

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 emphasizes writing opinion pieces in which students learn to express their opinions. Students develop claims with clear reasoning and evidence. This Standard pairs with:

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

Writing Standard 1 at a Glance:

- **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.
- **Grades 9-12:** Students develop arguments with precise claims, counterclaims and evidence. They demonstrate mastery by constructing sophisticated, well-supported arguments tailored to task, purpose, and audience. They evaluate evidence critically, refine rhetoric, and adapt voice and style to different contexts. They craft complex, nuanced claims supported by synthesized evidence. Students evaluate and integrate multiple sources, analyze and respond to counterarguments thoughtfully, use precise, formal language and rhetorical techniques, and organize arguments with strategic structure and persuasive clarity.

Key Words/Terms: Opinion, argument, topics, texts, supporting, point of view, claim, reasons, information, introduce, writing, clearly, state an opinion, create organizational structure, related ideas are grouped, writer's purpose, view point, coherent, purposes, prove, analyze, provide reasons, supported by facts and details, topic, text, researching, multiple sources, writing, note taking, reasoning, support, linking words, linking phrases, connect, reasoning addition, direction, natural flow, organization, identify, transitions

Writing Standard 1 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
W1 Write arguments to support claims with clear reasons and relevant evidence.	W1 Write arguments to support claims with clear reasons and relevant evidence.	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.	W.1.a. Introduce claim(s), Introduce claim(s), acknowledge and distinguish the claim(s) from 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. - Compare and contrast one's own claim or claims to all other claims.	W.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. - Conduct a self-analysis of strengths and weaknesses as a writer of argument and adjust the writing process accordingly. - Narrow and refine the focus of a grade-appropriate complex topic.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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	• Compose a draft of an introduction that features a claim or claims in opposition to any alternate claim or claims. 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. • 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, using verbs in the passive and active voice, frequently-confused words, spelling correctly, and recognition	• Analyze the topic to target information gathering. • Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. • Choose, apply, and maintain an organizational structure appropriate to the writing purpose. • Gather reliable and valid information from print, non-print, and digital sources. • Evaluate information to determine sufficiency and relevancy. • Establish clear relationships among claim(s), counterclaims, reasons, and evidence. • Logically sequence claims, counterclaims, reasons, and evidence. W.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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	of inappropriate shifts in pronoun number and person W.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. - Combine ideas with the appropriate word or words that promote unity among claims, the confirmation of reasons, and acknowledgment of alternate claims. - Use transitions purposefully to respond to alternate claims and strengthen one's own claim(s). - 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.	audience's knowledge level and concerns. - Attend to audience knowledge, interest, and concern. - Use rhetorical appeals effectively. - Refute opposing positions and opinions fairly. W.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Manipulate language and integrate ideas effectively. - Use a wide range of academic and domain-specific vocabulary. - Use words, phrases, and clauses appropriately to link the major sections of the text. - Demonstrate understanding and application of appropriate usage to

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.	- 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 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, correction of shifts in verb voice and mood, frequently confused words, and of spelling. - Prepare the final product for presentation and/or publication.	address audience, task, and purpose. - Use parallel structure. - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Use a consistent style, tone, voice, and mood. W.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Integrate quotations and citations into a written text. - Manipulate language through varying styles with different levels of formality, tone and purpose. - Use and consult print and digital reference materials to clarify precise meaning and correct usage

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
		of vocabulary and to aid in vocabulary acquisition. • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. • Use a standard format for citations. • Apply the editing phase of the writing process independently. • Edit for spelling, capitalization, and punctuation, subject-verb and pronoun-antecedent agreement, appropriate pronoun usage, complete sentences, and shifts in verb tense. W.1.e. Provide a concluding statement or section that follows from and supports the argument presented. • Write relevant, concise, and effective conclusions. • Apply the publishing phase of the writing process independently,

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
		using a variety of print, non-print, and digital formats.

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 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.
- **Grades 9-12:** Students write sophisticated informative texts that demonstrate analytical thinking, clear structure, and strong command of academic and technical language. They adapt tone and organization for purpose and audience. Students convey complex ideas with an emphasis on clarity as students synthesize and evaluate multiple sources to explain abstract or technical topics. They use precise, concise, and discipline-appropriate vocabulary.

Key Words/Terms: Informative text, explanatory text, develop, topic, facts, definition, concrete details, research, close read, paraphrase, convey ideas clearly, convey information clearly, point of view, sources, notes, reference sources, include,

primary sources, secondary sources, organizational structure grouping related information, examples, quotations, writing, plagiarism, attribution

Writing Standard 2 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.	W2 Write informative / explanatory texts to examine and convey complex ideas , concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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. - 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 into broader categories; 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; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
- 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.	- 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Gather information about a topic and evaluate that information from a variety of reliable print and digital sources. - Determine the most effective information gathered from a variety of reliable sources. - Compose a draft of the body with attention to effective organization of information.	adjust the writing process accordingly. - Narrow and refine the focus of a grade-appropriate complex topic. - Analyze the topic to target information gathering. - Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. - Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. - Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. - Evaluate information to determine sufficiency and relevancy. - Use appropriate and effective formatting of headings, graphics, and multimedia.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
• 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	• 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 function of gerunds, participles, and infinitives in sentences. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. W.2.c. Use appropriate and varied 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 to better understand each of the words.	W.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. • Integrate paraphrases and summarizations of source material appropriately into written text. • Integrate quotations and citations appropriately into written text. W.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.	• 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. • Use specific words or phrases that support a consistent formal style.	• Manipulate language, use transitions, and integrate ideas effectively. • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. • Use words, phrases, and clauses appropriately to link the major sections of the text. • Use parallel structure. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Use a consistent style, tone, voice, and mood. W.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Use a wide range of academic and domain-specific vocabulary.

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• 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	• 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. • Revise for choosing words and phrases for effect and to convey ideas precisely. • Edit for correction of vague pronouns, punctuation of nonrestrictive/parenthetical elements, correction of misplaced and dangling modifiers, correct spelling, and punctuation to show a pause or omission.	• Demonstrate an understanding of word relationships, meaning, and function in different contexts. • Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words. • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Manipulate language through varying styles with different levels of formality, tone and purpose. • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
nonrestrictive/parenthetical elements, correction of misplaced and dangling modifiers, and correct spelling. • Prepare the final product for presentation and/or publication.	• Prepare the final product for presentation and/or publication.	• Use a standard format appropriately for citations. • Apply the editing phase of the writing process independently. • Edit for spelling, capitalization, punctuation, subject-verb and pronoun-antecedent agreement, appropriate pronoun usage, complete sentences, and shifts in verb tense. W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • Write relevant, concise, and effective conclusions. • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.

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 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.
- **Grade 9-12:** Students demonstrate mastery by composing compelling, cohesive narratives with complex structure and deep thematic development. They adapt style and structure for audience and purpose, often blending genres or perspectives. They use advanced narrative techniques (e.g., unreliable narrator, nonlinear timelines), develop nuanced characters, themes, and settings. Students employ voice, symbolism, and figurative language, control tone and style to fit the narrative context, and use structure intentionally to enhance meaning and impact. Student narratives reflect mature structure, voice, and style, often blending real and imagined experiences.

Key Words/Terms: Narrative, develop, real experiences, imagine experiences, forms, introduction, establishes a situation, plot, event sequence, narrator, character(s), point of view, audience, style, form, structure, appropriate, compare/contrast, descriptive, problem/solution, cause/effect, chronology, organize, unfolds naturally, enlightens, smooth progression, events, time, setting, location, mood, tone, analyze, mentor text, teacher model, author's craft, prompt, beginning, middle, end, writing, dialogue, conversation, characters, quotation marks, character traits, descriptive, vivid verbs, writer, created, thoughts, internal monologue, vivid details, feels, emotions, reactions, situations, develop, descriptions, actions, feelings, show, response, motivates, plot, writing, transitional words, transitional phrases, signal, event order, effectively, naturally, writing, identify, moves, guide, temporal words, temporal phrases

Writing Standard 3 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details , and well- structured event sequences.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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 characters and the conflict and	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 considers the role of the character or characters, reveals the	W.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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 and tone, recognition of	conflict and establishes the beginning of a plausible plot development. - Establish the role of the narrator and its effects contrasting it to the roles and the effects of those roles on other characters. W.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. - Compose a draft of the body of a narrative that considers the role of a plausible set of characters and events. - Apply knowledge of elements of characterization and plot development and their effect upon pacing and full development of characters. - Compose with attention to subject-verb and pronoun-antecedent agreement, choosing words and phrases for effect and	- Narrow and refine the focus of a grade-appropriate complex topic. - Analyze the topic to target information gathering. - Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose. - Develop an engaging introduction that presents the conflict/problem/situation, point of view(s) and narrator/characters. - Choose transitions and details appropriately to create a smooth progression of experiences or events. W.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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 action and convey experiences and events.	to convey ideas precisely, formation of complete sentences, varying sentence patterns for meaning, reader/listener interest, and style, maintaining consistency in style and tone, choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy, and using verbs in active and passive voice and conditional and subjunctive mood for effect. W.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use transition words purposefully to promote unity within the narrative and promote comprehension. • Analyze the impact of a specific word choice on meaning.	• Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator. • Use and punctuate dialogue and dialect appropriately. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. • Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator.

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- 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 ideas precisely and varying	- Use accurately grade-appropriate general academic words. - Use words or phrases important to comprehension. - Choose language that expresses ideas precisely and concisely. W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the 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.	- Use and punctuate dialogue and dialect appropriately. W.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. - Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. - Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. - Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. - Use parallel structure. - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use an appropriate style, tone, voice, and/or mood to address a specific audience.

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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.	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 ideas precisely and varying sentence patterns for meaning, reader/listener interest, and style. - Edit for frequently-confused words, formation of verbs in indicative, imperative, interrogative, conditional, and subjunctive moods, punctuation of nonrestrictive/parenthetical elements, punctuation used for effect, and correction of shifts in verb voice and mood. - Prepare the final product for presentation and/or publication.	W.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. - Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. - Apply the editing phase of the writing process independently. - Edit for spelling, capitalization, and punctuation, subject-verb and pronoun-antecedent agreement, appropriate pronoun usage, complete sentences, and shifts in verb tense. - Use a wide range of academic and domain-specific vocabulary. - Use and consult print and digital reference materials to clarify

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
		precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. W.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.

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 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.
- **Grades 9-12:** Students master the ability to produce writing that is polished, structured, and adapted for complex tasks. They demonstrate flexibility in voice and style and revise purposefully to enhance clarity and engagement. Students exhibit control over sophisticated organizational structures. They vary their tone, register, and style based on audience and context. Students write with fluency and precision across genres, use rhetorical strategies to enhance clarity and cohesion, and revise for voice, coherence, and purpose-driven impact.

Key Words/Terms: Task, purpose, audience, coherence, organization, transitions, tone, style, voice, diction, structure, clarity, cohesion, formality, register, revision, editing

Writing Standard 4 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
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.).	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 7	Grade Levels: Grade 8	Next Progression: Grade 9 10
See Writing Standards W.7.1, W.7.2, W.7.3, W.7.7	See Writing Standards W.8.1, W.8.2, W.8.3, W.8.7	See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.7

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:

- Language Standards
- Speaking and Listening Standards

Writing Standard 5 at a Glance:

- **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.
- **Grades 9-12:** Students demonstrate independence and strategic control over the revision process. They revise with a strong focus on rhetorical impact, clarity, and voice, using feedback, mentor texts, and reflection to guide their decisions. They make deliberate revisions for style, tone, and rhetorical effect, evaluate and refine ideas, organization, and language. Students conduct multiple rounds of revision with increasing independence. They use peer, teacher, and self-assessment to guide edits and consider real-world audiences and professional expectations. Student narratives reflect mature structure, voice, and style, often blending real and imagined experiences

Key Words/Terms: Guidance, support, peers, adults, develop, strengthen, writing, planning, revising, editing, conventions, pre-write, brainstorming, list, graphic organizers, research, clustering, free writing, outline, word choice, style, organization, style, modify, improve, punctuation, mechanics, spelling, grammar, sentence structures, point of view, drafts

Writing Standard 5 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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, focusing on how well purpose and audience have been addressed.	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
See Writing Standards W.7.1, W.7.2, W.7.3, and W.7.7	See Writing Standards W.8.1, W.8.2, W.8.3, and W.8.7	See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, and W.9-10.7

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:

- Language Standards
- Speaking and Listening Standards

Writing Standard 6 at a Glance:

- **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.
- **Grades 9-12:** Students demonstrate fluent and purposeful use of technology to produce writing. They adapt to varied tools for different genres, audiences, and contexts—preparing for academic and professional writing environments. They utilize advanced tools (e.g., Google Workspace, Microsoft Word, design software) to produce high-quality work. Students collaborate with others through real-time editing and feedback. They adapt voice and formatting for blogs, reports, digital portfolios, or presentations. Students publish their writing tailored to digital and public audiences, reflect on how digital choices affect tone, style, and impact.

Key Words/Terms: Technology, guidance, support, adults, use, technology, Internet, produce, publish, writing, interact, collaborate, discussions, demonstrate, sufficient, command, keyboarding skills, type, minimum of one page, single setting, tool, encourages, active learning, instills, real world writing experiences, partners, writer, reader, ideas

Writing Standard 6 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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.	W6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
• 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 writing and link to and cite sources as well as to interact and	• See Writing Standards W.8.1, W.8.2, W.8.3, W.8.7, 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 writing and link to and cite sources as well as to interact and	• See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.7, and Speaking and Listening Standards SL.9-10.5. • Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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.”.	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.”.	different writing tasks, purposes, and audiences.

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 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.
- **Grades 9-12:** Students independently conduct sustained research projects with well-developed questions and a variety of advanced sources. They demonstrate depth of knowledge and original insight in presentation. They frame and refine complex research questions, gather, and evaluate, and integrate diverse sources. Students synthesize evidence and ideas into coherent arguments or explanations and use research to contribute original insights. Students independently define the scope of research, evaluate and synthesize sources, and present findings clearly and coherently.

Key Words/Terms: Inquiry, conduct, short research projects, build knowledge, investigation, different aspects of topic, topic, document, evidence, texts, gather, facts, details, definitions, search, sources, type, keyboard, internet, technology, sides, relevant, daily life, task, purpose, paraphrase, opinion, informative/explanatory

Writing Standard 7 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
- 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.	- Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. - Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. - Interpret recorded data/information to create new	- Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. - Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. - Find, generate, record, and organize information relevant to the

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
- 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. - Share findings and/or conclusions through a variety of print and multimedia venues.	understandings, and knowledge related to the information needed in an ethical manner. Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.	information needed in an ethical manner. - Interpret recorded data/information to create new understandings, and knowledge related to the information needed in an ethical manner. - Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

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

Writing Standard 8 at a Glance:

- **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.
- **Grades 9-12:** Students independently conduct sustained research projects with well-developed questions and a variety of advanced sources. They demonstrate depth of knowledge and original insight in presentation. Students conduct advanced research using authoritative sources, evaluating each source's relevance, reliability, and bias. They integrate information selectively to maintain the flow of ideas and adhere to proper citation formats (e.g., MLA or APA).

Key Words/Terms: Recall information, experiences, gather, information, notes, sources, sort evidence, categories, list of sources, title, author(s), alphabetical order, acknowledgement, plagiarism, avoided, paraphrase, integrated, research,

topic, flow, charts, outlines, tree map, bulleted list, note taking strategies, primary sources, secondary sources, Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlas, encyclopedia, digital, print, write, analyze, interpret, explain, describe

Writing Standard 8 Desired Student Performance:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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.	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.	W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
• 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.	• Find, generate, record, and organize information relevant to the research purpose in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.	• Find, generate, record, and organize information relevant to the research purpose in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
• Use appropriate bibliographic information.	• Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.	• Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

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 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.
- **Grades 9-12:** Students analyze and interpret complex literary and informational texts to support sophisticated arguments and insights in their writing. They apply reading standards to inform and deepen their written responses—such as comparing authors' approaches or evaluating textual claims. proper citation formats (e.g., MLA or APA).

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 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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”).	W.9.a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). W.9.b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize	W.9.a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). W.9.b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
Write in response to grade-level print, nonprint, and digital literary or informational text(s).	when irrelevant evidence is introduced").	false statements and fallacious reasoning"). - Write in response to grade-level print, non-print, and digital informational text(s). - Interpret recorded data/information to create new understandings and knowledge related to the information needed in an ethical manner.

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:

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

Writing Standard 10 at a Glance:

- **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.
- **Grades 9-12:** Students consistently engage in writing for varied lengths and purposes, ranging from in-depth research projects to on-demand responses, across academic subjects and audiences. They expertly select and integrate textual evidence into sophisticated writing. Students analyze author's craft, style, structure, and rhetorical devices. They evaluate evidence, and use it to construct logical, insightful arguments or interpretations. Students are able to support interpretations with multiple layers of evidence.

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 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
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 tasks, purposes, and audiences.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 7	Grade Levels: Grade 8	Next Progression: Grades 9 10
- 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 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. - See Grades 8: W1, W2, W3 and W7 of CCSC Framework for specific application.	- Adjust the writing process 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. - See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application.