



Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Writing Grades 3-5

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 (“See MCCR Standards, Grade 6, Speaking & Listening, Standard 4”) are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (“Maryland School Library Media, grades 6-8, Standard, Indicator, objective”) and TL (“Technology Literacy Standards” followed by Standard, Indicator, objective).

Standards for Writing (W)

Cluster: Text Types and Purposes

W1 MCCR Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p>W1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ○ gather information on a specific topic. ○ paraphrase when taking notes from sources. ○ generate a point of view or opinion brainstorm reasons that support the point of view or opinion. (See CCSS W.3.4, W.3.5, W.3.6.) 	<p>W1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process, including: <ul style="list-style-type: none"> ○ formulating an opinion. ○ generating support that includes facts and details. ○ paraphrasing when taking notes from sources. 	<p>W1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ○ Apply the prewriting and planning stages of the writing process, including: <ul style="list-style-type: none"> ○ formulating an opinion. ○ generating support that includes facts and details. ○ paraphrasing when taking notes from sources.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<ul style="list-style-type: none"> ● Draft an introduction that: <ul style="list-style-type: none"> ○ establishes the focus with a topic sentence. ○ orients the reader to the topic or text. ○ states a point of view or opinion anticipates an organizational structure (e.g., one or more paragraphs, as appropriate). (See CCSS W.3.4, W.3.6.) ● See MD SLM IV.A and IV.B; MD DL 3. 	<ul style="list-style-type: none"> ○ grouping support by categories or ideas ○ linking the support to the writing purpose. (See CCSS 4 W4, W5, W6.) ● Draft an introduction that: <ul style="list-style-type: none"> ○ orients the reader to the topic or text. ○ states the point of view or opinion. ○ addresses an audience and the writing purpose. ○ anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS W.4.4, W.4.6.) ● See MD SLM IV.A and IV.B; MD DL 3. 	<ul style="list-style-type: none"> ○ grouping support logically by categories or ideas. ○ linking the support to the writing purpose. (See CCSS W.5.4, W.5.5, W.5.6.) ● Draft an introduction that: <ul style="list-style-type: none"> ● orients the reader to the topic or text. ● states the point of view or opinion. ● addresses audience needs and the writing purpose. ● anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS W.5.4, W.5.6.) ● See MD SLM IV.A and IV.B; MD DL 3.

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<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p>W1.b Provide reasons that support the opinion.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate among reasons, opinion(s), and facts. • Organize reasons to best support an opinion (e.g., least to most important, most to least important). 	<p>W1.b Provide reasons that are supported by facts and details.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish categories of support organized by ideas and their supporting facts, details, or other information. 	<p>W1.b Provide logically ordered reasons that are supported by facts and details.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.

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<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<ul style="list-style-type: none"> • Draft the body to support an opinion or point of view through effective organization of reasons. (See CCSS W.3.4, W.3.6.) <ul style="list-style-type: none"> ○ Establish the focus of the paragraph/ each paragraph with a topic sentence. ○ Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance). ○ Use coordinating and subordinating conjunctions. (See CCSS L.3.1h.) ○ Produce simple, compound, and complex sentences. (See CCSS L.3.1i.) ○ Use commas in addresses. (See CCSS L.3.2b.) • Recognize and observe differences between the conventions of spoken and written standard English. (See CCSS L.3.3b.) 	<ul style="list-style-type: none"> • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS W.4.4, W.4.6.) <ul style="list-style-type: none"> ○ Establish the focus of each paragraph with a topic sentence. ○ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (See CCSS L.4.1a.) ○ Form and use prepositional phrases. (See CCSS L.4.1e.) • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (See CCSS L.4.3c.) 	<ul style="list-style-type: none"> • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS W.5.4, W.5.6.) <ul style="list-style-type: none"> ○ Establish the focus of each paragraph with a topic sentence. ○ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ○ Ensure subject-verb and pronoun-antecedent agreement. * (See CCSS L.5.1f.) ○ Correctly use frequently confused words. * (See CCSS L.5.1g.) ○ Use correlative conjunctions (e.g., either/or, neither/nor). (See CCSS L.5.1e.)

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<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p>W1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Identify and explain relationships, including cause/effect, example. Apply academic vocabulary to express relationships correctly. (See CCSS L.3.6.) Apply domain-specific vocabulary to clarify ideas. 	<p>W1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Apply an understanding of the relationship between opinion and reasons. Apply academic vocabulary to express relationships correctly and precisely. (See CCSS L.4.6.) Apply domain-specific vocabulary to clarify ideas. 	<p>W1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Apply an understanding of the relationship between opinion and reasons. Apply academic vocabulary to express relationships correctly and precisely. (See CCSS L.5.6.) Apply domain-specific vocabulary to clarify ideas.

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<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p>W1.d Provide a concluding statement or section.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.3.4, W.3.6.) • Apply the revision and editing stages of the writing process. (See CCSS W.3.5, W.3.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of opinion supported by a list of reasons. ▪ choose words and phrases for effect. (See CCSS L.3.3a.) 	<p>W1.d Provide a concluding statement or section related to the opinion presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.4.4, W.4.6.) • Apply the revision and editing stages of the writing process. (See CCSS W.4.5, W.4.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of opinion supported by an organized list of related ideas and reasons. ▪ choose words and phrases for effect and to convey ideas precisely. * (See CCSS L.4.3a; CCSS L.4.3a.) 	<p>W1.d Provide a concluding statement or section related to the opinion presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ▪ Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.5.4, W.5.6.) ▪ Apply the revision and editing stages of the writing process. (See CCSS W.5.5, W.5.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of opinion supported by ideas and reasons presented logically. ▪ choose words and phrases for effect and to convey ideas precisely. * (See CCSS L.5.3a; CCSS L.5.3a.)

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<ul style="list-style-type: none"> ▪ Edit to correct errors in: <ul style="list-style-type: none"> ○ the use of linking words and phrases. (See CCSS W.3.1c.) ○ regular and irregular plural nouns and regular and irregular verbs. (See CCSS L.3.1b, d.) ○ subject-verb and pronoun-antecedent agreement. * (See CCSS L.3.1f.) ○ capitalization in titles. (See CCSS L.3.2a.) ○ conventional spelling of high-frequency words. (See CCSS L.3.2e.) ▪ Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS L.3.2f, g.) 	<ul style="list-style-type: none"> • Edit to correct errors in: <ul style="list-style-type: none"> ○ subject-verb and pronoun-antecedent agreement. * (See CCSS L.4.1f.) ○ inappropriate fragments and run-ons. * (See CCSS L.4.1f.) ○ capitalization. (See CCSS L.4.2a.) ○ frequently confused words. * (See CCSS L.4.1g.) ○ punctuation of compound sentences joined by a coordinating conjunction. (See CCSS L.4.2c.) ○ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.4.2d.) 	<ul style="list-style-type: none"> • expand, combine, and reduce sentences for meaning, interest, and style. * (See CCSS L.5.3a.) • Edit to correct errors in: <ul style="list-style-type: none"> ○ sentence fragments and run-ons. * (See CCSS L.5.1f.) ○ use of a comma to set off an introductory element. (See CCSS L.5.2b.) ○ shifts in verb tense. * (See CCSS L.5.1d.) ○ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.5.2e.)

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<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.3.6) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.4.6.) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.5.6.)

Standards for Writing (W)

Cluster: Text Types and Purposes

W2 MCCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ○ gather information on a topic. ○ paraphrase when taking notes from sources. ○ group information by topic or idea. 	<p>W2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ○ gather information on a topic; synthesize information from within and across sources. 	<p>W2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ○ gather information on a topic; synthesize information from within and across sources.

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<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<ul style="list-style-type: none"> ○ identify, select, and/or create supportive text features, as necessary. (See CCSS W.3.4, W.3.5, W.3.6, W.3.7.) ● Draft an introduction that: <ul style="list-style-type: none"> ○ orients the reader to the topic. ○ establishes the focus with a topic sentence. ○ presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate). ○ includes supportive text features, as necessary. ○ handles copyrighted material appropriately. (See CCSS W.3.4, W.3.6.) ● See MD SLM IV.B and VI.B: MD DL 2 and 3 	<ul style="list-style-type: none"> ○ paraphrase when taking notes from sources. ○ organize information by paragraphs or sections with topic sentences or controlling ideas. ○ select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary. (See CCSS W.4.4, W.4.5, W.4.6, W.4.7.) ○ Draft an introduction that: <ul style="list-style-type: none"> ○ orients the reader to the topic. ○ establishes a controlling idea with a topic sentence. ○ organizes information by paragraphs or sections. ○ incorporates formatting, text features and/or multimedia effectively. ○ handles copyrighted material appropriately. (See CCSS W.4.4, W.4.6.) ● See MD SLM IV.B and VI.B: MD DL 2 and 3 	<ul style="list-style-type: none"> ○ paraphrase when taking notes from sources. ○ formulate a controlling idea or thesis. ○ organize information by paragraphs or sections with topic sentences or controlling ideas. ○ select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary. (See CCSS W.5.4, W.5.5, W.5.6, W.5.7.) ● Draft an introduction that: <ul style="list-style-type: none"> ○ orients the reader to the topic. ○ establishes a controlling idea or thesis. ○ follows a logical organizational structure by paragraphs or sections. ○ incorporates formatting, text features and/or multimedia effectively. ○ handles copyrighted material appropriately (see CSS W.5.4, W.5.6) ● See MD SLM IV.B and VI.B: MD DL 2 and 3

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<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W2.b Develop the topic with facts, definitions, and details.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between a fact and an opinion. • Differentiate between relevant and irrelevant information when researching a specific topic. • Draft the body to examine a topic with well-organized facts, definitions, and details. (See CCSS W.3.4, W.3.6.) <ul style="list-style-type: none"> ○ Use coordinating and subordinating conjunctions. (See CCSS L.3.1h.) ○ Produce simple, compound, and complex sentences. (See CCSS L.3.1i.) 	<p>W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between a paraphrase and a direct quotation. • Differentiate between a concrete detail and a more general or abstract idea. • Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information. (See CCSS W.4.4, W.4.6.) <ul style="list-style-type: none"> ○ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). 	<p>W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Organize a hierarchy of information from reasons supported by facts, details, quotations, etc. • Draft the body by applying a logical organizational pattern of reasons supported by facts and details. (See CCSS W.5.4, W.5.6.) <ul style="list-style-type: none"> ○ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). ○ Ensure subject-verb and pronoun-antecedent agreement. * (See CCSS L.5.1f.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<ul style="list-style-type: none"> ○ Recognize and observe differences between the conventions of spoken and written standard English. (See CCSS L.3.3b.) 	<ul style="list-style-type: none"> ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (See CCSS L.4.1a.) ○ Form and use prepositional phrases. (See CCSS L.4.1e.) ○ Use commas and quotation marks to punctuate quotations from a text. (See CCSS L.4.2b.) ○ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (See CCSS L.4.3c.) 	<ul style="list-style-type: none"> ○ Use correlative conjunctions (e.g., either/or, neither/nor). (See CCSS 5 L1.e.) ○ Correctly use frequently-confused words. * (See CCSS L.5.1g.)

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<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Organize information by categories and correctly link ideas within each category. Apply academic vocabulary to express relationships correctly. (See CCSS L.3.6.) Apply domain-specific vocabulary to clarify information. 	<p>W2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Apply an understanding that information can be categorized in a variety of different ways. Apply academic vocabulary to express relationships correctly. (See CCSS L.4.6.) Apply domain-specific vocabulary to clarify information. 	<p>W2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Categorized information in a variety of different ways to accomplish different purposes. Apply academic vocabulary to express relationships correctly. (See CCSS L.5.6.) Apply domain-specific vocabulary to clarify information.

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<p>W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions from the information presented. (See CCSS W.3.4, W.3.6.) • Apply the revision and editing stages of the writing process. (See CCSS W.3.5, W.3.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of the topic and clearly conveyed ideas and information. ▪ choose words and phrases for effect.* (See CCSS L.4.3a.) 	<p>W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Essential Skills and Knowledge</p> <p>See CCSS L.4.3a, L.4.6.</p>	<p>W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Essential Skills and Knowledge</p> <p>See CCSS L.5.3.a, L.5.6.</p>

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<ul style="list-style-type: none"> ○ Edit to correct errors in: <ul style="list-style-type: none"> ▪ the use of linking words and phrases. (See CCSS W.3.1c.) ▪ regular and irregular plural nouns and regular and irregular verbs. (See CCSS L.3.1b, d.) ▪ subject-verb and pronoun-antecedent agreement.* (See CCSS L.3.1f.) ▪ conventional spelling of high-frequency words. (See CCSS L.3.2e.) ● Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS 3L.3.2f, g.) ● Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly. 		

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W2.e: N/A</p>	<p>W2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS W.4.4, W.4.6.) • Apply the revision and editing stages of the writing process. (See CCSS W.4.5, W.4.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of the topic and clearly conveyed and organized ideas and information. ▪ choose words and phrases for effect and to convey ideas precisely.* (See CCSS L.4.3a; CCSS L.4.3a.) 	<p>W2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS W.5.4, W.5.6.) • Apply the revision and editing stages of the writing process. (See CCSS W.5.5, W.5.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure a clear statement of the topic and clearly conveyed and organized ideas and information. ▪ choose words and phrases for effect and to convey ideas precisely.* (See CCSS L.5.3a; CCSS L.5.3a.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
	<ul style="list-style-type: none"> ○ Edit to correct errors in: <ul style="list-style-type: none"> ▪ subject-verb and pronoun-antecedent agreement.* (See CCSS L.4.1f.) ▪ inappropriate fragments and run-ons.* (See CCSS L.4.1f.) ▪ capitalization. (See CCSS L.4.2a.) ▪ frequently confused words.* (See CCSS L.4.1g.) ▪ punctuation of compound sentences joined by a coordinating conjunction. (See CCSS L.4.2c.) ▪ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.4.2d.) 	<ul style="list-style-type: none"> ▪ expand, combine, and reduce sentences for meaning, interest, and style.* (See CCSS L.5.3a.) ○ Edit to correct errors in: <ul style="list-style-type: none"> ▪ sentence fragments and run-ons.* (See CCSS L.5.1f.) ▪ use of a comma to set off an introductory element. (See CCSS L.5.2b.) ▪ shifts in verb tense.* (See CCSS L.5.1d.) ▪ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.5.2e.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W2.e: N/A</p>	<p>W2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.4.6; CCSS SL.4.4, 5, 6.) 	<p>W2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.5.6; CCSS SL.5.4, 5, 6.)

Standards for Writing (W)

Cluster: Text Types and Purposes

W3 MCCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process, e.g., <ul style="list-style-type: none"> ○ select and narrow an event or situation ○ identify the characters and the problem 	<p>W3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process <ul style="list-style-type: none"> ○ select and narrow an event or situation ○ identify the narrator and/or the characters 	<p>W3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process <ul style="list-style-type: none"> ○ select and narrow an event or situation ○ identify the narrator and/or the characters

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<ul style="list-style-type: none"> ○ order the events by sequence (See CCSS W.3.4, W.3.5, W.3.6.) ● Draft an introduction that <ul style="list-style-type: none"> ○ orients the reader to the narrator and/or the characters ○ establishes the situation or problem (See CCSS W.3.4, W.3.6.) ○ Apply knowledge of characterization. (See CCSS 3 RL 3.) ○ Apply knowledge of story structure (e.g., problem and solution). (See CCSS RL.3.5.) 	<ul style="list-style-type: none"> ○ explain the problem ○ organize a plausible sequence of events (See CCSS W.4.4, W.4.5, W.4.6.) ● Draft an introduction that <ul style="list-style-type: none"> ○ establishes the narrator and/or the characters ○ orients the reader to the situation or problem ○ anticipates a logical sequence of events (See CCSS W.4.4, W.4.6.) 	<ul style="list-style-type: none"> ○ explain the problem ○ organize a plausible sequence of events (See CCSS W.5.4, W.5.5, W.5.6.) ● Draft an introduction that <ul style="list-style-type: none"> ○ establishes the narrator and/or the characters ○ orients the reader to the setting ○ explains the situation or problem ○ anticipates a logical sequence of events (See CCSS W.5.4, W.5.6.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters. (See CCSS W.3.4, W.3.6.) <ul style="list-style-type: none"> ○ Apply knowledge of characterization. (See CCSS RL.3.3.) ○ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.). (See CCSS RL.3. 5.) ○ Form and use the simple verb tenses. (See CCSS L.3.1e.) 	<p>W3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters and setting. (See CCSS W.4.4, W.4.6.) <ul style="list-style-type: none"> ○ Apply knowledge of characterization and setting. (See CCSS RL.4.3.) ○ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.). ○ Form and use the progressive verb tenses. (See CCSS L.4.1b.) 	<p>W3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events. (See CCSS W.5.4, W.5.6.) <ul style="list-style-type: none"> ○ Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution). (See CCSS RL.5.3, RL.5. 5, RL.5.6.) ○ Form and use the perfect verb tenses. (See CCSS L.5.1b.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives and adverbs. (See CCSS L.3.1g.) ○ Use commas and quotation marks in dialogue. (See CCSS L.3.2c.) ○ Form and use possessives. (See CCSS L.3.2d.) 	<ul style="list-style-type: none"> ○ Use commas and quotation marks to indicate direct speech. (See CCSS L.4.2b.) 	<ul style="list-style-type: none"> ○ Use verb tenses to convey various times, sequences, states, and conditions. (See CCSS L.5.1c.) ○ Use punctuation to separate items in a series. * (See CCSS L.5.2a.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W3.c Use temporal words and phrases to signal event order.</p> <p>Essential Skills and Knowledge</p> <p>Apply academic vocabulary to express chronological and sequential relationships correctly. (See CCSS L.3.6.)</p>	<p>W3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Essential Skills and Knowledge</p> <p>Apply academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events. (See CCSS L.4.6.)</p>	<p>W3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply academic vocabulary in order to express and control a narrative sequence. (See CCSS L.5.6.) • See MD SLM I.C; MD DL 6.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W3.d Provide a sense of closure.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that provides an ending to the narrative. (See CCSS W.3.4, W.3.6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.3.4, W.3.6.) • Revise to: <ul style="list-style-type: none"> ○ ensure that characters and events are clearly described. (See CCSS RL.3.3.) ○ ensure that the narrative is organized chronologically and has a clear beginning, middle, and end. (See CCSS RL.3.5.) 	<p>W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between specific and concrete, vague and general, and literal and nonliteral language. (See CCSS RL.4.4.) • Recognize and use words and phrases that appeal to the senses. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (See CCSS 4 L1.d.) • See MD SLM I.C; MD DL 6. 	<p>W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Essential Skills and Knowledge</p> <p>(See CCSS RL.5.4.)</p>

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<ul style="list-style-type: none"> ○ choose words and phrases for effect and for precision. * (See CCSS L.3.1c, L.3.3a, L.3.5c.) ● Edit to correct errors in: <ul style="list-style-type: none"> ○ temporal words and phrases. (See CCSS W.3.3c.) ○ formation and use of simple verb tenses. (See CCSS L.3.1e.) ○ subject-verb and pronoun-antecedent agreement. * (See CCSS L.3.1f.) ○ punctuation of dialogue. (See CCSS L.3.2c.) ○ formation and use possessives. (CCSS L.3.2d.) ○ conventional spelling of high-frequency words. (See CCSS L.3.2e.) 		

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<ul style="list-style-type: none"> • Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS L.3.2f, g.) • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.3.6; CCSS SL.3.4, SL5, SL6.) • See MD SLM I.C; MD DL 6. 		

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W3.e- None</p>	<p>W3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS W.4.4, W.4.6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.4.4, W.4.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure that characters and events are effectively described. ▪ ensure that the narrative is fully developed and logically organized. ▪ choose words and phrases to convey ideas precisely.* (See CCSS L.4.3a.) 	<p>W3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS .5.W4, W.5.6.) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.5.4, W.5.6.) <ul style="list-style-type: none"> ○ Revise to: <ul style="list-style-type: none"> ▪ ensure that the narrative demonstrates full development, logical organization and effective use of language. ▪ choose words and phrases to convey ideas precisely.* (See CCSS L.5.3a.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
	<ul style="list-style-type: none"> ▪ choose punctuation for effect. * (See CCSS L.4.3b.) ○ Edit to correct errors in: <ul style="list-style-type: none"> ▪ transitional words and phrases. (See CCSS W.4.3c.) ▪ subject-verb and pronoun-antecedent agreement. * (See CCSS L.4.1f.) ▪ inappropriate fragments and run-ons. * (See CCSS 4 L1.f.) ▪ frequently confused words. * (See CCSS L.4.1g.) ▪ commas and quotation marks in direct speech. (See CCSS L.4.2b.) ▪ punctuation of compound sentences joined by a coordinating conjunction. (See CCSS L.4.2c.) ▪ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.4.2d.) 	<ul style="list-style-type: none"> ▪ expand, combine, and reduce sentences for meaning, interest, and style. * (See CCSS L.5.3a.) ○ Edit to correct errors in: <ul style="list-style-type: none"> ▪ transitional words and phrases. (See CCSS W.5.3c.) ▪ subject-verb and pronoun-antecedent agreement. * (See CCSS L.5.1f.) ▪ inappropriate fragments and run-ons. * (See CCSS L.5.1f.) ▪ frequently confused words. * (See CCSS L.5.1g.) ▪ spelling of grade-appropriate words, consulting references as needed. (See CCSS L.5.2d.)

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.4.6; CCSS SL.4.4, SL5, SL6.) • See MD SLM I.C; MD DL 6. 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ○ using word processing technology. ○ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. ○ delivering oral presentations. (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6.) • See MD SLM I.C; MD DL 6.

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W4 MCCR Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p>Essential Skills and Knowledge</p> <p>See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5.</p>	<p>Essential Skills and Knowledge</p> <p>See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5.</p>	<p>Essential Skills and Knowledge</p> <p>See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5.</p>

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W5 MCCR Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W5 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.) (SC, 3)</p>	<p>W5 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>W5 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.)</p>
<p>Essential Skills and Knowledge</p> <p>See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5.</p>	<p>Essential Skills and Knowledge</p> <p>See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5.</p>	<p>Essential Skills and Knowledge</p> <p>See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5.</p>

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W6 MCCR Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W6 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>W6 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.</p>	<p>W6 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.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 5. • Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” (10-11) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 5. • Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 5. • Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W6 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>W6 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.</p>	<p>W6 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.</p>
<ul style="list-style-type: none"> • Apply appropriate posture, hand, arm and fingering positions when keyboarding. Use technology to enhance learning • Use technology for communication. • Use technology to collaborate and to express ideas. • Use technology to locate, evaluate, and gather information and/or data. 	<ul style="list-style-type: none"> • Use technology to enhance learning. • Use technology for communication. • Use technology to collaborate and to express ideas. • Use technology to locate, evaluate, and gather information and/or data. 	<ul style="list-style-type: none"> • Use technology to enhance learning. • Use technology for communication. • Use technology to collaborate and to express ideas.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W6 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>W6 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.</p>	<p>W6 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.</p>
<ul style="list-style-type: none"> • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. 	<ul style="list-style-type: none"> • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. 	<ul style="list-style-type: none"> • Use technology to locate, evaluate, and gather information and/or data. • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W7 MCCR Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W7 Conduct short research projects that build knowledge about a topic.</p>	<p>W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. • Define a problem, formulate questions, and refine a problem and/or question. • Locate and evaluate resources. • Use safe practices when online. • Locate and select sources to meet the information need. • Evaluate sources to meet the information need. • Find data and/or information within a variety of sources 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. • Define a problem, formulate questions, and refine a problem and/or question. • Locate and evaluate resources. • Use safe practices when online. • Locate and select sources to meet the information need. • Evaluate sources to meet the information need. • Find data and/or information within a variety of sources 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. • Define a problem, formulating questions, and refining a problem and/or question. • Locate and evaluate resources. • Use safe practices when online. • Locate and select sources to meet the information need. • Evaluate sources to meet the information need. • Find data and/or information within a variety of sources

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W7 Conduct short research projects that build knowledge about a topic.</p>	<p>W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<ul style="list-style-type: none"> • Paraphrase when taking notes from sources. • Use a variety of formats to prepare findings/conclusions for sharing. • Share findings and/or conclusions. • Cite a source as appropriate. • See MD SLM I.A-D, II.A-D, III.A-D, IV.A-D, V.A-D, VI.A-D. 	<ul style="list-style-type: none"> • Paraphrase when taking notes from sources. • Use a variety of formats to prepare findings/conclusions for sharing. • Share findings and/or conclusions. • Differentiate between original and borrowed ideas and cite sources appropriately. • See MD SLM I.A-D, II.A-D, III.A-D, IV.A-D, V.A-D, VI.A-D. 	<ul style="list-style-type: none"> • Paraphrase when taking notes from sources. • Use a variety of formats to prepare findings/conclusions for sharing. • Share findings and/or conclusions. • Differentiate between original and borrowed ideas and cite sources appropriately. • See MD SLM I.A-D, II.A-D, III.A-D, IV.A-D, V.A-D, VI.A-D.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W8 MCCR Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W8 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>W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W8 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>W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>
<ul style="list-style-type: none"> • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). • Paraphrase when taking notes from sources. • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Synthesize information from within a source. • See MD SLM I.A, IV.B, VI.B; MD DL 2, 3, and 5 	<ul style="list-style-type: none"> • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). • Paraphrase when taking notes from sources to avoid plagiarism. • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Generate a list of sources. • Synthesize information within and across sources. • See MD SLM I.A, IV.B, VI.B; MD DL 2, 3, and 5 	<ul style="list-style-type: none"> • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). • Paraphrase when taking notes from sources to avoid plagiarism. • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. Generate a list of sources. • Synthesize information within and across sources. • See MD SLM I.A, IV.B, VI.B; MD DL 2, 3, and 5.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W9 CCR Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W9 begins in grade 4.</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>W9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p>W9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>Essential Skills and Knowledge</p>	<p>W9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>Essential Skills and Knowledge</p>

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
W9 begins in grade 4.	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Write in response to grade-level print, nonprint, and digital literary or informational text(s).	Write in response to grade-level print, nonprint, and digital literary or informational text(s).

Standards for Writing (W)

Cluster: Range of Writing

RI10 MCCR Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GRADE 3 STUDENTS	GRADE 4 STUDENTS	GRADE 5 STUDENTS
<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust the writing process as necessary for different grade appropriate writing tasks, purposes, and audiences. Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust the writing process as necessary for different grade appropriate writing tasks, purposes, and audiences. Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Adjust the writing process as necessary for different grade appropriate writing tasks, purposes, and audiences. Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.