

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 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.
- **Grades 6-8:** Students develop argumentative writing with logical organization and varied techniques. They conduct research using credible sources and cite them properly. Students refine their argumentative writing by using more complex reasoning, integrating credible sources, and addressing counterclaims. They write in formal tone and structure arguments more strategically.

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

Writing Standard 1 Desired Student Performance:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W1 Write arguments to support claims with clear reasons and relevant evidence.	W1 Write arguments to support claims with clear reasons and relevant evidence.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
W.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Formulate an opinion. - Generate support that includes facts and details. - Paraphrase when taking notes from sources. - Group support logically by categories or ideas.	W.1.a. Introduce claim(s) and organize the reasons and evidence clearly. - Develop one or more claims, and effectively ordering reasons that support the claim. - Gather information to support claims. - Compose a draft of an introduction that presents a claim or claims clearly. W.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating	W.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. - Adapt the prewriting stage of the writing process to an argument, including developing alternate claims. - Gather information to support claims. - Compose a draft of an introduction that presents a claim or claims clearly.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• Draft an introduction that orients the reader to the topic or text. • States the point of view or opinion. • Addresses audience needs and the writing purpose. • Anticipates an organizational structure. W.1.b. Provide logically ordered 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 a hierarchy of support organized by ideas and then supporting facts, details, or other information. • Establish the focus of each paragraph with a topic sentence • Organize paragraphs effectively (e.g., list, cause/effect, order of importance).	an understanding of the topic or text. • Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. • Locate and evaluate sources for reliability to select evidence. • Compose a draft of the body with effective organization of support for a claim or claims, subject-verb and pronoun-antecedent agreement, formation of complete sentences, varying sentence patterns, pronouns written in the proper case, recognition of inappropriate shifts in pronoun number and person, frequently-confused words, and spelling correctly. W.1.c. Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons. • Combine ideas with the appropriate word or words that	W.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. • Use an established procedure to determine the accuracy of sources. • Compose a draft of the body with effective organization of support for a claim or claims, subject-verb and pronoun antecedent agreement, formation of complete sentences, selection of simple, compound, complex, or compound-complex sentences to signal differing relationships among ideas, frequently-confused words, spelling correctly, and appropriate shifts in pronoun number and person W.1.c. Use words, phrases, and clauses to create cohesion and

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• Ensure subject-verb and pronoun-antecedent agreement. • Correctly use frequently confused words. • Use correlative conjunctions (e.g., either/or, neither/nor). W.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Apply an understanding of the relationship between opinion and reasons. • Apply academic vocabulary to express relationships correctly and precisely. • 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.	explain the connections between claims and reasons. • Apply academic vocabulary to express relationships precisely. W.1.d. Establish and maintain a formal style. • Identify those elements that distinguish formal from informal style. • Maintain consistency in style and tone. W.1.e. Provide a concluding statement or section that follows from the argument presented. • Compose a conclusion that integrates key components of the argument. • Revise for varying sentence patterns for meaning, reader/listener interest, and style. • Choose words and phrases for effect and to convey ideas precisely.	clarify the relationships among claim(s), reasons, and evidence. • Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons • Use transitions purposefully to support unity. • Apply academic vocabulary to express relationships precisely. W.1.d. Establish and maintain a formal style. • Identify and apply those elements that distinguish formal from informal style. • Maintain consistency in style and tone. W.1.e. Provide a concluding statement or section that follows from and supports the argument presented. • Compose a draft of a conclusion that integrates key components of

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• 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. • Expand, combine, and reduce sentences for meaning, interest, and style. • Edit to correct errors in sentence fragments and run-ons, use of a comma to set off an introductory element, shifts in verb tense, 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.	• Edit for correction of vague pronouns, punctuation of nonrestrictive/parenthetical elements, correction of inappropriate shifts in verb tense, frequently-confused words, and correction of spelling. • Prepare the final product for presentation and/or publication.	the argument and provides reinforcement for the argument. • Revise for varying sentence patterns for meaning, reader/listener interest, and style. • Edit for correction of vague pronouns, punctuation of nonrestrictive/parenthetical elements, correction of inappropriate shifts in verb tense, correction of misplaced and dangling modifiers, frequently confused words, and correction of spelling. • Prepare the final product for presentation and/or publication.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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 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 stanza fits into the overall structure of a text.
- **Grades 6-8:** Students produce structured, well-developed informative writing with clarity and precision. They synthesize sources, maintain objective tone, and refine organization to enhance understanding. Students produce multi-paragraph compositions with logical flow and evidence to support ideas. They analyze and refine content for clarity, tone, and effectiveness. Students apply feedback from adults and peers more independently.

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
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, concepts, and information through the selection, organization, and analysis of relevant content.	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.	W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Refine the focus of a topic. - Gather information on a specific topic	W.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Refining the focus of a topic. - Gather information on a specific topic.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- Organize information by paragraphs or sections with topic sentences or controlling ideas. - Select, create, or apply formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Draft an introduction that orients the reader to the topic. - Establishes a controlling idea or thesis. - Follows a logical organizational structure by paragraphs or sections. - Incorporates formatting, text features and/or multimedia effectively. - Handles copyrighted material appropriately. W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	- Examine information to determine the ideas and concepts - Effectively organizing of information within an established structure including appropriate text features to aid understanding - Compose a draft of an introduction that presents a thesis clearly. W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Gather information about a topic from a variety of reliable print and digital sources. - Determine the most appropriate information gathered from a variety of reliable sources. - Compose a draft of the body with attention to effective organization of information. - Recognition of inappropriate shifts in pronoun number and person, subject-verb and pronoun antecedent agreement, formation	- Examine information to determine the ideas and concepts. - Effectively organizing of information within an established structure including appropriate text features to aid understanding. - Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas. W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources. - Determine the most appropriate information gathered from a variety of reliable sources. - Compose a draft of the body with attention to effective organization of information.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- Organize a hierarchy of information from reasons supported by facts, details, quotations, etc. - Draft the body by applying a logical organizational pattern of reasons supported by facts and details. - Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). - Ensure subject-verb and pronoun-antecedent agreement. - Use correlative conjunctions (e.g., either/or, neither/nor). - Correctly use frequently-confused words. W.2.c. Link ideas within categories of information using words and phrases (e.g., in contrast, especially). - Categorized information in a variety of different ways to accomplish different purposes. - Apply academic vocabulary to express relationships correctly.	of complete sentences, frequently-confused words, and recognition of variations from standard English and use of strategies to improve expression in conventional language. W.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts. - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Use accurately grade-appropriate general academic and domain-specific words. - Use words or phrases important to comprehension. W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. - Acquire and use accurately grade appropriate general academic and domain-specific words and	- Recognition of inappropriate shifts in pronoun number and person, subject-verb and pronoun antecedent agreement, formation of complete sentences, frequently-confused words, recognition of variations from standard English and use of strategies to improve expression in conventional language, and placement and function of phrases and clauses in sentences. - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use transitions purposefully to promote unity and comprehension. - Use the relationship between particular words (e.g., synonym/antonym, analogy) to

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• Apply domain-specific vocabulary to clarify information. W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. • Demonstrate command of conventions of standard English grammar and usage. • Strengthen writing by revising to expand, combine, and reduce sentences. • Analyze writing models or speech for affect of sentence types on meaning, reader/listener interest, and style. • Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words. • Participate in collaborative conversations with diverse peers about grade 5 topics and text,	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. W.2.e. Establish and maintain a formal style. • Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.	better understand each of the words. • Use accurately grade-appropriate general academic and domain-specific words. • Use words or phrases important to comprehension. W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. • Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. W.2.e. Establish and maintain a formal style. • Distinguish those elements that create formal from informal style.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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. • Revise to ensure a clear statement of the topic is clearly conveyed and organized. • Choose words and phrases for effect and to convey ideas precisely. • Expand, combine, and reduce sentences for meaning, interest, and style. • Edit to correct errors in sentence fragments and run-ons, use of a comma to set off an introductory element, shifts in verb tense, and spelling of grade-appropriate	• Compose a draft of a conclusion that integrates key components of the explanation of a topic. • Revise for varied sentence patterns to maintain clarity and reader interest. • Edit for correction of vague pronouns, punctuation of nonrestrictive/parenthetical elements, formation of complete sentences, and correct spelling. • Prepare the final product for presentation and/or publication.	• Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. • Compose a draft of a conclusion that integrates key components of the explanation and provides reinforcement for the explanation of a topic. • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. • Revise for choosing words and phrases for effect and to convey ideas precisely. • Edit for correction of vague pronouns, punctuation of

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.		nonrestrictive/parenthetical elements, correction of misplaced and dangling modifiers, and correct spelling. • Prepare the final product for presentation and/or publication.

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 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.
- **Grades 6-8:** Students craft structured, engaging narratives with developed characters and themes. They use advanced narrative techniques such as pacing, flashbacks, and tone to shape meaning. Students develop real or imagined experiences using narrative techniques. They use pacing, reflection, and multiple plot lines, craft believable characters and vivid settings, and use dialogue and description to advance the narrative. They establish and maintain a clear narrative voice and point of view.

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
W3 Write narratives to 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, relevant descriptive details, and well-structured event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.	W.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Focus on an experience or event. • Begin development of a character or characters and conflict and outline a plot. • Compose a draft of an introduction that reveals the character or	W.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Focus on an experience or event, begin development of a character or characters and conflict, and outline a plot. • Compose a draft of an introduction that reveals the character or

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- 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 narrative techniques, such as dialogue, description, and pacing 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, setting, and events. - Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution). - Form and use the perfect verb tenses. (See CCSS L.5.1b.)	characters and the conflict and establishes the beginning of a plausible plot development. - Establish the role of the narrator, contrasting it to the roles of other characters. W.3.b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. - Compose a draft of the body of a narrative with a plausible set of characters and events. - Apply knowledge of characterization and plot development and their effect upon each other. - Compose with attention to subject-verb and pronoun-antecedent agreement, choosing words and phrases for effect and to convey ideas precisely, formation of complete sentences, varying sentence patterns for meaning, reader/listener interest, and style,	characters and the conflict and establishes the beginning of a plausible plot development. - Establish the role of the narrator contrasting it to the roles of other characters. W.3.b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. - Compose a draft of the body of a narrative with a plausible set of characters and events. - Apply knowledge of characterization and plot development and their effect upon each other. - Compose with attention to subject-verb and pronoun-antecedent agreement, choosing words and phrases for effect and to convey ideas precisely, formation of complete sentences, varying sentence patterns for meaning, reader/listener interest, and style, maintaining consistency in style

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
- Use verb tenses to convey various times, sequences, states, and conditions. (See CCSS L.5.1c.) - Use punctuation to separate items in a series. W.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Apply academic vocabulary in order to express and control a narrative sequence. W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	maintaining consistency in style and tone, recognition of inappropriate shifts in pronoun number and person, and using intensive pronouns correctly. W.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another. - Use transition words purposefully to promote comprehension. - Analyze the impact of a specific word choice on meaning. - Use accurately grade-appropriate general academic words. - Use words or phrases important to comprehension. W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	and tone, recognition of inappropriate shifts in pronoun number and person, and choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. W.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another. - Use transition words purposefully to promote comprehension. - Choose language that expresses ideas precisely and concisely. - Use accurately grade-appropriate general academic words. - Use words or phrases important to comprehension. W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
• Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Explain the difference between the denotation and the connotation of a specific word. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band. • Analyze how word choice affects meaning. • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context.	• Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Consult print or digital reference materials to clarify the precise meaning of a word. • Verify the meaning of a word or phrase by checking a dictionary. • Use figures of speech. W.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events. • Compose a draft of a conclusion that draws together and clarifies events in the narrative. Apply the revision and editing stages of the writing process to the narrative. • Revise for choosing words and phrases for effect and to convey ideas precisely and varying	action and convey experiences and events. • Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • Consult print or digital reference materials to clarify the precise meaning of a word. • Verify the meaning of a word or phrase by checking a dictionary. • Use figures of speech. W.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events. • Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. • Revise for choosing words and phrases for effect and to convey

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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 the narrative demonstrates full development, logical organization and effective use of language. • Choose words and phrases to convey ideas precisely. • Expand, combine, and reduce sentences for meaning, interest, and style. • Edit to correct errors in transitional words and phrases, subject-verb and pronoun-antecedent agreement, inappropriate fragments and run-ons, frequently confused words, and spelling of grade-appropriate words, consulting references as needed. • Prepare the final product for presentation and/or publication,	sentence patterns for meaning, reader/listener interest, and style. • Edit for frequently-confused words, punctuation used for effect, punctuation to separate items in a series, correction of vague pronouns, and punctuation of nonrestrictive/parenthetical elements. • Prepare the final product for presentation and/or publication.	ideas precisely and varying sentence patterns for meaning, reader/listener interest, and style. • Edit for frequently-confused words, punctuation used for effect, correction of vague pronouns, correction of misplaced and dangling modifiers, and punctuation of nonrestrictive/parenthetical elements • Prepare the final product for presentation and/or publication.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.

The 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 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.
- **Grades 6-8:** Students develop greater control over writing by organizing content clearly and tailoring their tone and structure for specific contexts. They revise for coherence, style, and audience engagement. Students write with a clear focus on purpose and audience. They organize ideas logically with appropriate transitions. Organization and cohesion of writing becomes more visible, with students tailoring content and tone for a specific audience. At this stage, students are developing a consistent tone and style. They use varied sentence structures and precise language, revise writing with an emphasis on clarity and effectiveness, craft more sophisticated introductions and conclusions, integrate evidence smoothly into writing, and edit for voice, style, and audience awareness.

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 5	Grade Levels: Grade 6	Next Progression: Grade 7
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.).	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.).	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.).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grade 7
See CCSS W.5.1, W.5.2, W.5.3, W.5.7	See CCSS W.6.1, W.6.2, W.6.3, W.6.7	See Writing Standards W.7.1, W.7.2, W.7.3, W.7.7

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 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.
- **Grades 6-8:** Students refine their writing using a recursive process of planning, drafting, revising, and editing. They evaluate content for clarity and effectiveness, and revise with specific audiences and purposes in mind. Students use peer feedback and self-review to revise and refine independently. They utilize the writing process to improve clarity and coherence.

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 5	Grade Levels: Grade 6	Next Progression: Grades 7
W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5).	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
See CCSS W.5.1, W.5.2, W.5.3, W.5.7	See Writing Standards W.6.1, W.6.2, W.6.3	See Writing Standards W.7.1, W.7.2, W.7.3, and W.7.7

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 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.
- **Grades 6-8:** Students use technology to manage writing projects, collaborate in real-time, and publish for authentic audiences. They become more strategic and efficient in their use of digital tools to plan, draft, and refine writing. Students plan, draft, revise, and publish using digital tools. se collaborative platforms for peer review and co-writing. They integrate media, hyperlinks, or design elements, track versions or edits during revision, and adjust writing for digital formats and audiences.

Key Words/Terms: Publish, produce, writing, type, word processing, keyboarding skills, revise, edit, revision, feedback, formatting, images, presentation, presentation tools, share, collaborate, collaboration, digital collaboration, discussions,

interact, partners, writer, reader, ideas, digital tools, technology, use, Internet, real-world writing experiences,
demonstrate, sufficient command, single setting

Writing Standard 6 Desired Student Performance:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Apply appropriate posture, hand, arm and fingering positions when keyboarding. • Use technology to enhance learning.	• See W.6.1, W.6.2, W.6.3, and W.6.7 of CCSS Framework for specific application. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A	• See W.7.1, W.7.2, W.7.3, and W.7.7 of CCSS Framework for specific application. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Use technology, including the Internet, to produce and publish

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• Use technology for communication. • Use technology to collaborate and to express ideas. • See CCSS W.5.1, W.5.2, W.5.3, W.5.7, SL.5.1, 4, and 5 • 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.	Companion to the Maryland Technology Literacy Standards for Students."	writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students."

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 Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 7 at a Glance:

- **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.
- **Grades 6-8:** Students refine their inquiry process and develop focused research questions or explore topics of interest. They synthesize information from diverse sources to answer questions or solve problems. They conduct short and sustained research on focused topics and evaluate source credibility. They analyze and synthesize information and present research clearly in multiple formats.

Key Words/Terms: Research question, facts, source, sort, present, group project inquiry, note-taking, multiple sources, organize, synthesize, conduct, short research projects, build knowledge, investigation, topic, document, evidence, texts, gather, facts, details, definitions, search, sources, type, keyboard, Internet, technology, sides, inquiry, relevant, task, purpose, paraphrase, opinion, informative/explanatory write

Writing Standard 7 Desired Student Performance:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
- 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. - Find data and/or information within a variety of print or digital sources. - Use a variety of formats to prepare the findings/conclusions for sharing.	- Follow an inquiry process. - Define a problem, formulate questions, and refine a problem and/or question. - Locate and evaluate resources. - Find data and/or information within a variety of print or digital sources. - Locate and evaluate resources. - Find data and/or information within a variety of print or digital sources.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• 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.	• Share findings and/or conclusions through a variety of print and multimedia venues. • Share findings and/or conclusions through a variety of print and multimedia venues.	• Use a variety of formats to prepare the findings/conclusions for sharing. • Share findings and/or conclusions through a variety of print and multimedia venues.

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 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.
- **Grades 6-8:** Students deepen their ability to evaluate source reliability. They begin using standard citation formats. They evaluate sources for credibility and bias and use formal citation systems (e.g., MLA or APA). Students paraphrase accurately and cite appropriately to avoid plagiarism.

Key Words/Terms: Gather, research, topic, information, sources, notes, note-taking strategies, paraphrase, quote, plagiarism, attribution, citation, citation format, simple citation, bibliography, title, author, acknowledgement,

alphabetical order, categories, sort evidence, relevant information, analyze, interpret, explain, describe, credibility, bias, primary sources, secondary sources, digital, print, Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlas, encyclopedia, flow charts, outline, tree map, bulleted list

Writing Standard 8 Desired Student Performance:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
• 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	• Locate and evaluate resources. • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. • Evaluate and analyze the quality, accuracy, and sufficiency of notes.	• Locate and evaluate resources. • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. • Evaluate and analyze the quality, accuracy, and sufficiency of notes.

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). • Paraphrase when taking notes from sources. • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Synthesize information from within a source.	• Use appropriate bibliographic information.	• Use appropriate bibliographic information.

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.
- **Grades 6-8:** Students integrate relevant evidence from literary or informational texts to support their analysis, reflection, and research. They distinguish between strong and weak evidence and embed it smoothly. Students analyze texts and select relevant evidence and embed quotes with commentary. They use multiple sources to support claims and cite sources accurately. Students apply reading comprehension skills such as identifying themes, arguments, or key details to strengthen their writing.

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 5	Grade Levels: Grade 6	Next Progression: Grades 7
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
W.9.a. Apply Grade 5 Reading Standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, how characters interact). W.9.b. Apply Grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point).	W.9.a. Apply grade 6 Reading standards to literature e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). W.9.b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	W.9.a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). W.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
Write in response to grade-level print, nonprint, and digital literary or informational text(s).	Write in response to grade-level print, nonprint, and digital literary or informational text(s).	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.
- **Grades 6-8:** Students write routinely in academic and creative contexts. over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). Students experience a range of tasks, purposes, and audiences. This Standard balances formal assignments with informal writing that builds voice and reflection. Writing is encouraged across genres and disciplines, helping students develop writing fluency, stamina, and adaptability through frequent practice and reflection.

Key Words/Terms: Write routinely, extended time frames, research, reflection, revision, shorter time frames, single setting or day or two, range, discipline-specific tasks, purposes, audiences, experiences, math, ELA, science, social studies, multiple opportunities, on demand writing, short constructed response, text-based questions, content knowledge, aspect of a text or texts, sophisticated understandings of vocabulary, text structure, analysis

Writing Standard 10 Desired Student Performance:

Pre Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
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.	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 5	Grade Levels: Grade 6	Next Progression: Grades 7
- 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.	- 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.