Kentucky Department of

EDUCATION

Kentucky Department of Education

Composition in the Classroom

Introduction

This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready. Organized around the three modes of writing in the *Kentucky Academic Standards (KAS) for Reading and Writing*, information regarding standards instruction including writing to learn, writing to demonstrate learning and writing for publication is included in this document. Additionally, this document provides tips about instruction and classroom assessment.

In Fall 2022, this document expanded to include an accompanying resource, *Writing Across Disciplines*. *Writing Across Disciplines* provides examples of strategies teachers can implement to engage students in each of the types of writing with a more disciplinary, or specialized, approach. *Writing Across Disciplines* intends to show more precisely how to ensure opportunities for students to engage in discipline-specific literacies or learning that uses reading and writing skills specific to each field to teach or demonstrate content knowledge and for publication purposes as well. The sample tasks in *Writing Across Disciplines* represent some of the types of reading and writing experts in each field (e.g., economists, biologists, literary scholars, mathematicians, etc.) might authentically engage in to deepen their own expertise.

The *KAS for Reading and Writing* establishes that students use a combination of print, non-print and digital resources to compose a variety of argument/opinion, informative/explanatory, narrative and research products. With scaffolding and support, students can develop and organize clear, coherent products that are appropriate to task, purpose and audience. Emphasis should be placed on text-based and evidence-based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through engagement in the Reading and Writing standards and the Interdisciplinary Literacy Practices, students employ the writing process for various purposes and audiences to become effective and independent communicators. Students must be given opportunities to write in both short and extended time frames (*KAS for Reading and Writing 2019*).

The digital media skills and understandings are embedded throughout the Interdisciplinary Literacy Practices and standards, rather than addressed in a separate section. The practices focus on students' recognition of digital media as text, and Practice 7 states that students must "utilize digital resources to learn and share with others."

The Writing strand has been revised and renamed as the **Composition Strand** to denote the impact of digital literacy on the process of composing. Student composition should not be limited to writing on paper or drafting in a word processing document. Instead, they should use digital resources 1) to create, publish, research and update individual or shared products, 2) to

take advantage of technology's capacity to link to other information and 3) to display information flexibly and dynamically (*KAS for Reading and Writing 2019*).

Guiding Principles for Composition

Although this document focuses on the three types (modes) and purposes of the first three guiding principles, guiding principles 4 through 7 work together to support all three modes of writing.

Text Types and Purposes

1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
3	Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution

4	Students will use digital resources to create and publish products, as well as to interact and collaborate with others.
5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.

Research to Build & Present Knowledge

6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Range of Writing

7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Writing in the Classroom

Developing the communication skills necessary to function in a complex and changing civilization is a foundational goal of the *Kentucky Academic Standards for Reading and Writing.* This intention is echoed across content areas, guiding teachers to provide opportunities for students to engage in discipline specific literacies. Writing, therefore, becomes a mode of learning, serving as an effective teaching tool to develop writers *and* deepen content understanding.

Composition Guiding Principle 1 calls for students to write routinely over an extended time frame (time for research, reflection and revision) and shorter time frames (a single sitting, a day or two) for a range of tasks, purposes and audiences. Therefore, an effective school-wide writing program will provide regular opportunities for all students to engage in the three types of writing.

Three Types of Writing

Although all three types of writing are important, the purpose, audience and form may differ. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and learning experiences. Students write with a specific, authentic purpose and audience as they write for publication. Teachers should consider these differences when developing tasks and/or prompts and match these to meet the instructional goals of the unit.

1. Writing to Learn

Teachers include writing to learn primarily as an instructional tool to promote learning. The objective of writing to learn is not to produce a formal composition; writing to learn is an informal writing students utilize while processing new information, not requiring the complete writing process. The goals are to use this writing to deepen the student's understanding of subjects studied; to engage students in thinking, applying/extending knowledge and developing skills, and to help students reflect on themselves as learners.

Writing to learn not only helps students learn and obtain content knowledge, but it also builds student capacity to analyze, synthesize, comprehend and express their thinking in writing. Teachers can adapt this practice to serve their own goals, but considering some typical features can help teachers across grade levels and disciplines make decisions about how they will use writing to learn.

Characteristics
- Focuses on something relevant to learning and to the learner;
- Is performed regularly in the classroom (and sometimes outside of the classroom) as an instructional tool;
- Is an informal, single draft writing; length can vary, but usually is brief;
- Is sometimes held in a collection, such as a learning journal;
- May be teacher or student prompted;
- Has the learner as the primary audience;
- Is often shared and discussed to promote learning and understanding of content;
- Is not usually done for an authentic purpose or audience or in a real-world form;
- Emphasizes the student's thinking and learning, not formal composition skills;
- May use different ways to communicate and understand, such as diagrams, charts, lists, graphic organizers, visual representations, as well as sentences, paragraphs, etc.;
- Is not "marked" for conventions; and
- May or may not be graded. If graded, it may be done following a basic rubric, letter; and grades, points, check marks, scores for "best entries," etc.

Examples of Writing to Learn Strategies
- **Learning Journal, Learning Log, Class Journal**: These are collections of writing-to-learn entries done by the student in response to prompts provided by a teacher or student.

Usually, the journal or log is maintained as a regular instructional tool in the classroom and is used frequently to promote learning. A variation is the **Traveling Log**, in which each day a different student writes to record thoughts, summarize ideas or lessons, etc. Sometimes the log is made available to students who have been absent. Another variation is the **Sketch Journal** that contains drawings and writings relevant to the student's study: sketches of rooms for family and consumer sciences, plants in a science study, scenes from the study of history or geometric figures found in the real world. Other options include **Math Logs**, **Science Logs** or **Professional Notebooks**.

- **Dialogue Journal:** In this approach, the writing becomes a conversation between learners. One student writes an entry or note and another student replies. As an alternative, a page in the journal is divided, and one student writes on one side, and another student then writes on the other side, responding to the prompt AND to the classmate's entry. Another variation of the dialogue journal is between school and home. In this version, someone from home replies to the learner's entry, rather than another student.

- **Double-entry Journal/Split-page Journal:** Students divide journal pages in half and use each side for a different purpose (examples: one side for quoted lines from the text read and the other side for their response to the quote; one side for mathematical calculations and the other side for a written explanation of the process).

- **Reading-response Journal or Reading Responses:** This approach engages students in responding to reading materials relevant to their learning. Often, the teacher provides a prompt that is "open in nature," meaning that the teacher makes a request or provides a question and the student is expected to approach the prompt as he or she thinks best, making decisions and developing and supporting his or her thoughts about something read.

- **Writer's Notebook**: This notebook includes a variety of entries relevant to the student as a writer. Entries may be single-draft writings done to a prompt, written exercises aimed at giving the student experience trying out a technique or writing strategy, clippings and quotes from reading materials, resources the student might use in developing as a writer, etc. Many options are available. Some students include a section devoted to language, grammar, usage and conventions. Sometimes a separate **Grammar Notebook** is used for this work.

- **Entrance (Admit) or Exit Slips:** Students may bring these writings to class or complete them just before leaving. Usually brief "quick writes," this writing can serve a number of instructional purposes:
    - Focusing student attention on the lesson to be taught that day or the next;
    - Setting the tone for the class lesson by prompting students' thinking relevant to the lesson;
    - Helping students access schema, or prior experience/knowledge;
    - Troubleshooting; and

          ○ Student self-reflecting and/or assessing
- **Extended Response:** Teachers may ask students to respond to extended response type items in an informal way prior to using these kinds of questions as formal assessments. Students' responses may be in their journals or learning logs and can serve to prepare students for small group and whole group discussion of key concepts they need to master.

Examples of Writing to Learn in Content Area Instruction

Resources to help teachers implement Writing to Learn in content area instruction are available in *Writing Across Disciplines*. *Writing Across Disciplines* contains sample tasks using Writing to Learn strategies in:
- Reading and Writing,
- Mathematics,
- Social Studies,
- Science; and
- Visual/Performing Arts instruction.

2. Writing to Demonstrate Learning

This type of writing is necessary in every classroom in order for a teacher to ascertain whether or not students understand the content and/or concepts being taught. Regularly asking students to think and write at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal the depth of their knowledge. Though this kind of writing certainly can promote learning, it is used especially to help teachers understand how well students are learning.

Characteristics
- Is Intended to help the teacher assess students' learning or ability to complete a task;
- Is a response to a school exercise, question, prompt or teacher assignment;
- Focuses on content knowledge or ability to apply learning and use skills taught;
- May or may not lead students to demonstrate ownership; may lead all students to write similar responses, showing their knowledge, memory, etc. for a question or prompt;
- Is usually in the form of a school exercise, not a form suitable for publication;
- Typically has the teacher as the intended audience;
- May be a single-draft writing, though in some cases such writings are taken through the writing process; and
- Is graded, marked or scored by the teacher following a scoring guide, rubric, etc.; comments usually focus on the student's learning but may also address compositional skills.

Examples of Writing to Demonstrate Learning
- Answers to extended-response prompts

- Answers to test questions
- Summaries of reading or an activity
- Explanation or analysis of a process, content or text(s) that have been read
- Research papers
- Lab reports
- Essays, articles, reflections or reports with the teacher as the audience
- Multimodal compositions (including but not limited to brochures, posters, slides, infographics, websites or podcasts) with the teacher as the audience such as websites or podcasts

Examples of Writing to Demonstrate Learning in Content Area Instruction

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- Reading and Writing,
- Mathematics,
- Social Studies,
- Science; and
- Visual/Performing Arts instruction.

3. Writing for Publication

Authentic writing for publication is writing for authentic audiences and purposes that has been taken through the complete writing process**.** "Publication" suggests the writing has the potential to be shared with its intended audience and approximates writing done in a variety of real world settings, such as in a career or academic setting or in response to civic duty.

Pieces for publication are produced for an authentic audience and purpose and **are also directly relevant to students' learning**. Ideally, students make decisions about audience, purpose and/or form based on their interests, experiences or inquiry.

These pieces of writing are more successful when the writers pay careful attention to success criteria for writing. Teacher and/or student created rubrics may address audience/purpose, idea development, organization, word choice and conventions as well as the content of the subject matter.

Characteristics
- Is written with a specific, authentic purpose, with awareness of authentic readers, in real-world forms;
- Is intended to help students develop skills in communication and to promote their learning and thinking; authentic writing assesses skills in communication and may assess

understanding of content in the study area, along with students' abilities to apply their learning and experiences to accomplish authentic purposes;

- Indicates how well students communicate ideas about their learning, experience and inquiry;
- Reveals student ownership: purposes, ideas, methods of support, use of learning and experiences, choices about readers and forms, etc.;
- Shows students' thinking; is not merely a summary, transcription, or record of an activity, or answer to a test question;
- Is usually taken through a full writing process—prewriting, drafting, revising, editing, publishing; and
- May be written in response to a prompt provided by the teacher, but may also be defined to some extent by the individual student.

Examples of Writing for Publication
- Articles, Reports, Research Papers, Brochures
- Speeches, Podcasts
- Memoirs, Short Stories, Plays/Scripts, Poems, Digital Stories
- Critiques/Reviews, Editorials
- Emails, Websites, Blogs/Vlogs
- Proposals
- Cartoons, Photo Stories
- Letters

Important Features for Writing for Publication
- **Authentic writing driven by specific purpose**—what the student wishes to accomplish through the piece. Whether the piece is written to share the human experience, to make a point through fiction, to convince a readership to take an action or to help readers gain a better understanding of a subject, the writer has an authentic reason for writing beyond that of simply demonstrating learning to the teacher.
- **Written in one or more of the Three Modes of Writing:**
  o Argument/Opinion
  o Informational/Explanatory
  o Narrative
- **Authentic form** is suited to the purpose and the audience that reveals the purposeful use of the characteristics of the selected form. The student may use a variety of techniques or approaches appropriate to the audience and discipline.
- **Student ownership** is when students make decisions about their own piece (when they use their own ideas, purposes, approach, experience, learning, inquiry, organization, etc.) and take true ownership of the writing.
- **Well-developed ideas** reflect the student's thinking, understanding of content, and the ability to explain in order to help readers and to accomplish the purpose. The student

develops ideas with depth and complexity to provide insight, support, and clarification of the topic through the use of appropriate and effective examples, details, facts, explanations, descriptions or arguments.

- **Awareness of authentic readers** allows the student to craft the writing in anticipation of audience's needs. In creating audience awareness, writers help readers by:
  - o providing specific details;
  - o conveying ideas of relevance;
  - o providing background information;
  - o revealing critical thinking;
  - o employing an appropriate tone; and
  - o organizing ideas.

The Three Modes of Writing

This resource is organized around the three modes of writing (Argument/Opinion, Informative/Explanatory, and Narrative) in the *Kentucky Academic Standards for Reading and Writing* (2019). Within each of these three sections, readers will have access to information about the standards, instruction to support the teaching of the standards, and assessment. Formative assessment is emphasized.

1. Argument/Opinion

Composition Guiding Principle 1

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Beginning in kindergarten, students are asked to communicate their opinions – a building block to writing effective arguments. There is a shift at grade 6 from composing opinion pieces to composing arguments. Argumentation (both writing and evaluating) is a critical thinking skill necessary for students to be literate citizens in a global society. The importance of the standard is seen in its primary placement within the *Kentucky Academic Standards for Reading and Writing.*

Definition

In Lunsford's (2010) *Everything's an Argument*, the distinction is made that "the point of argument is to use evidence and reason to discover some version of the truth. Argument of this sort leads audiences toward conviction – an agreement that a claim is true or reasonable or that a course of action is desirable. The aim of persuasion is to change a point of view or to move others from conviction to action. In other words, writers or speakers argue to discover some truth; they persuade when they think they already know it" (p 7). According to the *Kentucky Academic Standards for Reading and Writing*, the purpose of argument/opinion writing is to change the reader's point of view, to bring about some action on the reader's part and to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem, using reason and logic to demonstrate the validity of the writer's claim.

Opinion vs. Argument

	Opinion	Argument
Writer's Purpose	The writer supports an opinion that is rooted in an individual's perspective based on real-world experiences or provided sources.	The writer evaluates relevant, credible evidence and ideas to arrive at a judgement.
Writer's Approach	The writer convinces an audience	The writer convinces an audience

	Opinion	Argument
	to adopt a particular stance on a topic/issue based on the writer's personal, moral or emotional appeal. The writer convinces an audience to adopt a particular stance on topics/texts based on the writer's perspective with reasons and information.	to adopt a particular stance on a topic/issue based on well-established claims, credible evidence and valid reasoning from text to lead the reader toward a specific conviction.
Writer's Actions	The writer: ● analyzes topics/texts. ● introduces the topic/text clearly. ● states an opinion. ● supports the opinion with logical reasoning and logically ordered and relevant evidence. ● provides a concluding section to support the opinion.	The writer: ● analyzes substantive topics/texts. ● anticipates the audience's knowledge and concerns. ● introduces claims/ counterclaims and organizes reasons and evidence logically. ● supports claims with relevant, sufficient evidence and valid reasoning. ● acknowledges opposing viewpoints. ● addresses and refutes opposing claims. ● provides a concluding statement or section to support the argument.

Instructional Resources

A significant key to learning is student engagement. Argument is a natural vehicle for grabbing attention and providing a topic to discuss research and write about – often with passion. Teaching skills for writing effective arguments is a natural student engagement tool. Using best practices that encourage critical thinking and allow room for choice and inquiry, students develop a habit of mind that is powerful enough to propel them closer to becoming literate citizens.

	Examples of Elementary Instructional Resources	Examples of Secondary Instructional Resources
Preparing to Write/ Prewriting	- Opinion Formation Cards - Developing Opinions - Outlining Opinion Essays Using Graphic Organizers - The Writing Teacher's Strategy Guide	- Website/Source Credibility: 4 Fake Sites to Teach Students Website Evaluation - Dog Island - Dihydrogen Monoxide - Pacific Northwest Tree Octopus - All About Explorers
Gathering Evidence	- Fact vs. Opinion - Evidence Detective - Gathering Information from Multiple Sources - Learning Across the Curriculum	- Evidence Logs - Citing Evidence for Claims - Textual Evidence Swap Meet - Analyzing Writer's Craft: Evidence - Citing and Justifying Evidence - Evaluating and Producing Claims, Evidence, and Warrants
Discussion	- Debate Opinions - Debate or Trial Strategy	- Socratic Seminar - Crafting Text Dependent Questions for Socratic Seminar - Round Table Discussion - Accountable Talk - Building Arguments Through Mini-Debates
Drafting/ Publication	- Declaring an Opinion - Elaborate on Reasons to Support an Opinion - Developing Opinions and Responding to Suggestions - Writing an Opinion	- Writing and Revising Claims - Connecting Evidence to Claims - Making Moves with Evidence - They Say/I Say Templates

	Examples of Elementary Instructional Resources	Examples of Secondary Instructional Resources
	• Writing Informed Opinions • Writing a Persuasive Argument	

The resources listed are possible suggestions and examples; they are not the only resources available and should not be considered a comprehensive list used to obtain mastery of the standard.

Tips for Assessment:
- Analyze and evaluate writing models (student, teacher or professionally generated) using established scoring rubrics to determine strengths and areas of growth for specific elements.
- Provide feedback on longer and more sustained writing opportunities as well as those completed in shorter time frames, based on established evaluation rubrics.
- Assess and provide constructive feedback on the conventions of student writing within the context of writing about a specific topic.
- Provide opportunities for students to demonstrate their ability to construct effective argumentative or opinion writing pieces of various lengths, using textual evidence as well as relevant reasoning/details.
- Provide opportunities for students to assess their own work and the work of their peers based on established evaluation rubrics.
- Provide intentional evaluation and feedback on individual components/elements of the writing piece (as defined by grade level-specific standards), while also assessing the overall structure and organization of the piece throughout the entire writing process.

2. Informative/Explanatory
Composition Guiding Principle 2
Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Transition ready students must use writing to "examine and convey complex ideas clearly" and to "demonstrate understanding of the subject under investigation". This writing is closely related to the reading of complex and varied texts as they must "integrate the information for the purposes of analysis, reflection, and research while avoiding plagiarism". To be literate citizens, students must demonstrate the ability to synthesize information from a variety of sources in their writing.

Informative/Explanatory writing requires students to clearly and accurately examine and convey complex ideas, concepts and information. Students will answer questions of why or how. Informative/Explanatory writing does not aim to change the reader's thinking or move the reader to take action. Instead, it gives students the opportunity to demonstrate their knowledge on a particular subject. Different forms may include literary and rhetorical analysis, compare and contrast essays, blog posts, manuals, instructions, reports, resumes, journal entries, lab reports, documentaries, infographics or proposals.

	Informative/Explanatory
Writer's Purpose	Demonstrates the ability of the writer to: ● increase readers' knowledge of a subject, topic and/or text; ● help readers better understand a procedure, process, subject, topic and/or text; and ● provide readers with an enhanced comprehension of a concept.
Writer's Approach	The writer uses personal background knowledge along with information obtained from multiple print and non-print texts to produce a piece of writing that focuses on a centralized idea or topic.
Writer's Actions	The writer: ● introduces the topic clearly. ● clearly organizes ideas and groups related information logically; ● includes formatting, illustrations and multimedia when useful to aiding comprehension; ● develops the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic; ● uses precise language and domain-specific vocabulary to inform about or explain the topic; and ● provides a concluding section that supports the information or explanation presented.

Instructional Resources

Transition ready students "compose informative and explanatory texts to examine and convey complex ideas clearly," which directly leads to increased knowledge and understanding of a specific subject. According to Graham, Harris and Herbert (2010) of Vanderbilt University, writing practices that strengthen students' reading include having students write about the text they read, teaching students the writing skills and processes that go into creating text, and

increasing how much students write. These practices are easily incorporated into a curriculum that includes informative/explanatory writing. Providing students with opportunities for informative/explanatory writing will make them literate citizens in a global community.

	Examples of Elementary Instructional Resources	Examples of Secondary Instructional Resources
Preparing to write/Prewriting	- ReadWriteThink Graphic Organizers - Informational Writing Supports - The Writing Teacher's Strategy Guide	- NYT's 1,000 Writing Prompts for Students - National Geographic Informational Graphic Organizers
Gathering Evidence	- Shrinking Notes - Responding to a Read Aloud - Learning Across the Curriculum	- Story Corps - But Why: A podcast for Curious Kids - Shrinking Notes - Analyzing Writer's Craft: Evidence
Discussion	- Primary Socratic Seminar - Small Group Discussions 15 Effective Discussion Strategies	- Socratic Seminar - Two-Circle Discussion
Drafting/Publication	Scaffolded Organizers	- The Thesis Sentence - Citing Textual Evidence - School websites, blogs

The resources listed are possible suggestions and examples; they are not the only resources available and should not be considered a comprehensive list used to obtain mastery of the standard.

Tips for Assessment
- Evaluate writing models (student, teacher or professionally generated) using established scoring rubrics to determine strengths and areas of growth for specific elements.
- Provide feedback on longer and more sustained writing opportunities as well as those completed in shorter time frames, based on established evaluation rubrics.
- Assess and provide constructive feedback on the conventions of student writing within the context of writing about a specific topic.

- Provide opportunities for students to demonstrate their ability to construct effective informative or explanatory writing pieces of various lengths, using textual evidence, details, facts, examples, statistics, etc. in an effort to examine and convey ideas.
- Provide opportunities for students to assess various components of their own work and the work of their peers based on established evaluation rubrics.
- Provide intentional evaluation and feedback on individual components/elements of the writing piece (as defined by grade level-specific standards), while also assessing the overall structure and organization of the piece throughout the entire writing process.

3. Narrative

Composition Guiding Principle 3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, argue, explain or entertain. Personal narrative is only one form narratives can take. There are many others. In English/language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. The narrative category does not include all of the possible forms of creative writing.

When students enter the 8th grade, narrative writing as a stand-alone piece diminishes. The *Kentucky Academic Standards (KAS) for Reading and Writing* requires students in grades 8-12 to be taught to embed narrative writing into argumentative and informative/explanatory writing.

Definition

A narrative is a story or account of events, experiences, or the like, whether true or fictitious. In narrative writing, a writer narrates a story or shares an experience with others. A fiction narrative writing refers to imaginative stories and events that are not real, whereas a nonfiction narrative writing is based on real stories and facts.

	Narrative
Writer's Purpose	Demonstrates the ability of the writer to: • convey real experiences; • convey imaginary experiences; and • mix both real and imaginary experiences in writing.
Writer's Approach	The writer uses personal background or imaginary events to create a piece of writing that develops details and sequenced events using

	Narrative
	literary devices (flashbacks, foreshadowing, allusions, imagery, etc.) to enhance the readers' experiences.
Writer's Action	The writer: ● develops real or imagined experiences or events; ● uses effective narrative techniques, such as dialogue, description and pacing, to develop experiences, events and/or characters; ● uses precise words and phrases, descriptive details and sensory language to convey experiences and events; and ● provides a conclusion that connects the narrated experiences or events to the intended purpose of the writing.

Instructional Resources: Narrative

In his book, *Story Proof*, Kendall Haven (2007) emphasizes that stories are a powerful tool. We have passed along history, news, values, culture, and attitudes through stories, from person to person and from generation to generation for over 10,000 years. We remember stories (and the information presented therein) better and longer than the same information presented in any other form. Teaching students to harness the power of storytelling in their writing will make them much more effective communicators.

	Examples of Elementary/Middle Resources (K-7)	**Examples of Secondary Instructional Resources (8-12)**
Preparing to Write/Prewriting	● 650 Prompts for Narrative and Personal Writing ● Mentor Texts ● Sketches, Planning, Pictures, and Drawing ● Narrative Writing Pyramid ● Story Structure ● Story Maps	● Story Driven: Teaching KAS C1 ● Analyze structure of: Videos Using Narrative in Other Modes of Composition ● How to Write a News Article/Narrative Format ● "It Sounds Like Me": Using Creative Nonfiction to Teach College Admission Essays
Narrative Techniques	● Revising for Connotation ● A Picture's Worth a Thousand Words	● Perspective in Narrative Writing ● Using Stories to Persuade

	Examples of Elementary/Middle Resources (K-7)	Examples of Secondary Instructional Resources (8-12)
	- Show, Not Tell - Explode the Moment - Analyzing Writer's Craft: Figurative Language and Literary Devices - The Writing Teacher's Strategy Guide - Leaning Across the Curriculum	- Story Driven: Teaching KAS C1 - Analyzing Writer's Craft: Figurative Language and Literary Devices
Discussion	Inviting Personal Narratives Into the Classroom	Using Personal Anecdotes to Improve Writing Skills
Drafting	- Roll of the Dice: Plot Generation - Drafting the Hook	- Show-Me Sentences - Embedding a narrative in a news article - Creative Nonfiction - Narrative Argument - Walk a Mile - Student example
Revision	- Revise - Just Don't Reprint PowerPoint - Author's Question Cards for Narrative - Peer Reviews - A Student's Perspective - Using Personal Anecdotes to Improve Writing Skills - Transmediation	- Revise - Just Don't Reprint PowerPoint - Author's Question Cards for Narrative - Five Steps to Revision: Using Warm and Cool Feedback
Publication	- Student Podcast - The Moth - Share Your Story - Stone Soup	- Writing Commentaries: The Power of Youth Voice - The Moth - Share Your Story - Modern Love - Canvas

The resources listed above are possible suggestions and examples; they are not the only resources available and should not be considered a comprehensive list used to obtain mastery of the standard.

Tips for Assessment

- Evaluate writing models (student, teacher, or professionally generated) using established scoring rubrics to determine strengths and areas of growth for specific elements.
- Provide feedback on longer and more sustained writing opportunities as well as those completed in shorter time frames, based on established evaluation rubrics.
- Assess and provide constructive feedback on the conventions of student writing within the context of writing about a specific topic.
- Provide opportunities for students to deliver written, oral, and visual stories in a variety of mediums (print, digital, audio, visual, etc.).
- Assess a student's ability to create stories based on real and/or imaginative events.
- Provide opportunities for students to assess various components of their own work and the work of their peers based on established evaluation rubrics.
- Evaluate students' ability to integrate narrative writing techniques in all modes of writing.
- Provide intentional evaluation and feedback on individual components/elements of the writing piece (as defined by grade level-specific standards), while also assessing the overall structure and organization of the piece throughout the entire writing process.

Scoring Resources

- ❏ [Kentucky Scoring Guides (Extended Response, Short Answer, ODW)](#)
- ❏ [KAS Composition Rubrics and Conferencing Guides](#)
- ❏ [Top Ten Principles of Scoring Student Work](#)

The Role of Research in Composition

Research is an essential component of the *Kentucky Academic Standards for Reading and Writing;* furthermore, it is used to build and present knowledge. In order to successfully prepare our students to be literate citizens, we must provide opportunities, in all grade levels and in all content areas, for students to experience the research process. Moreover, *KAS* for Composition Guiding Principles 4, 5 and 6 call for a clear progression in the research process from kindergarten to grade 12.

Inquiry and Investigation is the starting point for students where questions are generated and investigated. Next, students move on to **Gathering Information** where knowledge is built, multiple sources are developed and credibility is established. **Organization** then follows with analyzing the research, building the structure of the piece and paraphrasing information to ensure the absence of plagiarism by using accurate citations. The process concludes with **Publication** where sources are cited and products can be shared in various formats.

To ensure that students are prepared for society and are capable of pursuing multiple pathways, the process of developing questions, investigating, organizing, and publishing is essential. These concepts cannot be taught in seclusion but are a culminating process that is built upon from the beginning until the end of a student's educational career.

Inquiry/Investigation

- Generation of Ideas - Provide opportunities for students to brainstorm or investigate topics of interest or study
- Focused Questions - A narrowed down guiding question or topic to be researched
- Self-Generated - Student developed
- Pre-determined - Teacher developed

Gathering Information

- Building Knowledge - Provide opportunities for students to develop schema on concepts that are both teacher and student generated
- Resource Acquisition - Provide options for students to use multiple sources of print, digital and real-word connections throughout the research process.
- Credibility - Ensure resources gathered are credible and accurate.
- Citation - Use MLA or APA format when grade level appropriate.
- Strengths/Limitations - Assess strengths and limitations of each source in terms of task, purpose and audience.

Organization

- Reflection and Analysis of Content - Review information collected from multiple sources to determine relevance to the research question.
- Selection of information - Assess usefulness of each source in answering the research question to determine which information should be included.
- Effective Grouping of Information - Sort/group selected information into appropriate categories.
- Structure - Integrate information into text selectively to maintain the flow of ideas.
- Paraphrasing/Quoting - Determine the best method of presenting data or conclusions of others to avoid plagiarism.

Publication

- Format - Provide students with a variety of authentic forms for publication of composition.
- Integration of Technology - Provide students with a variety of ways to publish their research with different forms of technology.
- Shared Products - Provide students with opportunities to work collaboratively on shared documents.

Instructional Resources

	Examples of Elementary Instructional Resources	Examples of Secondary Instructional Resources
Source Credibility	- Gathering Information from Multiple Sources - Fact vs. Opinion	- Assessing Source Credibility - Website/Source Credibility: 4 Fake Sites to Teach Students Website Evaluation - Dog Island - Dihydrogen Monoxide - Pacific Northwest Tree Octopus - All About Explorers
Analyzing Sources	- Evidence Detective - T-Charts - Informational Text Recounts - Searching for Evidence in a Text	- SOAPSTone Primary Source Analysis - Annotating and Paraphrasing Sources - Evidence Logs and Index Cards - Reading Like a Historian: Sourcing - Additional Research Resources
Citing Sources	Research Building Blocks: "Cite Those Sources!"	- Avoiding Plagiarism - Plagiarism Information Guide

The resources listed are possible suggestions and examples; they are not the only resources available and should not be considered a comprehensive list used to obtain mastery of the standard.

Authenticity within Composition
Authenticity is defined as the state of being real or genuine. Transition ready students write for authentic purposes, for authentic audiences and in authentic forms. Having a reason or purpose to write helps the writer to develop a controlling idea to establish that focus. An authentic purpose with a clear focus helps the writer to develop ideas and support that will meet the needs of the audience (audience awareness). Authentic audiences lead students to adapt their composition in areas such as tone and connotations of words. Finally, in authentic forms, writers build knowledge on a subject through research as well as respond analytically to literary and informational sources.

Authentic Purposes

Instructional Issues: Focus and Purpose	Sample Purposes
Having a purpose — or reason to write — is critical if students are to write authentically and move toward proficiency. Given the various types of writing used in Kentucky classrooms, it is important for teachers to understand that in Writing for Publication, the purpose must be realistic, beyond that of (but including) showing academic understanding of content. Establishing an authentic purpose prior to writing is not enough, however. Students must have that purpose in mind and develop a *central idea* to establish that focus. Therefore, the focus becomes the way a writer achieves his or her purpose. Some teachers might refer to the central ideas as a "thesis" or a "main idea" of a piece. Still others might call it a "focusing statement." Whatever the wording, students must articulate their central idea to establish and maintain unity and cohesiveness through the piece. It simply isn't enough to say, "I'm writing to explain..." in the piece, as students often lose track of that notion as they write. If the statement is incorporated into the introduction, the student is much more likely to follow its lead and develop that statement throughout the writing. Students must "establish *and* maintain" the narrowed purpose to move toward proficiency.	● Argue ● Inform//Explain ● Narrate ● Evaluate ● Analyze ● Interpret ● Offer an opinion ● Defend an idea ● Solve a problem ● Propose a change ● Explain a procedure ● Draw a conclusion from inquiry ● Support an idea ● Clear up a misconception ● Provide needed information ● Convince readers ● Present a needed plan ● Convey emotions and ideas about human experiences ● Create artistic expressions ● Reflect on experiences ● Entertain

Authentic Audiences

Instructional Issues: Authentic Audience Awareness	Sample Audiences
Students adapt their communication in relation to audience, task, purpose and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. Writing for Publication should indicate an awareness of the audience's needs. In other words, what does the audience need to know to fully understand the purpose of the writing? Many times a writer will state the audience in a greeting (Dear Mr. Smith) or ask the audience questions in order to communicate with an audience (Have you ever considered...?). However, this approach fails to fully address the audience's needs. To accomplish this, the writer must have a clear understanding of the purpose and its real world connection to the readers. This will help the writer develop ideas and support that will satisfy the needs of the audience. Too often we see students trying to contrive an audience for writing that he or she could not possibly address or adopt a persona in the writing that is not their role. When this happens, the authenticity of the writing is gone. For example, it is not a good idea to have students pretend to be someone they are not (e.g., pretend you are a Union soldier writing a journal entry during the Civil War). Unless the goal is literary writing (and a fictional perspective is acceptable), this contrivance makes the task inauthentic and creates little chance of the student performing well. When we have students write academic pieces, it would be a mistake to think that a student (regardless of grade level) would be able to take on the role of a university scholar to write to other university scholars about, say,	- An individual - A group - Classmates - Co-workers - Readers of a publication - People concerned about a problem - Citizens, members of the community - People interested in a hobby - Parents - People who requested a report (e.g., supervisor/boss) - Person or group who would approve a proposal - People interested in literature - Readers of a literary magazine - People interested in ideas about human experience - School leaders (principals, teachers, site-based council) - Participants in a conference, meeting or seminar - People serving in workplace roles - Public officials - People who can act on a proposal - Scholarship committees

Instructional Issues: Authentic Audience Awareness	Sample Audiences
Hamlet. What would a high school student say about *Hamlet* that someone else hasn't said already? How would middle school students write about *Gathering Blue*, etc.? However, students can certainly write about *Hamlet* (or any book or academic topic). They must enter into the academic conversation (to understand what others are already saying) and write about their own ideas in regard to that academic conversation. The writers must use their research as support for their own ideas. Students are approximating the role of a university scholar by writing to other learners in the discipline (in this example, other students studying *Hamlet*), their classmates. That is an authentic application of academic writing. Student writers may approximate the role of a university scholar, but they should not be expected to imitate a role they do not understand. The same principle holds true for technical and workplace writing. Certainly a middle school or high school student could approximate the role of a person working in a business, but he or she could not pretend to be a business executive, for example. Contriving an audience or the writer's persona is almost certain to create a problem for the student before he/she even begins writing.	

Authentic Forms

Instructional Issues: Idea Development	Sample Forms
Writing that is intended for publication should be in an authentic, real-world form. However, **form alone does not ensure a well-developed piece of writing.** The focus of instruction on form is certainly important; however, to	● Essays ● Letters ● Articles ● Speeches

Instructional Issues: Idea Development	Sample Forms
work with form without first working with idea development and support usually will not result in a quality piece of writing. Effective writers know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science) Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures.** The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations) and language appropriate to the discipline.	- Editorials - Proposals - Multi-modal products - Digital Storytelling - Podcasts - Poster Presentations - Narratives - Memoirs - Blogs - Brochures - Infomercials - Demonstrations - Interviews - Monologues - Newsletters - PowerPoint/Prezi - Scripts - Plays - Videos - News Reports/Articles - Investigative Reports - Personal Essays - Reviews (product, book) - Research Studies - Reflections - Case Studies - Academic Reports - Memos

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