

South Warren Middle School

Writing Policy

(adopted 2018-2019)

The School-Based Decision Making Council shall:

- be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards.

A Literacy Team shall:

- be organized to analyze and evaluate strengths and needs of the writing program
- determine the professional development needs for the program based on that analysis and evaluation and make recommendations to the school administration
- work collaboratively to develop the school's writing plan; the writing plan shall be a living document revised annually to address changing program needs and changing student needs
- ensure vertical and horizontal alignment to the Kentucky Academic Standards
- report annually to the SBDM council to make recommendations regarding policy

The Writing Program shall incorporate:

Communication Skills

- Implement cross-curricular writing and communication instruction
- Utilize technological tools to assist students in being creative and innovative members of a global society
- Intentionally provide opportunities within the instructional day and throughout the school year for students to build oral and written communication skills in a variety of forms and contexts
- Provide opportunities for students to develop real-world and creative samples of communication appropriate for meeting KAS content standards

(Examples of samples, forms, and contexts may include digital text, multi-media presentations, speeches, voice recordings, on-line communications, and other mediums in addition to writing on paper.)

Language Resources

- Provide opportunities for students to write for a variety of purposes and audiences including narrative, informative and argumentative
- Provide opportunities to read and analyze a variety of print and non-print materials (Examples include but are not limited to: Newsela, Read Works, Scholastic magazine, primary sources, graphics) and use these as models for student writing
- Use of research based instructional strategies to assist in obtaining learning objectives
- Write routinely to demonstrate learning through short constructed responses, extended constructed responses, on-demand writing and writing-over-time
- Provide opportunities for students to use feedback to reflect on their writing/communication and their progress as communicators
- Provide opportunities for students to self-assess and to provide feedback on the work of others
- Provide writing experiences for students through WCPL visits and instruction in authoritative resources and research
- Provide opportunity for students to participate in a writer's workshop at the annual Southern Ky Book Fest

Technological Tools

- Use of inquiry and critical thinking skills to craft different types and styles of writing
- Use of technological tools in collaborating, creating and making global connections to demonstrate understanding beyond the classroom
- Use of the portfolio as a collection of individual student's work that reflects his or her interests and growth over time in ability to communicate to a variety of audiences for a variety of purposes
- Management and collection of student portfolios, whether paper or digital, for all grades within the school as well as between schools
- Active participation by students in decisions made about what to include and what to purge from portfolios, to ensure that portfolios maintain reflection of growth and student interest
- Use of Google Drive, Google Classroom, Google Docs and Google Apps as a means of creating the portfolio and providing teachers and students the opportunity to communicate electronically about the writing process: planning, drafting, revising, editing, publishing and reflecting upon writing.

