

Middle School Writing Curriculum Framework Overview

In Middle School Writing Programs students should be afforded the opportunity to experience the three types of writing mandated by Kentucky’s Program of Studies: Writing to Learn; Writing to Demonstrate Learning; and Writing to Communicate Ideas to Authentic Audiences for Authentic Purposes. The Recommended Curriculum Map provides an overview to assist teachers in connecting writing tasks to concepts and processes being studied in other content areas. Intentional connections have been made between the parallel processes of reading and writing and amid other content areas so that writing tasks may be integrated across the curriculum.

The Recommended Curriculum framework includes an instructional sequence that provides students the opportunity to experience each genre and type of writing eligible for submission in the Writing Portfolio at each level. Speaking, Listening, and Observing skills, Arts and Humanities content, and Inquiry Skills identified in the Writing Curriculum allow students to authentically discover and communicate information.

In the Content Column Kentucky’s Core Content for Writing has been identified. The Writing Criteria, WR-E-1, has been adapted to meet the developmental levels of students. Additional information regarding developmentally appropriate writing standards, habits, skills, and processes for each level can be found in the Competency Assurance Document. The characteristics of pieces have been included under the content column to serve as an additional instructional tool.

All Academic Expectations, Demonstrators, and Program of Studies skills are listed under the Demonstrators column. This information shows writing as a process, establishes learning goals, and offers measurable outcomes. On-Demand Writing, Student Work Analysis using Kentucky Marker Papers, conferencing, and other classroom assessments will be used to determine performance levels. Assessment data should be used to drive activities and determine the need for differentiation. Utilizing a Workshop approach is an effective structure to facilitate differentiation. A list of Springboards for Writing has been developed to assist teachers in making Reading-Writing Connections. Resources include Content Area trade books that can serve as models for authentic writing. Content Connections should include writing across the curriculum and incorporate Writing to Learn Strategies (e.g. Writer’s Notebooks, Reading Response Journals, Learning Logs, Observation Logs) and Writing to Demonstrate Learning (e.g. Open Response Questions, Reports, Essays, Summaries). Additional information regarding developmentally appropriate Writing to Learn Strategies and Writing to Demonstrate Learning are provided in the Competency Assurance Document.

Term	Definition
Academic Expectations A E	From <i>Transformations: Kentucky’s Curriculum Framework</i>
Demonstrators	What students should be able to do with the content they have learned.
Core Content for Assessment CC (e.g., WR-E-1.2)	WR —Writing M -Middle School Content Category Number —1 Writing Group Category Number —Similar Core Content is bundled into groups 1 (Reflective Writing), 2 (Personal Writing), 3 (Literary Writing), 4 (Transactive Writing)
Program of Studies POS (e.g., POS-ELA-6-W-1)	POS —Program of Studies ELA —English Language Arts Level —6, 7, or 8(Grade level) Content Category — W -Writing Item Number —Item number within a category
Competency Assurance CA	Fayette County Public Schools’ standards document