

Writing (W) Anchor Standard 1

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

The Writing Standard 1 builds foundational opinion writing skills by teaching students to write or craft organized opinion pieces. They learn to support claims with facts and examples and eventually write opinion pieces with structured paragraphs for an audience. To construct logical, well-supported opinions / arguments as they progress, students learn to clearly state claims, support them with relevant evidence, address counterclaims, and organize their arguments using logical structure and precise language. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 1 at a Glance:

- **Grades K-2:** With guidance, students write opinion pieces that include a clear topic, a reason for the opinion, and a sense of closure. They begin to understand the purpose of opinion/persuasive writing and structure their thoughts accordingly. Students introduce a topic and state an opinion, supply at least one reason to support the opinion, use linking words (e.g., *because*, *and*, *also*), provide a concluding statement or section. They organize ideas in a logical order.
- **Grades 3-5:** Students build foundational argumentative writing skills by crafting organized opinion pieces. They begin to express opinions with supporting reasons and evidence. They learn to clearly state a claim and support it with facts

and examples, organizing their ideas into paragraphs with grouped ideas. They organize their writing with a clear introduction, body, and conclusion. Students use linking words and phrases (e.g., *for example*, *therefore*). They revise for clarity and logic. They learn to write for an audience.

Key Words/Terms: Opinion, reason, topic, closing, linking words, organization, facts, opinion writing, paragraph, transition, introduction, conclusion

Writing (W) Standard 1 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• Introduce the topic or name the book they are writing about and state an opinion. • Identify the topic or book. • Establish or build upon a personal schema of a topic or book. • Gather information on a specific topic. • Form an opinion based on prior knowledge and information provided.	W.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Gather information on a specific topic. • Paraphrase when taking notes from sources.	W.1.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. • Formulate an opinion. • Generate support that includes facts and details. • Paraphrase when taking notes from sources.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• Generate a point of view or opinion brainstorm reasons that support the point of view or opinion. • Draft an introduction that establishes the focus with a topic sentence that orients the reader to the topic or text. • 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). W.1.b. Provide reasons that support the opinion. • Differentiate among reasons, opinion(s), and facts. • Organize reasons to best support an opinion (e.g., least to most important, most to least important). • Draft the body to support an opinion or point of view through effective organization of reasons.	• Group support by categories or ideas. • Linking the support to the writing purpose. • Draft an introduction that 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). W.1.b. Provide reasons that are supported by facts and details. • 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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	- 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. - Produce simple, compound, and complex sentences. - Use commas in addresses. - Recognize and observe differences between the conventions of spoken and written standard English. W.1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reason. - Identify and explain relationships, including cause/effect, example. - Apply academic vocabulary to express relationships correctly. (See CCSS L.3.6.)	- Draft the body to argue an opinion or point of view through effective organization of support. - Establish the focus of each paragraph with a topic sentence. - Organize paragraphs effectively (e.g., list, cause/effect, order of importance). - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). W.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). - Apply an understanding of the relationship between opinion and reasons. - Apply academic vocabulary to express relationships correctly and precisely.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• Apply domain-specific vocabulary to clarify ideas. W.1.d. Provide a concluding statement or section. • Draft a conclusion that paraphrases the opinion or point of view. • Revise to ensure a clear statement of opinion supported by a list of reasons. • Choose words and phrases for effect. • Edit to correct errors in the use of linking words and phrases, regular and irregular plural nouns and regular and irregular verbs, subject-verb and pronoun-antecedent agreement, capitalization in titles, and conventional spelling of high frequency words. • Consult reference materials and spelling patterns and generalizations to check and correct spellings.	• Apply domain-specific vocabulary to clarify ideas. W.1.d. Provide a concluding statement or section related to the opinion presented. • Draft a conclusion that paraphrases the opinion or point of view. • Revise to 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. • Edit to correct errors in subject-verb and pronoun-antecedent agreement, inappropriate fragments and run-ons, capitalization, frequently confused words, punctuation of compound sentences joined by a coordinating conjunction, and spelling of grade-appropriate words, consulting references as needed.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations.	• Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations.

Writing (W) Anchor Standard 2

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

The Writing Standard 2 develops students' ability to convey information clearly and accurately, and focuses on students' ability to explain ideas, convey information, and analyze topics with relevant facts and organization. As students grow, they learn to introduce topics, group related ideas, include facts and definitions, and use precise language to explain complex concepts. The Standard begins with simple opinion statements in the early grades and advances to well-supported argumentative essays addressing counterclaims in high school. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 2 at a Glance:

- **Grades K-2:** Students begin writing informative/explanatory pieces that include a clear topic, relevant details, and a sense of closure. They learn to group related information and begin using text features like headings or labels. Introduce a topic clearly. They use facts and definitions to explain topics, group related information together, and use linking words (e.g., *also*, *then*, *for example*) appropriately. Students begin using text features (e.g., diagrams, captions).
- **Grades 3-5:** Students write more developed informative texts that organize ideas into clear sections. They use factual evidence, formatting tools, and language suited to their topic and audience. They introduce and focus on topics, state opinions, provide reasons supported by facts and details, and use linking words. They group ideas logically into paragraphs or sections. They incorporate text features (headings, illustrations, charts) and include a clear conclusion that summarizes or explains.

Key Words/Terms: Topic, fact, label, drawing, sentence frame, inform, definitions, grouping, linking words, closure, text features, explanation, development, details, examples, domain-specific vocabulary, formatting, sections, conclusion, informative text, explanatory text, develop, topic, facts, concrete details, research, close read, paraphrase, convey ideas clearly, convey information clearly, point of view, sources, notes, reference sources, include

Writing Standard 2 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
- Identify and introduce a topic. - Establish or build upon a personal schema of the topic. - Participate in shared research on a topic. - Differentiate between facts and opinions within a specific source. - Use facts and definitions to develop points from print and multimedia resources in an ethical and appropriate manner.	W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - Gather information on a topic. - Paraphrase when taking notes from sources. - Group information by topic or idea. - Identify, select, and/or create supportive text features, as necessary.	W.2.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. - Gather information on a topic; synthesize information from within and across sources. - Paraphrase when taking notes from sources.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• Develop and write a clear and focused introductory sentence that identifies the topic. • Use information presented and gathered to write an effective conclusion. • Prepare the final product for presentation and/or publication in a variety of formats. • Rehearse oral performance of a written product with appropriate fluency.	• Draft an introduction that 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. • Develop the topic with facts, definitions, and details. W.2.b. Develop the topic with facts, definitions, and details. • Differentiate between a fact and an opinion. • Differentiate between relevant and irrelevant information when researching a specific topic.	• 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. • Draft an introduction that orients the reader to the topic. • Establishes a controlling idea with a topic sentence. • Organize information by paragraphs or sections with topic sentences or controlling ideas. • Incorporates formatting, text features and/or multimedia effectively. • Handles copyrighted material appropriately W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• Draft the body to examine a topic with well-organized facts, definitions, and details. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences • Recognize and observe differences between the conventions of spoken and written standard English. W.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Organize information by categories and correctly link ideas within each category. • Apply academic vocabulary to express relationships correctly. • Apply domain-specific vocabulary to clarify information. W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	• 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. • Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Form and use prepositional phrases. • Use commas and quotation marks to punctuate quotations from a text. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	• Draft a conclusion that draws inferences or conclusions from the information presented. • Revise to ensure a clear statement of the topic is clearly conveyed and organized. • Choose words and phrases for effect. • Edit to correct errors in the use of linking words and phrases, regular and irregular plural nouns and regular and irregular verbs, subject-verb and pronoun-antecedent agreement, and conventional spelling of high frequency words. • Consult reference materials and spelling patterns and generalizations to check and correct spellings. • Prepare the final product for presentation and/or publication, including using word processing technology.	where informal discourse is appropriate (e.g., small group discussion). W.2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • Apply an understanding that information can be categorized in a variety of different ways. • Apply academic vocabulary to express relationships correctly. • Apply domain-specific vocabulary to clarify information. W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. • Distinguish between literal and nonliteral meanings of words and phrases. • Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	Applying cursive handwriting skills neatly and legibly.	- Strengthen writing by revising sentences for clarity. - Analyze writing models or speech for affect of words and phrases on meaning. - Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general academic and domain specific words. - Participate in collaborative conversations with diverse peers about grade 4 topics and text, building on other's ideas and expressing their own clearly. W.2.e. Provide a concluding statement or section related to the information or explanation presented. - Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
		• Revise to ensure a clear statement of the topic is clearly conveyed and organized. • Edit to correct errors in subject-verb and pronoun-antecedent agreement, inappropriate fragments and run-ons, capitalization, frequently confused words, punctuation of compound sentences joined by a coordinating conjunction, and spelling of grade-appropriate words, consulting references as needed. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations.

Writing (W) Anchor Standard 3

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

The Writing Standard 3 emphasizes students' ability to write stories or personal narratives that effectively convey real or imagined experiences. As they progress, students learn to use effective techniques such as dialogue, pacing, and description to develop characters and events. Over time, they move from basic sequencing to crafting structured, engaging, and thematically rich narratives. This Standard is paired with:

- Reading Literature Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 3 at a Glance:

- **Grades K-2:** Students write short narratives that include a clear sequence of events and basic story elements. They begin using temporal words and adding details about actions, thoughts, and feelings. Students retell two events, ideas, or pieces of information, or identify two individuals in a text. They explain relationships between two individuals, events, ideas, or pieces of information (e.g., compare / contrast, cause/effect). Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **Grades 3-5:** Students develop more complex narratives that include characters, settings, and plots. They use dialogue, sensory details, and transition words to enhance storytelling and structure. Students establish a situation and introduce characters, organize events logically and clearly, use dialogue and description to develop experiences and characters, and include sensory and concrete details in their writing. They use a variety of temporal and transitional words and provide a clear conclusion that reflects on the events.

Key Words/Terms: Narrative, sequence, event, character, setting, temporal words, feelings, closure narrative voice, pacing, flashback, point of view, character arc, theme, tone

Writing Standard 3 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
W3 Write narratives in which they recount a well-elaborated event or short sequence of events , include details to describe actions, thoughts, and feelings , use temporal words to signal event order, and provide a sense of closure.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
- Recount a well-elaborated event or short sequence of events. - Identify an event or situation. - Identify characters and the problem. - Sequence the events in a logical order. - Draft an opening sentence that introduces the narrative.	W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Select and narrow an event or situation. - Identify the characters and the problem.	W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Select and narrow an event or situation. - Identify the narrator and/or the characters. - Explain the problem.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
• Include details to describe actions, thoughts, and feelings. • Apply knowledge of story structure. • Include details that personalize the experience (thoughts, actions, and feelings). • Produce complete simple and compound sentences. • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Form and use frequently occurring irregular plural nouns. • Use knowledge of language conventions when writing. • Use temporal words to signal event order. • Provide a sense of closure. • Draft a conclusion that resolves the narrative. • Prepare the final product for presentation and/or publication.	• Order the events by sequence identify the characters and the problem. • Draft an introduction that orients the reader to the narrator and/or the characters. • Establishes the situation or problem. • Apply knowledge of characterization. • Apply knowledge of story structure. W. 3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Draft the body using a plausible sequence of events and effective descriptions of characters. • Apply knowledge of characterization.	• Organize a plausible sequence of events. • Draft an introduction that establishes the narrator and/or the characters orients the reader to the situation or problem. • Anticipates a logical sequence of events. W.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Draft the body using a plausible sequence of events and effective descriptions of characters and settings. • Apply knowledge of characterization and setting. • Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.). • Form and use the progressive verb tenses.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Produce writing that is legible, including the correct formation.	- Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.). - Form and use comparative and superlative adjectives and adverbs. - Use commas and quotations marks in dialogue. - Form and use possessives. W.3.c. Use temporal words and phrases to signal event order. - Apply academic vocabulary to express chronological and sequential relationships correctly. W.3.d. Provide a sense of closure. - Draft a conclusion that provides an ending to the narrative. - Revise to ensure that characters and events are clearly described. - Ensure that the narrative is organized chronologically and has a clear beginning, middle, and end. - Choose words and phrases for effect and for precision	- Use commas and quotation marks to indicate direct speech. W.3.c. Use a variety of transitional words and phrases to manage the sequence of events. - Apply academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events. W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. - Differentiate between specific and concrete, vague and general, and literal and nonliteral language. - Recognize and use words and phrases that appeal to the senses. - Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	- Edit to correct errors in temporal words and phrases, formation and use of simple verb tenses, subject-verb and pronoun-antecedent agreement, punctuation of dialogue, formation and use of possessives, and conventional spelling of high frequency words. - Consult reference materials and spelling patterns and generalizations to check and correct spellings. - Prepare the final product for presentation and/or publication, including using word processing technology. - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. - Delivering oral presentations.	- Revise to ensure that characters and events are effectively described. - Ensure that the narrative is fully developed and logically organized. W.3.e. Provide a conclusion that follows from the narrated experiences or events. - Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. - Revise to ensure that characters and events are effectively described and that the narrative is fully developed and logically organized. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Edit to correct errors in transitional words and phrases, subject-verb and pronoun-antecedent agreement, inappropriate fragments and run-ons, frequently confused words, commas and

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
		quotation marks in direct speech, punctuation of compound sentences joined by a coordinating conjunction, and spelling of grade-appropriate words, consulting references as needed. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations.

Writing (W) Anchor Standard 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standard 4 focuses on producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. It emphasizes intentional planning and revision to enhance the effectiveness of writing across different modes (informative, narrative, argumentative). Students grow in their ability to adapt tone, structure, and content to fit specific writing context. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Writing Standard 4 at a Glance:

- **Grades K-2:** Students begin to understand how to write clearly and logically for a purpose. They organize their writing using simple structures and learn to revise for clarity and order. They state ideas clearly using complete sentences. Students organize their writing with a topic and supporting details. They use basic linking words (e.g., *and*, *but*, *because*), develop clear beginning, middle, and end, and revise writing to improve clarity or flow (with guidance).
- **Grades 3-5:** In grades 3–5, students begin to produce writing that is organized and focused on a clear topic. They improve coherence by using transitions and paragraphing and begin to revise more independently for organization and tone. Students structure their ideas into paragraphs and use linking words to create flow between sentences, paragraphs, and sections. Emphasis is placed on writing for a specific task or audience and using appropriate tone and structure. Students engage in the process of revision and editing to clarify their message and improve the quality of their work.

Key Words/Terms: Task, purpose, audience, coherence, organization, transitions, tone, style, voice, diction, structure, clarity, cohesion, formality, register, revision, editing, beginning, middle, end, topic, linking words, revision

Writing Standard 4 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
W4 This Standard is not assessed on MCAP until Grade 3.	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.).	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.).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	See CCSS W.3.1, W.3.2, W.3.3, W.3.7	See CCSS W.4.1, W.4.2, W.4.3, W.4.7

Writing (W) Anchor Standard 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

The Writing Standard 5 focuses on helping students grow as writers by engaging in the writing process, especially through revising, editing, and rewriting. Students learn to reflect on their own work, receive and apply feedback, and refine their writing for clarity, purpose, organization, and style. They learn to improve organization, word choice, and sentence structure, and begin using tools such as peer reviews and writing rubrics. The emphasis evolves from guided revision to independent, purposeful refinement across genres and audiences. This Standard is paired with:

- Reading Informational Standards
- Reading Literacy Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 5 at a Glance:

- **Grades K-2:** With guidance, students generate ideas and organize thoughts through discussion, drawings, or graphics. Students attempt simple written sentences or labels to express ideas, often with adult support. With support, students add or change words to clarify meaning or improve details. They begin recognizing and correcting simple errors in capitalization, punctuation, and spelling with adult/peer support and share writing by reading aloud, displaying work, or creating simple digital pieces with assistance.
- **Grades 3-5:** Students begin revising and editing more independently. They learn to improve organization, word choice, and sentence structure, and begin using tools such as peer reviews and writing rubrics. Students apply the full writing process with increasing structure and complexity. They write multi-paragraph texts with a clear beginning, middle, and end. They make purposeful changes to improve writing content, organization, and word choice. Students respond to feedback from peers and adults. Editing focuses on grammar, spelling, punctuation, and sentence structure. Students apply learned language conventions.

Key Words/Terms: Revise, edit, feedback, details, capitalization, punctuation, reorder, checklist, organization, word choice, peer review, rubric, sentence fluency

Writing Standard 5 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W5 With modeling, guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	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).	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).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Identify how language choices in writing and speaking affect thoughts and feelings. • Use sensory details to expand ideas.	• See CCSS W.3.1, W.3.2, W.3.3, W.3.7	• See CCSS W.4.1, W.4.2, W.4.3, W.4.7

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Use effective details, words, and figurative language in the student's own composing. • Use descriptive words to expand and improve writing • Select print, online, and multimedia sources. • With guidance, use technology to record and organize ideas, data, and information. • Contribute to a learning community.		

Writing (W) Anchor Standard 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

The Writing Standard 6 develops students' ability to use digital tools to create, revise, and publish writing. It emphasizes collaboration, research, and technology integration appropriate to the grade level. As students progress, they become more independent and strategic in using technology to enhance writing, collaborate with others, and publish for real audiences. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 6 at a Glance:

- **Grades K-2:** With guidance, students are exposed to appropriate resources in digital format. Students use basic technology tools to compose and publish writing. With guidance, they learn how to make changes digitally and begin to engage in simple collaboration with peers. They collaborate with peers to produce and publish writing.
- **Grades 3-5:** Students begin to independently use technology to write, revise, and publish. They use digital platforms to collaborate with peers and explore how technology enhances presentation and communication. Students use word processing tools to produce organized, polished texts. They use features such as spell check, formatting, and text styles. Students collaborate digitally (e.g., comments, shared docs), use technology to gather feedback and revise accordingly, and publish work for school or wider audiences.

Key Words/Terms: Publish, type, word processing, images, formatting, collaboration, revision, editing, digital collaboration, publish, word processing, feedback, presentation tools, share, technology, digital tools, use, Internet, produce, writing, interact, collaborate, discussions

Writing Standard 6 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	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.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
- With guidance, select print, online, and multimedia sources. - Use technology to record and organize data/information.	Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”	Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• With guidance, use technology to present findings/conclusions in a variety of formats. • Contribute to a learning community.	• Apply appropriate posture, hand, arm and fingering positions when keyboarding. • Use technology for communication. • Use technology to collaborate and to express ideas. • 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. • See CCSS W.3.1, W.3.2, W.3.3, W.3.7	• 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. • 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. • See CCSS W.4.1, W.4.2, W.4.3, W.4.7

Writing (W) Anchor Standard 7

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

The Writing Standard 7 guides students in conducting both short-term and extended research projects. Students develop research questions, locate and evaluate sources, and synthesize information to build knowledge. Over time, they grow from guided inquiry to independent, sustained investigation. This Standard is paired with:

- Reading Informational
- Language Standards
- Speaking and Listening Standards

Writing Standard 7 at a Glance:

- **Grades K-2:** Students gather, evaluate, and synthesize information from various sources to support writing tasks. Participate in shared research (e.g., explore books by a favorite author and express opinions). Students share findings in simple formats (drawing, dictation, early writing). They Identify a topic, ask and refine questions, explore and various sources with guidance.
- **Grades 3-5:** Students move from shared research projects to independent, in-depth research with an emphasis on independently identifying and researching a topic. Students conduct short research projects with support. They formulate and refine more specific questions, select and explore multiple source types, organizing their writing effectively and cite sources.

Key Words/Terms: Research question, facts, source, sort, present, group project inquiry, note-taking, multiple sources, organize, synthesize

Writing Standard 7 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W7 Conduct short research projects that build knowledge about a topic.	W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Access prior knowledge to formulate and refine questions to meet an information need. • Select print, online, and multimedia sources. • Use technology tools to find data/information within a specific source. • Record data/information in a variety of formats. • Draw conclusions from the recorded data/information to create new understandings.	• 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.	• 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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Practice responsible and appropriate use of technology systems, software, and information. • Explain the idea of giving credit to sources of information. • Avoid plagiarism by correctly recording information word for word and keeping track of the source.	• 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.	• 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.

Writing (W) Anchor Standard 8

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

The Writing Standard 8 focuses on students' ability to locate, evaluate, and incorporate evidence responsibly in writing. It supports information literacy by teaching citation practices, source reliability, and ethical use of information. This Standard emphasizes gathering relevant information from multiple print and digital sources. Students assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 8 at a Glance:

- **Grades K-2:** Students begin identifying sources of information and using facts in their writing with support. They present their findings through simple formats (drawings, dictation, basic writing). Students collaborate with peers and adults in learning communities. Students use simple sources with guidance, identify a topic with guidance, ask and refine simple questions, and use basic sources (books, videos, observations). They begin using technology tools.
- **Grades 3-5:** Students gather relevant information from multiple sources and begin to paraphrase, quote, and cite sources appropriately. Students develop research questions and gather information from books and digital sources. They choose and narrow research topics. They take notes from print and digital sources and begin citing sources informally. Students organize and present findings in writing with supporting details and use digital tools to publish writing and collaborate with peers.

Key Words/Terms: Fact, source, author, title, attribution, simple citation, relevant information, paraphrase, quote, bibliography, note-taking, citation, gather, information, notes, sources, sort evidence, categories, title, author(s), alphabetical order, acknowledgement

Writing Standard 8 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W8 Recall information from experiences or gather information from provided sources to answer a question.	W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Access prior knowledge to formulate and refine questions to meet an information need. • Select print, online, and multimedia sources. • With guidance, use technology tools to find data/information within a specific source. • Record data/information in a variety of formats.	• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. Compose text using revising and editing strategies of effective writers and speakers. • 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	• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. Compose text using revising and editing strategies of effective writers and speakers. • 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

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
• Draw conclusions from the recorded data/information to create new understandings. • Practice responsible and appropriate use of technology systems, software, and information. • With guidance, explain the idea of giving credit to sources of information. • With guidance, avoid plagiarism.	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.	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.

Writing (W) Anchor Standard 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

The Writing Standard 9 asks students to support analysis, reflection, and research by drawing direct evidence from texts. Students learn to connect textual evidence to ideas in explanatory, argumentative, and narrative writing. The Standard emphasizes utilizing accurate and relevant information from multiple sources. Students learn how to integrate information from a variety of sources to make their writing unique by utilizing sources properly as well as ensuring that sources are referenced and cited accurately. This Standard is paired with:

- Reading Informational Standards
- Reading Literary Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 9 at a Glance:

- **Grades 3-5:** Students use explicit evidence from literary and informational texts to explain and support their ideas in various types of writing. They quote or paraphrase accurately, support claims with textual evidence, and compare and contrast texts using details.

Key Words/Terms: Text evidence, support analysis, reflection, research, embed, analyze, commentary, evidence, synthesis, textual support, quote, paraphrase, claim, support, compare, contrast, interpret, time period, research the author's/authors' background, beliefs, comprehension, relationship between a series of concepts, analyzing the role of illustrations, articles, brochure, encyclopedia entry, article, pamphlet, revision, text based questions, content knowledge, text structure

Writing Standard 9 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W9 (Begins in Grade 4).	W9 (Begins in Grade 4).	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
		W.9.a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, settings, or events in a story or a drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). W.9.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”). • Write in response to grade-level print, nonprint, and digital literary or informational text(s).

Writing (W) Anchor Standard 10

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.

The Writing Standard 10 emphasizes the expectation that students write regularly over time (much like the expectations for reading) for a variety of purposes. It reinforces regular writing practice across genres, purposes, and audiences. It balances frequent informal writing with sustained, formal tasks to develop fluency, stamina, and versatility. Students learn to write in many formats for various tasks and audiences. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Writing Standard 10 at a Glance:

- **Grades 3-5:** Students write routinely in both short and long formats, developing writing stamina and fluency across genres. They produce frequent informal writing (journals, responses), develop longer projects over time, and write for real or imagined audiences.

Key Words/Terms: Write routinely, extended time frames, research, purpose, prompt, inform, entertain, reflection, shorter time frames, single setting or day or two, range, discipline-specific tasks, audiences, experiences, math, ELA, science, social studies, on demand writing, short constructed response, text-based questions, content knowledge, vocabulary, text structure, analysis

Writing Standard 10 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
W10 (Begins in Grade 3).	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.	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.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grades 4
	- 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.	- 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.