Maryland College and Career Ready Standards for Writing Clarifications

Maryland College and Career Ready (MCCR) Standards for Writing Clarifications – Standard 6

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

W6 ANCHOR STANDARD: USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE WRITING AND TO INTERACT AND COLLABORATE WITH OTHERS.

Pre-Kindergarten - With modeling, guidance, and support from adults, review drawing, dictation, or developmentally appropriate writing.

To show proficiency of the skills in this standard, a student must be able to explore digital tools available with support from the teacher. To achieve this, the teacher could lead an exploration of how print is used in various multimedia sources. For example:

Interactive Whiteboard: The teacher could share an appropriate website to expose students to print and how it is used to express ideas.

- Document Camera: The teacher could display student drawing/writing samples and use it as a model for expressing ideas.
- Software: The teacher could arrange a computer center where students use a program, such as Kidpix, to use clipart related to a specific topic to express ideas.
- Flip Camera: The teacher could record a student's dictated response to a writing prompt.

Examples of Digital Tools: Interactive White Boards, Electronic Tablets, Computers, Classroom Netbooks, Software, Document Cameras, Electronic Response Device, Flip Cameras, Internet Websites

Kindergarten: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

To show proficiency of the skills in this standard, a student must be able to explore digital tools available. To achieve this, the teacher could lead a shared writing where students contribute ideas using a digital tool. The teacher will gradually release responsibility to students and give them choice of digital tools to use when expressing ideas such as:

- Interactive Whiteboard: The teacher could model how to use a word processing program to organize and compose writing to express ideas.
- Document Camera: The teacher could display student drawing/writing samples and use it as a model for expressing ideas.
- Software: The teacher could arrange a computer center where students use a program, such as Kidspiration, where students could use clipart related to a specific category to express ideas.
- Flip Camera: The teacher could record a student's dictated response to a writing prompt.

A final copy can be produced collaboratively with a partner or in teams by:

- Inserting graphics using clip art.
- Printing writings and creating a class book. Displaying it in the class or school's library.
- Creating template students can use to produce their writing.
- Acting out writing and video-taping.
- Sending writing to magazines that publish student writing.

Examples of Digital Tools: Interactive White Boards, Electronic Tablets, Computers, Classroom Netbooks, Software, Document Cameras, Electronic Response Device, Internet Websites

Grade One: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

To show proficiency of the skills in this standard, students will produce and publish a final copy of their writing with modeling and support from the teacher. The teacher should remind students that anytime they share their writing, it is published; and not all writing has to be published. The final copy can be produced collaboratively with a partner or in teams by:

- Typing and printing the writing using word processing programs.
- Typing and sending a copy of the writing by email.
- Posting the final copy on school's website.
- Creating a class blog where students post their final writing.
- Inserting graphics using clip art.
- Creating a storyboard and presenting it using a PowerPoint slide show.
- Printing writings and creating a class book. Displaying it in the class or school's library.
- Creating template students can use to produce their writing.
- Acting out writing and video-taping.
- Sending writing to magazines that publish student writing. Students may publish their writing using a variety of digital tools such as:
- Interactive white boards
- Tablets
- Computers
- Netbooks
- Document cameras
- Flip cameras
- Electronic response devices
- Word processing tools
- Software
- Interactive websites
- Web 2.0 tools

Grade Two: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

To show proficiency of the skills in this standard, students will produce and publish a final copy of their writing with modeling and support from the teacher. The teacher should remind students that anytime they

share their writing, it is published; and not all writing has to be published. The final copy can be produced collaboratively with a partner or in teams by:

- Typing and printing the writing using word processing programs.
- Typing and sending a copy of the writing by email.
- Posting the final copy on school's website.
- Creating a class blog where students post their final writing.
- Inserting graphics using clip art.
- Creating a storyboard and presenting it using a PowerPoint slide show.
- Printing writings and creating a class book. Displaying it in the class or school's library.
- Creating template students can use to produce their writing.
- Acting out writing and video-taping.
- Sending writing to magazines that publish student writing. Students may publish their writing using a variety of digital tools such as:
- Interactive white boards
- Tablets
- Computers
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- Document cameras
- Flip cameras
- Electronic response devices
- Word processing tools
- Software
- Interactive websites
- Web 2.0 tools

Grade Three: 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.

To show proficiency of the skills in this supporting standard a student needs to, with adult support, create and/or type an opinion, informative or narrative piece using technology. Because students in fourth grade will be required to use keyboarding skills to type a minimum of one page in a single sitting, third graders need to develop the skills and stamina required through frequent practice and use of keyboarding. Students should use technology to co-author, revise, edit, share and discuss their work with others.

Grade Four: With some guidance and support from 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 sitting.

To show proficiency of the skills in this supporting standard a student needs to, with some adult support, create and/or type an opinion, informative or narrative piece using technology including the Internet.

Because students in fifth grade will be required to use keyboarding skills to type a minimum of two pages in a single sitting, fourth graders need to develop the skills and stamina required through frequent practice and use of keyboarding to produce a minimum of one page in a single setting. Students should use technology, including the Internet, to co-author, revise, edit, share, and discuss their work with others.

Grade Five: With some guidance and support from 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 two pages in a single sitting.

To show proficiency of these skills in this standard, a student needs to understand the importance of adult modeling and guidance when using technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others. The teacher may establish an interactive website, such as Moodle or Wikispaces, to encourage online discussions and forums about topics and texts presented in class. The writer must demonstrate command of keyboarding skills to type a minimum of two pages in a single sitting. Typing from a draft or organizer may help the student to type more efficiently, typing a total of 500 words double-space at size 12-point font.

Grade Six: 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 three pages in a single sitting.

To show proficiency of these skills in this standard, a student needs to use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others. Typing from a draft or organizer may help the student type more efficiently, typing a total of three pages equating to 750 words, at size 12-point font, with spacing set at double.

Grade Seven: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

To show proficiency of the skills in this sub standard, a student demonstrates the ability to cite sources in text and in works cited format. A student effectively uses technology to collaborate and should be able to support his or her peer discussion with relevant sources. Students are to use the technology skill of inserting hyperlinks in their writing.

Grade Eight: 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.

In addition to collaborative writing in a face-to-face environment, students are expected to interact with others, using technology, during the writing process. Students may use technology to locate and evaluate

sources, to share and discuss potential sources in an online shared space (for example, Wikispaces, GoogleDocs, Edmodo, etc.), and to plan and develop writing at appropriate stages of the writing process. Students should now be able to work together to examine, sort, and classify information in order to determine what ideas should logically be included in their writing. This requires students to discuss which sources are relevant to their topic and purpose and how to effectively and efficiently show relationships between ideas and information.

Grades Nine and Ten: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

To show proficiency of the skills in this standard, students will use technology (including the internet) to produce, publish, and update individual or collaborative writing products. They will take advantage of technology to enhance their product with intentionality (examples include but are not limited to blogs, Blackboard, Turnitin.com, message boards, Wikispaces, websites).

Grades Eleven and Twelve: 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.

To show proficiency of the skills in this standard, students will be able to: Use technology, including the internet, to produce and publish writing to interact and collaborate with others. 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. For example: students may post their writing on a classroom site and be responsible for reading and responding to other student writing; students could read and responds to blog posts; students could follow current events relating to the unit; students could follow a media outlet or source and evaluate their performance.