As a requirement for Bremen Middle School students, the writing portfolio is a significant assignment that students build upon throughout their academic career. Each required Language Arts course should help students contribute worthwhile, original work to their writing folders in anticipation of the completion of this requirement. In addition, the writing portfolio will be an invaluable resource as we seek to prepare students for the Georgia Milestones End of Grade Assessment which includes constructed response items requiring students to think critically and write effectively.

Overview: A minimum of 3 pieces of original student work must be assigned, graded, corrected, and filed in student writing folders in each required language course. In addition to these longer pieces, students should be writing shorter pieces to include creative writing. Shorter compositions should also be included in writing folders in addition to the required longer pieces to meet the minimum requirement. The entire writing process should be demonstrated by including brainstorming, rough drafts, graded copies, and corrected copies in student folders.

1. Multi-Paragraph Essays Required by Grade Level:

   6th Grade: (3 long papers) These are some of the writing concepts and vocabulary introduced and taught throughout the year: pronoun/antecedent agreement, inappropriate pronouns shifts, vague pronouns, avoidance of using second person pronouns, point of view, organization of paper (introduction, body, conclusion), transition words, precise and descriptive language, varied sentence structure, engage the reader, cite evidence (quote and paraphrase), including but not limited to students giving the author’s perspective, plagiarism, bibliography, revise and edit, and figurative language (simile, metaphor, hyperbole, personification, onomatopoeia).
   
   Quarter 1 - Informative/Explanatory Writing  
   Quarter 2 - Persuasive Writing  
   Quarter 3 - Narrative Writing  
   Quarter 4 - Research Project

   7th Grade: (3 long papers) The following writing concepts and vocabulary are introduced and taught repeatedly throughout the year at the seventh grade level to reinforce learning of the writing process: thesis (controlling idea), fragment, run-on, comma splice, transitions, plagiarism, works cited, organization, counterargument, vivid language, and avoiding redundancy.
   
   Quarter 1 - Expository  
   Quarter 2 - Narrative/Letter of Inquiry  
   Quarter 3 – Persuasive  
   Quarter 4 – Georgia Milestones Preparation
8th Grade: (3 long papers) The following writing concepts and vocabulary are introduced and taught repeatedly throughout the year at the eighth grade level to reinforce learning of the writing process: thesis, fragment, run-on, comma splice, varied transition words, plagiarism, citation of evidence using multiple sources, point of view, active versus passive voice, ellipsis, inappropriate verb shifts, organization of the paper, counterargument, sensory language, paraphrase and summarize, cite a direct quote, elaboration, and precise language.

Quarter 1 - Informative/Explanatory Writing
Quarter 2 - Narrative Writing/Book Project
Quarter 3 - Opinion/Persuasive/Argumentative Writing
Quarter 4 - Response to Literature/Rhetorical precis/poetry writing

2. Shorter pieces could include: Response to Literature, Rhetorical precis, student choice writing packet, poetry writing, etc.

3. All long papers to be included in the writing folder must be graded by the teacher using an appropriate rubric equivalent to the rubrics used to assess constructed response items on the Georgia Milestones in which up to 4 points are earned for idea development, organization, and coherence and up to 3 points are earned for language usage and conventions for a total of 7 points. The type of rubric used and the total points possible may vary based on each individual writing assignment.

4. All papers must be returned to the student in a timely manner. For some compositions, the student will make corrections and re-submit the papers with changes. Students should submit both the original graded copy and the corrected copy. Both go into the writing folder. Increased rigor and accountability are expected, with students being required to make corrections on early papers, but being held more accountable for their own editing and proofreading prior to turning in a “final” copy as the course progresses.

5. Writing folders will be stored with the ELA teachers. Prior to the end of the school year, all required compositions will be placed into the student writing folders, and both the teacher and the student will inventory writing folders. At the end of the year, all writing folders will be given to the team leader.

6. Teachers will use the following resources: TURNITIN, Thinking Maps, Pacing Guides, Benchmarking, Write Score Assessments, Georgia Milestones EOG Assessment, etc.