



Maryland College and Career Ready Standards for Writing Clarifications

Maryland College and Career Ready (MCCR) Standards for Writing Clarifications – Standard 9

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

W9 ANCHOR STANDARD: DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

Pre-Kindergarten - Begins in grade 4

Kindergarten- Begins in grade 4

Grade One - Begins in grade 4

Grade Two - Begins in grade 4

Grade Three - Begins in grade 4

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

9a: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions]. ”)

To show proficiency of the skills in this supporting standard a student needs to refer to the source to demonstrate a complete understanding when responding to the Grade 4 Reading Literature Standards.

9b: Apply grade 4 Reading standards to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

To show proficiency of the skills in this supporting standard a student needs to refer to the source to demonstrate a complete understanding when responding to the Grade 4 Reading Standards for Informational Text.

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

9a: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

To show proficiency of these skills in this standard, a student needs to apply grade 5 reading standards to literature, such as: compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact. Writing about text read helps students to develop his/her moral compass and relate to real-world situations. The students will better understand their reactions to literary selections and universal themes through writing. The writer should

develop a successful response to literature that gives enough information about the work that readers unfamiliar with the original text can understand the writer's response. The writer's statements and opinions should be supported with quotations and details from the original text.

9b: Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

To show proficiency of these skills in this supporting standard, a student needs to apply grade 5 standards to informational text. Some examples of this include explaining how an author uses reasons and evidence to support particular points in a text, and identifying which reasons and evidence support which points.

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

9a: 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").

To show proficiency of these skills in this standard, a student needs to apply grade-level standards of reading to their written responses of that reading. Writing about their reading helps students to develop his/her moral compass and relate to real-world situations. Writing can help students understand their reactions to literary selections and universal themes. A successful response to literature should tell enough about the work so that readers unfamiliar with the original text can understand the writer's response. Statements and opinions should be supported with quotations and details from the original text.

9b: Apply grade 6 reading literary nonfiction standards (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).

To show proficiency of these skills in this standard, a student needs to apply grade-level standards of reading to their written responses of that reading. Writing about their reading helps students to develop his/her analytical, reflective, and research skills. A successful response to literary nonfiction should tell enough about the work so that readers unfamiliar with the original text can understand the writer's response. Statements and opinions should be supported with quotations and details from the original text.

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

To show proficiency of the skills in this standard, 7th grade students will analyze, reflect, and conduct research in response to grade 7 Reading standards that have been applied to literary texts and literary

nonfiction. Students must support and justify their responses with adequate and relevant evidence from the text, which may be directly quoted or paraphrased.

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

To show proficiency of the skills in this standard, 8th grade students will analyze, reflect, and conduct research in response to grade 8 Reading standards that have been applied to literary texts and literary nonfiction. Students must support and justify their responses with adequate and relevant evidence from the text, which may be directly quoted or paraphrased.

Grades Nine and Ten - Draw evidence from literary or informational texts to support analysis, reflection, and research.

To show proficiency of the skills in this standard, students will draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature {key ideas and details, craft and structure, integration of knowledge and ideas} ex. Analyze how author traces themes between texts
- b. Apply grades 9–10 Reading standards to literary nonfiction {key ideas and details, craft and structure, integration of knowledge and ideas}, ex. Delineate and evaluate argument and claims, assess validity of reasoning, relevancy, and sufficiency of reasoning, and identify fallacious statements and reasoning.

Grades Eleven and Twelve - Draw evidence from literary or informational texts to support analysis, reflection, and research.

To show proficiency of the skills in this standard, students will be able to: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).