



Kentucky Department of Education
Writing Program Guidelines
Revised February 2024

CRITERIA FOR THE WRITING PROGRAM

In order to provide **multiple opportunities for students to develop complex communication skills for a variety of purposes and use a variety of language resources**, schools and districts should ensure curriculum is vertically and horizontally aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing*, intentionally schedule time during the instructional day for writing and make sure students have access to a variety of language resources and technology to support writing.

Alignment to the KAS for Reading and Writing

Ensure curriculum is vertically and horizontally aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing* using High-Quality Instructional Resources (HQIRs). This alignment allows the teacher to:

- Ensure students acquire foundational handwriting skills in print (kindergarten and grade 1) and cursive handwriting (grades 2 and 3).
- Engage students in the three modes of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
- Incorporate a variety of genres including literary, opinion(elementary)/argumentative(secondary), informational and practical/workplace materials across content areas.
- Create literacy-rich environments built upon the Interdisciplinary Literacy Practices (ILPs) outlined in the *KAS for Reading and Writing*.
- Ensure that student writing is in response to or connected to texts, keeping in mind that ILP 1 defines text as “anything that communicates a message.”
- Deliver explicit language instruction to support reading and writing skills.
- Ensure that all writing first with the Kentucky Board of Education’s vision for students to be equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively contribute to the world around him or her.

Dedicated Instructional Time

Intentionally schedule time within the instructional day for writing instruction and experiences connected to text. This will allow students to experience:

- Handwriting as an explicit practice with print in K-1 and cursive in 2-3.
- Writing as a common practice within the content studied in all curriculum areas
 - Authentic, meaningful writing at all grade levels that includes:
 - Writing for a variety of purposes:
 - Opinion (elementary)/argumentative (secondary) to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or

- Writing for a variety of audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
 - Explicit instruction of research skills, including inquiry, investigation, gathering information, organization and publication.
- The writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - Consistent and timely feedback throughout the writing process to guide and improve writing skills.
 - Writing in both on-demand and writing-over-time situations.
 - Opportunities to apply appropriate writing skills to oral communication.
 - Opportunities to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas. Allow student choice and exploration.

For more information as well as instructional tools related to standards-aligned writing instruction, refer to [Composition in the Classroom](#) and [Writing Across Disciplines](#).

Use of appropriate language resources

A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:

- Appropriate resources driven by various instructional purposes with different authentic audiences for the to consider such as:
 - Print materials, digital platforms, personal interviews, observations, etc.
 - Multimodal text e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.
- Instructional strategies and models that assist in achieving specific learning objectives including:
 - Differentiated strategies that make instruction accessible to all students.
 - Exemplars to use as models for writing.

Technology

A variety of technological tools are used in the writing process that allow students to:

- Evaluate or communicate using critical thinking skills.
- Seek a new or deeper understanding based on inquiry around a topic.
- Demonstrate new understanding through collaborating, creating and making global connections.