



## PIKEVILLE JUNIOR HIGH/HIGH SCHOOL WRITING PLAN

The Pikeville Junior High/High School Writing Plan intends to ensure that every student has

1. Multiple opportunities to develop complex communication skills for a variety of purposes

- Our focus will be to make sure students are communicating appropriately in many different rhetorical situations. It will be entirely appropriate for students to include as evidence of these communications videos, podcast, PowerPoint presentations, photographs of charts, graphs, experiments, lab reports, or any other appropriate communication.

2. Access to and use of technology tools

- We will work to allow students access to a variety of technological tools and to have students use technology to communicate effectively in course appropriate ways. For example, we will use Edmodo, turnitin.com, Moodle, teacher websites, and other electronic formats to allow students to broaden their in-class experiences.

3. Access to and use of language resources

- Students will have access to our vast library of resources including online databases such as SIRS for research, students will have access to language textbooks, handbooks, and other print resources, students will also have access to online language resources such as OWL at Purdue.

4. Develops a working portfolio which is monitored by teachers and administrators

- Students will maintain a portfolio through their ILP Documents folder.

5. Access to constructive feedback regarding writing and communication skills.

- Teachers will give feedback on effectiveness of writing and communication skills regardless of content. Students will learn to use peer review and self-assessment to improve writing skills.

It is the goal of Pikeville High School to give each student a sound foundation with literacy skills which will make them college and career ready. As required by the Kentucky Common Core Academic Standards, we will attempt to:

1. Build knowledge through content rich text

- Teachers will work to pull in appropriate, complex material for students in all areas of study, and teachers will teach students appropriate skills for engaging with said text.

2. Reading, writing, and speaking grounded in evidence from text, both literary and Informational

- Students will be asked to learn to use evidence from texts to support their analysis of text, their argument about an issue, and their discussion of an issue or text.

3. Access, comprehend, and write about complex texts with academic language

- Students will learn academic language and skills for writing beginning at seventh grade and practice those skills every year.
- Student will be given skills to access, comprehend and write about complex texts which are level appropriate in each course.

It is the goal of Pikeville High School that each student will understand the three modes of writing assessed under the Kentucky Common Core Academic Standards: Argumentative, Informational, and Narrative. To reach this goal, students will be required to use these modes of writing across the curriculum as appropriate to course. Teachers will receive professional development in each of the three modes of writing, in order to ensure they are comfortable asking students to use these modes of writing appropriately within their classrooms.

It is our expectation that each student will create pieces of written or oral communication which demonstrates complex thinking skills on an on-going basis and teachers will document this with the inclusion of one LDC template in the Program Review Folder once a year. Student work should be filed in their working portfolio to provide additional documentation.

On-Demand Writing:

On-demand writing will be practiced in English classes at ALL grade levels. Teachers will use released prompts and develop additional appropriate prompts for timed writing situations. Students will be given practice writing in timed situations and in using textual evidence as support. Students will use the state scoring rubric to self-assess on-demand writing assignments. They will also receive feedback from their teacher and peers.

English teachers will document this instruction by putting prompts, student work samples, and feedback activities in the Program Review Folder on the network.