

Walton-Verona Middle School

SBDM Policy # 2.02

Management Function: Writing Policy

<p>A. Writing Program Criteria</p>	<p>In order to provide <i>multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources</i>, we will make sure students:</p> <ol style="list-style-type: none">1. Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.2. Experience authentic, meaningful writing at all grade levels:<ol style="list-style-type: none">a. <i>Writing for a variety of purposes:</i><ul style="list-style-type: none">• Opinion (Elementary)/Argumentative (Secondary) to support claims• Informative/explanatory texts• Narrative to develop real or imagined experiences or eventsb. <i>Writing for a variety of audiences</i>c. Experiences that reveal ownership and independent thinkingd. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks3. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.4. <i>Be provided consistent and timely feedback throughout the writing process to guide and improve writing skills.</i>5. Experience writing in both on-demand and writing-over-time situations.6. Write as a natural outcome of the content being studied in all curriculum areas.7. Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. <i>Use readings as models for student writing.</i>8. Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.9. <i>Intentionally schedule time within the instructional day for writing instruction and experiences</i> while also providing learning opportunities that occur naturally across content areas to explore ideas and design products.10. Relevant learning opportunities include contact with community members, postsecondary partners, and businesses.11. <i>Apply appropriate writing skills to oral communication.</i>
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	<p>12. Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.</p> <p>13. Students should apply technology as a tool throughout the writing process</p>
<p>B. Writing Guidelines for Teachers</p>	<p>Walton-Verona Middle School utilizes the Workshop Model and KAGAN strategies that naturally lead to writing. Teachers should design writing opportunities primarily for reflection, which can be done to access schema before a lesson, or to reflect on what they understand at the end of a lesson. This type of writing offers the teacher formative assessment for next steps teaching and allows students to process and store new information.</p> <p>Beyond that, all teachers should be providing cognitive literacy opportunities for students to write in order to <i>elaborate and clarify; support ideas with examples; paraphrase and summarize; synthesize information; find the main idea or theme; determine importance; compare and contrast; and to work with problem/solution and cause/effect.</i> This type of writing may produce graphic organizers, short or long writing, journaling, PowerPoints, etc. The Key is the <i>thinking</i> that goes into the product students are creating. Low level thinking involves memorization or a look-it-up and create it strategy. Instead, teachers should utilize writing to dig deeper into the content in order to formatively assess students, provide higher level learning opportunities, and to allow students time to reflect and process the new information.</p> <p>Teachers should retain a couple copies, photographs or links to any project that involves the cognitive literacy practices, research and writing.</p>
<p>C. Analysis</p>	<p>All issues from stakeholders related to the writing policy/plan shall be referred to the principal or designee for discussion in writing that may lead to a recommendation on the issue to the school council for consideration and possible adoption. Policy shall be reviewed each school year.</p>