



# Maryland College and Career Ready Standards for Writing Clarifications

## Maryland College and Career Ready (MCCR) Standards for Writing Clarifications – Standard 5

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.

**W5 ANCHOR STANDARD: DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH.**

**Pre-Kindergarten - 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 would be able to look at his/her drawing, dictation or developmentally appropriate writing and tell if it makes sense or if changes need to be made. This is achieved through teacher/adult questioning or prompting the student to revise drawing/dictation/inventive writing. Sample Questions for the teacher/adult to review the drawing/dictation/inventive writing:

- Does it sound right?
- What other details could you add?
- Does it tell about the \_\_\_\_\_ (topic)?
- Does it make sense?
- Could you try adding \_\_\_\_\_?

**Kindergarten: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

To show proficiency of the skills in this standard, a student would be able to look at his/her developmentally appropriate writing and tell if it makes sense or if changes need to be made. Prior to responding to questions and suggestions from peers and/or adults, the student must know what details are and receive instruction on the revision and editing stage of the writing process. (Prior to instruction on the revision and editing stages, students need an understanding of the writing process.) Once these concepts have been taught, the teacher will model how to add details using drawings, rich literature, or samples of student work. The details added by the teacher should model use of language choices that affect thoughts and feelings. Once the students have an understanding of the revision/editing process, the teacher next must teach students how to conference with peers. This can be achieved through teacher modeling of a teacher-student conference and a student-student conference. Support student conferences by setting simple ground rules.

- Take turns.
- Speak clearly.
- Be sure your partner can hear you.
- Listen carefully to what your partner says.
- Follow the checklist.

Additionally, provide a checklist to follow when conferencing with a peer. The following chart is a possible suggestion. If a checklist like the one below is used, teach one step at a time and let the students master the steps one at a time. Teacher should also monitor student conferences and provide instant feedback on how to conference. This would be a gradual process throughout the year.

Steps	Partner 1	Partner 2
1.	Read your writing aloud.	Listen to your partner.
2.	Ask: Does my writing sound right?	Tell your partner if something doesn't make sense.
3.	Ask: Are there any details that I should add?	Tell your partner if you think he/she should add details.
4.	Ask: Did I spell my sight words right? Did I start with a capital letter? Did I end with punctuation?	Tell your partner if you see: <ul style="list-style-type: none"> <li>• a sight word is spelled wrong</li> <li>• a sentence doesn't start with a capital letter</li> <li>• the sentence doesn't end with punctuation</li> </ul>

**Grade One: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**

To show proficiency of the skills in this standard, the teacher should model and gradually release responsibility to students. During teacher modeling, the teacher can demonstrate one or more steps of the writing process up to publishing (prewrite, write, revise, edit). The teacher will model how to conference using his/her draft by:

- The teacher will read his/her draft aloud.
- Pay a compliment, such as “I really like the details used to describe\_\_\_.”
- Students will retell the teacher’s story. The teacher will explain that retelling helps the writer know how well he/she wrote about the experience.
- The teacher can ask conferencing questions such as: Where did this happen? When did this happen? Who was present? What did they say or do? What is the most important part? Did you put your events in order? Does your story sound right?
- The teacher will correct capitalization, spelling, and punctuation errors.
- Then students work with a partner to conference following the teacher’s model. The teacher should be sure students understand that one partner reads his/her writing while the other partner listens. Students should be mindful of the following tips specific to their role:

Tips why you chose your topic.	Tips for the Listener
Tell why you chose your topic.	Look at your partner.
Read clearly and slowly.	Listen carefully and do not interrupt.
Pay attention to your partner’s comments.	Ask any questions you have.
	Tell your partner what you like about the writing.

**Grade Two: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

To show proficiency of the skills in this standard, the teacher should model and gradually release responsibility to students. During teacher modeling, the teacher can demonstrate one or more steps of the writing process up to publishing (prewrite, write, revise, edit). The teacher will model how to conference using his/her draft by:

- The teacher will read his/her draft aloud.
- Pay a compliment, such as “I really like the details used to describe\_\_\_.”
- Students will retell the teacher’s story. The teacher will explain that retelling helps the writer know how well he/she wrote about the experience.
- The teacher can ask conferencing questions such as: Where did this happen? When did this happen? Who was present? What did they say or do? What is the most important part? Did you put your events in order? Does your story sound right?
- The teacher will correct capitalization, spelling, and punctuation errors.

Then students work with a partner to conference following the teacher’s model. The teacher should be sure students understand that one partner reads his/her writing while the other partner listens. Students should be mindful of the following tips specific to their role:

Tips why you chose your topic.	Tips for the Listener
Tell why you chose your topic.	Look at your partner.
Read clearly and slowly.	Listen carefully and do not interrupt.
Pay attention to your partner’s comments.	Ask any questions you have.
	Tell your partner what you like about the writing.

After the peer sharing, have partners complete a feedback form. An example is shown below.

Partner Worksheet

Writer:

Partner:

Title:

1. One thing I like about your story
2. One question I have about your story

**Grade Three: 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.)**

To show proficiency of the skills in this supporting standard a student needs to, with support from adults, follow the writing process. During the planning stage, students choose a topic and use an organization tool appropriate to the task to develop their ideas. Students use their planning to create a draft. During the revision stage, students need to understand how to change ideas, organization, word choice and/or sentence structure when necessary to strengthen their piece. These processes may be accomplished through conferences (adult/peer), check sheets or rubrics. During the editing stage students need to understand how to identify errors in spelling, punctuation and grammar. Strategies to correct these errors can be implemented through adult and/or peer support. For additional information refer to the clarifications for Language Standards 1-3.

**Grade Four: 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.)**

To show proficiency of the skills in this supporting standard a student needs to, with support from adults, follow the writing process. During the planning stage, students choose a topic and use an organization tool appropriate to the task to develop their ideas. Students use their planning to create a draft. During the revision stage, students need to understand how to change ideas, organization, word choice and/or sentence structure when necessary to strengthen their piece. These processes may be accomplished through conferences (adult/peer), check sheets or rubrics. During the editing stage students need to understand how to identify errors in spelling, punctuation and grammar.

Strategies to correct these errors can be implemented through adult and/or peer support. For additional information refer to the clarifications for Language Standards 1-3.

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**Grade Five: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29).**

To show proficiency of these skills in this standard, a student needs to work with peers and adults to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. The writer needs to understand the importance of working with others in order to create quality writing, through the entire writing process from prewriting to proofreading. Students will greatly benefit from observing adults demonstrating the writing process through modeling. The writing process is a recursive process, requiring several attempts at revising, editing, and rewriting. Sometimes, writers need to identify when their idea is not working and be willing to try a new approach. Use of graphic organizers is recommended at the planning and organizing stages. Checklists for editing are necessary to ensure that the writer has used appropriate conventions of Standard Written English. Rubrics help the student to guide revisions.

**Grade Six: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29).**

To show proficiency of these skills in this standard, a student needs to work with peers and adults to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. The writer needs to understand the importance of working with others in order to create quality writing, through the entire writing process from prewriting to proofreading. Students will greatly benefit from observing adults demonstrating the writing process through modeling. The writing process is a recursive process, requiring several attempts at revising, editing, and rewriting. Sometimes, writers need to identify when their idea is not working and be willing to try a new approach. Use of graphic organizers is recommended at the planning and organizing stages. Checklists for editing are necessary to ensure that the writer has used appropriate conventions of Standard Written English. Rubrics help the student to guide revisions.

**Grade Seven: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, 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 7 on page 52.)**

To show proficiency of the skills in this sub standard, a student participates in a review process through which the writing is evaluated for effective accomplishment of all the steps of the writing process, as in previous years. Additionally, seventh graders evaluate how successfully they have met the intended purpose of the writing and whether the needs of the audience have been addressed.

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**Grade Eight: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, 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.)**

To show proficiency of the skills in this sub standard, a student participates in a review process through which the writing is evaluated for effective accomplishment of all the steps of the writing process, as in previous years. The student evaluates how successfully they have met the intended purpose of the writing and whether the needs of the audience have been addressed.

**Grades Nine and Ten: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)**

To show proficiency of the skills in this standard, students will independently plan, revise, edit, and rewrite in order to strengthen and develop writing. Editing will demonstrate command of language including parallel structure, various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, semicolon), noun, (relative, adverbial) capitalization, punctuation, and spelling, semicolon, and colon. Student selection of words demonstrates understanding of meaning and effect.

**Grades Eleven and Twelve: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)**

To show proficiency of the skills in this standard, students will independently plan, revise, edit, and rewrite in order to strengthen and develop writing. Editing will demonstrate command of language including parallel structure, various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, semicolon), noun, (relative, adverbial) capitalization, punctuation, and spelling, semicolon, and colon. Student selection of words demonstrates understanding of meaning and effect.