



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 9-12

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>W.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ○ Conduct a self-analysis of strengths and weaknesses as a writer of argument and adjust the writing process accordingly. (See CCSS W.9-10.5.) ○ Narrow and refine the focus of a grade-appropriate complex topic. ○ Analyze the topic to target information gathering. ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. 	<p>W.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ○ Conduct a self-analysis of strengths and weaknesses as writers of argument and adjust the writing process accordingly. (See CCSS W.11-12.5.) ○ Narrow and refine the focus of a grade-appropriate complex topic. ○ Analyze the topic to target information gathering.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<ul style="list-style-type: none"> ○ (See CCSS W.9-10.4 and W.9-10.5.) ● Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.9-10.4, SL.9-10.1a, SL.9-10.4.) <ul style="list-style-type: none"> ○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.7, RI.9-10.8.) ○ Evaluate information to determine sufficiency and relevancy. ○ Establish clear relationships among claim(s), counterclaims, reasons, and evidence. ○ Logically sequence claims, counterclaims, reasons, and evidence. ○ (See MD SLM IV.A, IV.B, IV.D, VI.B, and MD DL 2 and 3.) 	<ul style="list-style-type: none"> ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. (See CCSS W.11-12.4, W.11-12.5.) ● Choose, apply and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.11-12.4, SL.11-12.1a, SL.11-12.4.) <ul style="list-style-type: none"> ○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8.) ○ Evaluate information to determine sufficiency and relevancy. ○ Analyze the significance of opposing claims while determining which claims best support the argument. (See CCSS W.11-12.7, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8.) ○ Logically sequence and distinguish claims, counterclaims, reasons, and evidence. ○ (See MD SLM IV.A, IV.B, IV.D, VI.B, and MD DL 2 and 3.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>W.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Attend to audience knowledge, interest, and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS W.9-10.4, W.9-10.5, SL.9-10.4. 	<p>W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Attend to audience knowledge, interest and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS W.11-12.4, W.11-12.5, SL.11-12.4.

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<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>W.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language and integrate ideas effectively. (See CCSS L.9-10.3.) • Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6.) • Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS L.9-10.1b and L.7.1c*.) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (See CCSS L.9-10.1, L.9-10.3.) • Use parallel structure. (See CCSS L.9-10.1a.) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (See CCSS L.9-10.2a.) • Use a colon to introduce a list or quotation. (See CCSS L.9-10.2b.) 	<p>W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language appropriately and integrate ideas effectively. (See CCSS L.11-12.3.) • Use a wide range of academic and domain-specific vocabulary. (See CCSS L.11-12.6.) • Use words, phrases, and clauses appropriately and effectively to link the major sections of the text. (See CCSS L.11-12.1 also reference L.7.1c* and L.9-10.1b*.) • Vary syntax as needed to create cohesion and clarity. (See CCSS L.11-12.3a.) • Demonstrate understanding and application of appropriate and complex usage. (See CCSS L.11-12.1a, L.11-12.1b, L.11-12.3.) • Use parallel structure. (See CCSS L.9-10.1a*.)

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<ul style="list-style-type: none"> • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b* and L.8.1d*.) • See also CCSS W.9-10.5. 	<ul style="list-style-type: none"> • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*.) • See also CCSS W.11-12.5.

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<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Integrate quotations and citations into a written text. (See CCSS L.9-10.3 and W.9-10.8.) • Manipulate language through varying styles with different levels of formality, tone and purpose. (See CCSS W.9-10.4, W.9-10.5, L.9-10.3; also reference CCSS L.3.3a*, L.7.3a*.) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c.) • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.9-10.8.) • Use a standard format for citations. (See CCSS L.9-10.3a and W.9-10.8.) 	<p>W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Integrate quotations and citations into a written text. (See CCSS L.11-12.3 and W. 11-12.8.) • Manipulate language through varying styles with different levels of formality, tone and purpose. (See CCSS W.11-12.4, W.11-12.5, L.11-12.3; also reference CCSS L.3.3a*, L.7.3a*.) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.11-12.4c.) • Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3 and W.11-12.8.) • Use a standard format for citations. (See CCSS L.11-12.3a and W.11-12.8.)

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<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<ul style="list-style-type: none"> • Apply the editing phase of the writing process independently. (See CCSS L.9-10.3a and W.9-10.5.) • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See CCSS L.6.1c*, L.6.1d*.) ○ Complete sentences (See CCSS L.4.1f*.) ○ Shifts in verb tense (See CCSS L.5.1d*.) 	<ul style="list-style-type: none"> • Observe hyphenation conventions. (See CCSS L.11-12.2a.) • Apply the editing phase of the writing process independently. (See CCSS L.11-12.3a and W.11-12.5.) • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.11-12.2, L.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*.) ○ Complete sentences (See CCSS L.4.1f*.) ○ Shifts in verb tense (See CCSS L.5.1d*.)

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<p>W.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write relevant, concise, and effective conclusions. (See CCSS W.9-10.4, W.9-10.5.) • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a , W.9-10.5, W.9-10.6, SL.9-10.4, SL.9-10.5, SL.9-10.6.) 	<p>W.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write relevant, concise, and effective conclusions. (See CCSS W.11-12.4, W.11-12.5.) • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.11-12.3.a, W.11-12.5, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6.)

Standards for Writing (W)

Cluster: Text Types and Purposes

RI2 MCCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS W. 9-10.5.) • Narrow and refine the focus of a grade-appropriate complex topic. <ul style="list-style-type: none"> ○ Analyze the topic to target information gathering. 	<p>W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS W.11-12.5.) • Narrow and refine the focus of a grade-appropriate complex topic. <ul style="list-style-type: none"> ○ Analyze the topic to target information gathering.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<ul style="list-style-type: none"> ○ Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS W.9-10.4, W.9-10.5.) ● Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS W. 9-10.4, SL. 9-10.1a, SL.9-10.4.) ○ Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.8.) ○ Evaluate information to determine sufficiency and relevancy. ○ Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.9-10.3.) ● (See MD SLM IV.A, IV.B, VI.B, VI.C, and MD DL 2 and 3.) 	<ul style="list-style-type: none"> ○ Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS W.11-12.4, W.11-12.5.) ● Attend to audience’s need by establishing and maintaining an organizational structure where information and ideas build and flow logically. (See CCSS W.11-12.4, W.11-12.5.) ○ Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.8.) ○ Evaluate information to determine sufficiency and relevancy. ○ Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.11-12.3.) ● (See MD SLM IV.A, IV.B, VI.B, VI.C, and MD DL 2 and 3.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS W.9-10.4, W.5.) • Integrate paraphrases and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.8.) • Integrate quotations and citations appropriately into written text. (See CCSS L.9-10.3 and W.8.) 	<p>W.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS W.11-12.4, W.5.) • Integrate paraphrases and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12 and W.8.) • Integrate quotations and citations appropriately and effectively into a written text. (See CCSS L.11-12.3 and W.8.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language, use transitions, and integrate ideas effectively. (See CCSS L.9-10.3.) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (See CCSS L.9-10.1, L.3.) • Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS L.9-10.1b and L.7.1c*.) • Use parallel structure (See CCSS L.9-10.1a.) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (See CCSS L.9-10.2a.) • Use a colon to introduce a list or quotation (See CCSS L.9-10.2b.) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*.) 	<p>W.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language, use transitions, and integrate ideas effectively. (See CCSS L.11-12.3.) • Vary syntax as needed to create cohesion and clarity. (See CCS L.11-12.3a.) • Demonstrate understanding and application of appropriate and complex usage. (See CCSS L.11-12.1.a, L.11-12.1b, L.3.) • Observe hyphenation conventions. (CCSS L.11-12.2a.) • Use and punctuate phrases and clauses appropriately and effectively to link major sections of the text. (See CCSS L.11-12.1; also reference L.7.1c* and L.9-10.1b*.) • Use parallel structure. (See CCSS L.9-10.1a*.) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*.)

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<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6.) • Demonstrate an understanding of word relationships, meaning, and function in different contexts. (See CCSS L.9-10.3, L.5.) • Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words. (See CCSS L.11-12.3, L.5.) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c.) 	<p>W.2d Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use a wide range of academic and domain-specific vocabulary. (See CCSS L.11-12.6.) • Demonstrate a sophisticated use of figurative language and understanding of nuances of meanings of words. (See CCSS L.11-12.3, L.5.) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.11-12.4c.)

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<p>W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Manipulate language through varying styles with different levels of formality, tone and purpose. (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*.) Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCS SL. 9-10.3 and W.8.) Use a standard format appropriately for citations. (See CCSS 9-10 L3a and W.8.) Apply the editing phase of the writing process independently. (See CCSS L. 9-10 .3a and W.5) 	<p>W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Manipulate language through varying styles with different levels of formality, tone and purpose. (See CCSS W.11-12.4, W.5, L.3; also reference, L.3.3a*, L.7.3a*.) Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3 and W.8.) Use a standard format appropriately for citations. (See CCSS L.11-12.3a and W.8.) Apply the editing phase of the writing process independently. (See CCSSL. 11-12.3a and W.5.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<ul style="list-style-type: none"> • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See L.6.1c, L.6.1d*.) ○ Complete sentences (See CCSS L.4.1f*.) ○ Shifts in verb tense (See CCSS L.5.1d*.) 	<ul style="list-style-type: none"> • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d*.) ○ Complete sentences (See CCSS L.4.1f*.) ○ Shifts in verb tense (See CCSS L.5.1d*.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write relevant, concise, and effective conclusions. (See CCSS W 9-10.4, W.5.) • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a, W.5, W.6, SL.4, SL.5, SL.6.) 	<p>W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write relevant, concise, and effective conclusions. (See CCSS W.11-12 W.4, W.5.) • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.11-12.3.a, W.5, W.6, SL.4, SL.5, SL.6.)

Standards for Writing (W)

Cluster: Text Types and Purposes

RI3 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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS W.9-10.5.) • Narrow and refine the focus of a grade-appropriate complex topic. <ul style="list-style-type: none"> ○ Analyze the topic to target information gathering. 	<p>W.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS W.11-12.5.) • Narrow and refine the focus of a grade-appropriate complex topic. <ul style="list-style-type: none"> • Analyze the topic to target information gathering.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<ul style="list-style-type: none"> • Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose. (See CCSS W. 9-10 .4.) • Develop an engaging introduction that presents the conflict/problem/situation, point of view(s) and narrator/characters. (See CCSS W.9-10.4, W.5.) • Choose transitions and details appropriately to create a smooth progression of experiences or events. (See CCSS W. 9-10.4, W.5.) • (See MD SLM VI.C.) 	<ul style="list-style-type: none"> • Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.11-12.4.) • Develop an engaging introduction that uses effective narrative techniques. (See CCSS W .11-12.4, W.5.) • Select well-chosen, appropriate, and effective details to create a smooth progression of experiences or events. (See CCSS W.11-12.4, W.5.) • (See MD SLM VI.C.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS W.9-10.4, W.5.) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS W.9-10.4, W.5.) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS W.9-10.4, W.5.) • Use and punctuate dialogue and dialect appropriately. (See CCSS L.9-10.3.) 	<p>W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS W.11-12.4, W.5.) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS W. 11-12.4, W.5.) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS W. 9-10.4, W.5.) • Use and punctuate dialogue and dialect appropriately. (See CCSS L.11-12.3.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. (See CCSS W.9-10.4, L.3.) • Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. (See CCSS L. 9-10.1b.) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L. 9-10.1, L.3.) • Use parallel structure (CCSS L .9-10.1a.) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a.) • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*.) 	<p>W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Sequence, build, and integrate events that effectively support and advance the plot of the narrative. (See CCSS W.11-12.4, L.3.) • Use words, phrases, and clauses appropriately to build a particular tone and/or mood. (See CCSS L.11-12.1.) • Use words, phrases, and clauses effectively to transition and link plot shifts and changes and to build toward a conclusion, resolution, or outcome. (See CCSS L. 11-12.1; also reference L.7.1c and L.9-10.1b*.) • Vary syntax as needed to create cohesion and clarity. (See CCSS L.11-12.3a.) • Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.1b, L.3.) • Use parallel structure (See CCSS L. 9-10.1a*.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
	<ul style="list-style-type: none"> • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*.) • Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS L. 9-10.5.) • Apply the editing phase of the writing process independently (See CCSS L. 9-10.3a and W.5.) • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*.) ○ Complete sentences (See CCSS L.4.1f*.) 	<p>W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS W.11-12.4, W.5, L.3; also reference L.3.3a*, L.7.3a*.) • Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS L.11-12.5.) • Observe hyphenation conventions. (See CCSS L. 11-12.2a.) • Apply the editing phase of the writing process independently. (See CCSS L.11-12.3a and W.5.) • Edit for: <ul style="list-style-type: none"> ○ Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b*.) ○ Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*.) ○ Appropriate pronoun usage (See L.6.1c*, L.6.1d*.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<ul style="list-style-type: none"> ○ Shifts in verb tense (See CCSS L.5.1d*.) ● Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6.) ● Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c.) 	<ul style="list-style-type: none"> ○ Complete sentences (See CCSS L.4.1f*.) ○ Shifts in verb tense (See CCSS L.5.1d*.) ● Use a wide range of academic and domain-specific vocabulary. (See CCSS L.11-12.6.) ● Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.11-12.4c.)

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>W.3e : Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ○ Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS W. 9-10.4, W.5.) ○ Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10 3.a , W.5, W.6, SL.4, SL.5, SL.6.) 	<p>W.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> ○ Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS W. 11-12.4, W.5.) ○ Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.11-12.3.a, W.5, W.6, SL.4, SL.5, SL.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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W4 Produce clear and coherent writing in which the development, organization, and style 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, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 9-10: W1, W2, W3, W7, SL1a, and SL4 of CCSS Framework for specific application. • (See also MD SLM VI.C.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 11-12: W1, W2, W3, W7, SL1a, and SL4 of CCSS Framework for specific application. • (See also MD SLM VI.C.)

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, focusing on addressing what is most significant for a specific purpose and audience.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W5 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.)</p>	<p>W5 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.)</p>
<p>Essential Skills and Knowledge</p> <p>See Grades 9-10: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.</p>	<p>Essential Skills and Knowledge</p> <p>See Grades 11-12: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.</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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W6 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.</p>	<p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 9-10: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • (See also MD SLM III.B, III.C, and MD DL 7.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 11-12: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • (See also MD SLM III.B, III.C, and MD DL 7.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. • Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. • Find, generate, record, and organize information relevant to the information need in an ethical manner. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. • Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. • Find, generate, record, and organize information relevant to the information need in an ethical manner.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<ul style="list-style-type: none"> • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • (See MD SLM I.A, IV.A, I.B, IV.B, I.D, and MD DL 3 and 5.) 	<ul style="list-style-type: none"> • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • (See MD SLM I.A, IV.A, I.B, IV.B, I.D, and MD DL 3 and 5.)

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 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<ul style="list-style-type: none"> • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • (See MD SLM I.A, IV.A, I.B, IV.B, I.D, and MD DL 3 and 5.) 	<ul style="list-style-type: none"> • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • (See MD SLM I.A, IV.A, I.B, IV.B, I.D, and MD DL 3 and 5.)

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

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

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<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>W.9a Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 9-10: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level print, non-print, and digital literary text(s). 	<p>W.9a Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 11-12: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level print, non-print, and digital literary text(s).

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<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>W.9b Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 9-10: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level print, non-print, and digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. • (See MD SLM I.B and MD DL 5.) 	<p>W.9b Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See CCSS Grades 11-12: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level print, non-print, and digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. • (See MD SLM I.B and MD DL 5.)

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W10 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 9-10 STUDENTS	GRADE 11-12 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 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 tasks, purposes, and audiences.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See Grades 11-12: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.