side if you are facing it) will be our “Writing for All A’s” display.
 - b. Quality Student Work displayed (should be the best of the best/reach the highest level on your rubric).
2. Display Location # 2: Instructional
 - a. All teachers will post a writing assignment that is as current as possible in their classrooms. It is used for instructional purposes to reflect on the writing process. Post quality student work.
 - b. Teacher Model
 - c. Rubric
 - d. Prompt
 - e. Feedback on Student Work (or rubric)
 - f. Alignment to Standard
 - g. Rigor (Higher order thinking skills involved)
3. Incentive for Students
 - a. When you have chosen your student’s work, give them the Certificate for Writing for All A’s (just the one outside the concession stand). This entitles them to one free Gatorade or Water. They will turn their Certificate in to an assistant principal.
4. Cycle
 - a. Teachers decide on a writing assignment.
 - b. Teachers discuss the incentive with students.
 - c. Teachers give the prompt to the student (aligned to the standard for assessment).
 - d. Teachers give a model (model not answering the question, but model of how to write a certain type of question) along with the rubric. Teacher uses the rubric and model to guide instruction.
 - e. Students write according to the rubric while answering the prompt.
 - f. Teachers grade the writing according to the rubric and give SPECIFIC feedback either directly on student work or on the rubric.
 - g. Teachers post the best quality student work they receive (should reach the highest level on the rubric)

outside the concession stand on the “Writing for All A’s” wall.

- h. Teachers post all of the components in their classrooms plus 2-3 student examples.
- i. Then when the next writing assignment occurs, teachers take down the previous assignment and begin the process again.

Nelson County Literacy Folder

To be completed at the beginning of the year by the student and reviewed in conference with the ELA teacher

Student Name: _____ **Grade Level:** _____

Look at all of the writing pieces in your folder. Review each of the traits below as they are evident in all three of your writing pieces and rate your growth in each trait of writing by putting a check in the box that describes your overall ability in each of the areas.

	Strong	On Target	Needs Improvement
Idea Development <i>I have used examples, descriptions, details, quotations, etc. to support ideas.</i>			
Organization Intro/ 1. 2. 3. / Conclusion <i>My ideas flow logically and are easy to follow. I have used transition words to connect ideas.</i>			
Sentence Variety ----- <i>My sentences are complete and correct. My sentences vary in length and structure.</i>			
Word Choice <i>The words I chose are specific and descriptive. I have used content vocabulary words when appropriate.</i>			
Conventions <i>My spelling, capitalization, and punctuation are correct. I have used correct grammar.</i>			
<p>Based on this self-analysis, I need to improve the writing trait of: _____</p> <p>By the end of this school year, I will improve my ability in the area I selected above. I will work to increase my ability in this area by: (list 2-3 specific actions you will take this year to improve)</p>			

Nelson County Literacy Folder: End-of-Year Student Review

To be completed at the end of the year with the ELA teacher

Procedure:

- Look through your folder.
- Select one narrative, one informative/explanatory, one opinion/argumentative piece from your collection.
- Complete the table of contents outline below.

Student name: _____ Grade level: _____

Narrative Title: _____

Teacher: _____ Content Area: _____

Check the trait that is the strength of this piece.

Voice	Sentence Construction
Idea Development	Word Choice
Organization	Conventions/Mechanics

How did this trait make this a strong piece of writing?

Informative/Explanatory Title: _____

Teacher: _____ Content Area: _____

Check the trait that is the strength of this piece.

Voice	Sentence Construction
Idea Development	Word Choice
Organization	Conventions/Mechanics

How did this trait make this a strong piece of writing?

Opinion/Argumentation Title: _____

Teacher: _____ Content Area: _____

Check the trait that is the strength of this piece.

Voice	Sentence Construction
Idea Development	Word Choice
Organization	Conventions/Mechanics

How did this trait make this a strong piece of writing?

Nelson County Student Writing Self-Analysis

Expectation: Any piece of writing for publication must have student analysis form attached to the student's final copy. Schools may elect to use this form or another format that contains the traits below.

Procedure:

Follow the directions below to annotate your writing piece. After you analyze your

Student _____

Idea Development: Put an asterisk beside any of these words if they are in your piece or any other transition or linking words you used to explain your points.

- Because
- For example
- For instance
- In the passage
- * Consequently
- * As a result
- * Therefore
- * in the story

What do you notice about your idea development?

Organization: Draw a bracket beside the section of your writing piece that is the introduction.

Number the main points in the body of your writing piece.

Draw a bracket beside the section of your writing piece that is the conclusion.

Introduction

- 1.
2. Body (number your main points)
- 3.

Conclusion

What do you notice about how your ideas flow from one idea to the next?

_____ **Sentence Variety:** Underline the first four (4) words of each sentence.

What do you notice?

Word Choice: Circle any words that show feelings, tone, and/or mood >content vocabulary > power words

What do you notice about your use of word choice?

Conventions/Mechanics: How's my spelling, capitalization, grammar, and punctuation?

Nelson County Literacy Folder Instructional Review and Analysis

After reviewing end-of-year student review, fill in the following chart:

Grade Level:		
Type of Writing	Content Area in which pieces were completed (tally and provide total)	Anecdotal: Why did students select the piece?
Narrative	____ ELA ____ Social Studies ____ Science ____ Other: _____ ____ Other: _____ ____ Other: _____ ____ Other: _____	
Informative/ Explanatory	____ ELA ____ Social Studies ____ Science ____ Other: _____ ____ Other: _____ ____ Other: _____ ____ Other: _____	
Opinion/ Argumentation	____ ELA ____ Social Studies ____ Science ____ Other: _____ ____ Other: _____ ____ Other: _____ ____ Other: _____	

Writing for Assessment Folder Cover Sheet

Student Name: _____

Graduation Year: _____

Content	On-Demand Teacher Initial	K-Prep Constructed Responses Teacher Initial	AP Essays, AP Free Response, AP DBQs (if applicable) Teacher Initial	Lab Reports, Essays, Data Interpretation, Classroom Presentations, Response to Primary Documents, Summaries, Explanation of Content, Description of Process
English 1st Semester				
English 2nd Semester				
Math 1st Semester				
Math 2nd Semester				
Science 1st Semester				
Science 2nd Semester				
Social Studies 1st Semester				
Social Studies 2nd Semester				
Elective 1st Semester				
Elective 2nd Semester				
Elective 1st Semester				
Elective 2nd Semester				
Elective 1st Semester				
Elective 2nd Semester				

Writing for Publication Folder Cover Sheet

Literacy Folder

Student Name: _____

Graduation Year: _____

English Teacher 9th Grade: _____ English Teacher 10th Grade: _____

English Teacher 11th Grade: _____ English Teacher 12th Grade: _____

Content	Grade 9 Teacher Initial	Grade 10 Teacher Initial	Grade 11 Teacher Initial	Grade 12 Teacher Initial
ELA Argumentative REQUIRED				
ELA Informative/Explanatory REQUIRED				
ELA Narrative REQUIRED				
Science/Senior Elective REQUIRED				
Social Studies/Senior Elective REQUIRED				
Related Arts/Elective REQUIRED				
Related Arts/Elective REQUIRED				
Related Arts/Elective REQUIRED				
Reviewed by (initials/date)				

After providing feedback and revising with students, file copies of the student writing with the rubric and drafts attached.

Writing Wall Rubric

_____ Teacher Sample/Model Posted _____ K-Prep like or AP like
 _____ Dedicated Space for Student Writing _____ Rubric posted
 _____ Prompt is posted _____ Standard is posted

	Indicators for Success:
EXPERT (4)	<ul style="list-style-type: none"> ● <i>Quality</i> student work posted ● Student work and/or rubric has <i>specific</i> teacher feedback ● <i>Quality</i> student work is <i>updated regularly</i> ● <i>Quality</i> work has <i>meaningful</i> instructional purpose ● <i>Rigor</i> aligned to the standard – reflected in student work ● Prompt is set for students to <i>think deeply</i> (rigor is evident)
SKILLED (3)	<ul style="list-style-type: none"> ● Student work posted ● Student work and/or rubric has <i>some specific</i> teacher feedback ● Student work is <i>updated</i> ● Work has <i>instructional purpose</i> ● Prompt is set for students to <i>think</i> (some rigor is evident)
EMERGING (2)	<ul style="list-style-type: none"> ● Student work posted ● Student work and/or rubric has teacher feedback but it is <i>not specific</i> ● Student work is <i>not updated regularly</i> ● Work has <i>instructional purpose</i> ● Prompt does <i>not require</i> high level of <i>thinking</i> (rigor level is low)
NOT PRESENT (1)	<ul style="list-style-type: none"> ● Student work posted ● <i>No</i> feedback ● Student work is <i>not updated regularly</i> ● Work has <i>no instructional purpose</i> ● <i>No rigor</i> in the assignment