

SCHOOL COUNCIL POLICY

Pikeville Independent Schools

Pikeville High School

Policy Type (Check One)

Council Operations

School Operations

POLICY TOPIC DESCRIPTION

WRITING AND COMMUNICATIONS PROGRAM POLICY

POLICY STATEMENT



PIKEVILLE HIGH SCHOOL WRITING POLICY



In order to provide *multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources*, we will ensure students engage in the following:

Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:

1. Ensuring curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
 - A. Engaging in the three categories of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.
 - B. Incorporating a variety of genres including literary, argumentative, informational and practical/workplace materials across content areas.
2. Intentionally scheduling time within the instructional day for writing instruction and experiences.
 - A. Writing as a natural outcome of the content studied in all curriculum areas.
 - B. Experience authentic, meaningful writing at all grade levels that includes:
 - i. Writing for a variety of purposes:
 - Argumentative to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - ii. Writing for a variety of audiences.
 - iii. Experiences that reveal ownership and independent thinking.
 - iv. Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.
 - C. Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
 - D. Receive consistent and timely feedback throughout the writing process to guide and improve writing skills.
 - E. Experience writing in both on-demand and writing-over-time situations.
 - F. Apply appropriate writing skills to oral communication.

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:

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

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

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

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Jason Booher
Council Chairperson