

General Gap Notes - Writing

Kentucky Department of Education

Comparing Core Content 4.1

to

Kentucky Core Academic Standards (KCAS)

Summer 2011

General Topic Shifts for Grades 3, 4, 8, 11-12

Comparisons are similar at all grade levels

The notes made in this document are not meant to suggest an exhaustive analysis

Concepts New to Grade Level	3 rd	Concepts Moved From Grade Level
<p>Production and Distribution of Writing W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p>Research to Build and Present Knowledge W.3.7: Conduct short research projects that build knowledge about a topic. .</p> <p>W.3.8: Recall information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3rd</p>	<p>Reflective Writing (WR-EP-1.1.1 et al) is no longer a required writing piece; however reflection is mentioned in Writing standard 10.</p> <p>Poetry (WR-EP-1.1.2 et al) is no longer a required writing piece; however students are expected to read poetry in Reading standards 5 and 10.</p> <p>Audience awareness moves to 4th grade.</p> <p>“Engage the reader” moves to 6th grade.</p> <p>Tone moves to 9th grade.</p> <p>Voice is not mentioned in KCAS.</p>

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DRAFT	3rd	<p style="text-align: center;">Clarification</p> <p>“Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year” (KCAS p.18)</p> <p>Opinion Standard 1 constitutes a significant rethinking of persuasive writing. Students are asked to write a clear piece that supports their opinion through reasoning, support, facts, definitions, etc. Writing with clarity prepares students for the more rigorous writing of argument in middle and high school. (See Appendix C, page 18.)</p> <p>Narrative may include short story OR personal narrative, memoir, play or script.</p> <p>Illustrations (WR-EP-2.3.3) are the only text feature mentioned in KCAS. Other specific text features are listed in 4th grade Writing standard 2.</p> <p>Specific text structures (WR-EP-2.3.3) are listed in 4.1.</p> <p>Angle may be compared to point of view.</p> <p>Transitions (Standards 1c, 2c, 3c) connect ideas, opinions, and reasons, not only to signal time order.</p>
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Concepts New to Grade Level	4 th	Concepts Moved from Grade Level
<p>Production and Distribution of Writing</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)</p> <p>W.4.6: With guidance and support from peers and adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.</p> <p>Research to Build and Present Knowledge</p> <p>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. .</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes; and categorize information and provide a list of sources.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Refer to a. and b.)</p>		<p>Reflective piece (WR-04-1.1.1 et al) is no longer a required writing piece; however, Writing standard 9 requires students to reflect on literary and informational texts to support analysis and research.</p> <p>Poetry (WR-04-1.1.2 et al) is no longer a required writing piece; however, students are expected to read poetry in Reading standards 5 and 10.</p> <p>Persuasive techniques (WR-04-1.2.3 et al) Writing standard 1 emphasizes argument, using valid reasoning and relevant, sufficient evidence; emotional persuasive strategies are not specifically mentioned.</p> <hr/> <p style="text-align: center;">Clarification</p> <p>“Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year” (KCAS p.18)</p> <p>Personal narrative, memoir, short story, plays/scripts, etc. are included in Writing standard 3.</p> <p>Personal essays may be included in standards 1 or 2.</p> <p>Text Features are addressed in standard 2a.</p> <p>Sentences and conventions are now in Language standards 1-3 and Writing standard 5.</p>

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Concepts New to Grade Level	8th	Concepts Moved from Grade Level
<p>Text Types and Purpose</p> <p>W.8.1b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.3c: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequences, signal shifts, from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Production and Distribution of Writing</p> <p>W.8.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p> <p>W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		<p>Reflective piece (WR-08-1.1.1 et al) is no longer a required writing piece; however, Writing standard 9 requires students to reflect on literary and informational texts to support analysis and research.</p> <p>Poetry (WR-08-1.1.2) is no longer a required writing piece; however, students are expected to read poetry in Reading standards 5 and 10</p> <p>Persuasive techniques (WR-08-1.2.3) Writing standard 1 emphasizes argument, using valid reasoning and relevant, sufficient evidence; emotional persuasive strategies are not specifically mentioned.</p> <p>Including mood and feelings in narrative writing, WR-08-2.2</p> <hr/> <p style="text-align: center;">Clarification</p> <p>“Students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year” (KCAS p.18)</p> <p>Personal narrative, memoir, short story, plays/scripts, etc. are included in Writing standard 3.</p> <p>Personal essays may be included in standards 1 or 2, depending on the purpose of the essay.</p>

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Concepts New to Grade Level	8 th	Clarification
<p>Research to Build and Present Knowledge</p> <p>W.8.7: Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Refer to a. and b.)</p>		<p>Text Features are addressed in standard 2a.</p> <p>Flashback and foreshadowing may be examples of sequence in standard 3a.</p> <p>Sentences and conventions are included in Language Standards 1-3 and Writing standard 5.</p>

Concepts New to Grade Level	11-12	Concepts Moved from Grade Level
<p>Text Types and Purpose</p> <p>W. 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W. 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>		<p>Reflective piece (WR-HS-1.1.1 et al) Writing standard 9 requires students to reflect on literary and informational texts to support analysis and research. Personal reflective writing is not required.</p> <p>Poetry (Wr-HS-1.1.2 et al) is no longer a required writing piece; however, students are expected to read poetry in Reading standards 5, 10</p> <p>Persuasive techniques (WR-HS-1.2.3) Writing standard 1 emphasizes argument, using valid reasoning and relevant, sufficient evidence; emotional persuasive strategies are not specifically mentioned.</p> <p>Voice, mood, feeling (WR-HS-1.2.2 et al)</p> <hr/> <p style="text-align: center;">Clarification</p> <p>Students “need to know how to combine elements of different kinds of writing- for example, to use narrative strategies within argument and explanation within narrative-to produce complex and nuanced writing.” KCAS, page 41</p> <p>Personal narrative, memoir, short story, plays/scripts, autobiography (see Appendix A, page23-24) etc. are included in Writing standard 3.</p> <p>Personal essays may be included in standards 1 or 2 depending on the purpose of the essay.</p>

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Concepts New to Grade Level	11-12	Clarification
<p>W. 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W. 11-12.2 b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topics.)</p> <p>Production and Distribution of Writing</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		<p>Flashback and foreshadowing may be examples of sequence in standard 3b and 4.</p> <p>Text Features are addressed in standard 2a.</p> <p>Sentences and conventions are included in Language standards 1-3 and Writing standard 5.</p>

Concepts New to Grade Level	11-12	Clarification
<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction.</p>		

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