



Maryland College and Career Ready Standards Framework English Language Arts/Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Writing Grades K-2

In June 2010, the Maryland State Board of Education adopted the Maryland College and Career Ready Standards (MCCRS). These Frameworks are the result of a year-long effort by Maryland educators to unpack the MCCR standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the MCCR standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

The MCCRS Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, references such as See MCCR Standard 6 SL4 (“See MCCR Standards, Grade 6, Speaking & Listening, Standard 4”) are provided.

The following list shows the abbreviations used when referencing standards from the MCCRS:

- RL – Reading Literature
- RI – Reading Informational Text
- RF – Reading Foundational Skills
- W – Writing
- L – Language
- SL – Speaking and Listening

The MCCRS Frameworks also integrate standards from the Maryland School Library Media Curriculum and the Maryland Technology Literacy Standards. These standards are indicated by the abbreviations MD SLM 6-8 _____ (“Maryland School Library Media, grades 6-8, Standard, Indicator, objective”) and TL (“Technology Literacy Standards” followed by Standard, Indicator, objective).

Standards for Writing (W)

Cluster: Text Types and Purposes

W1 MCCR Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>Introduce the topic or name the book they are writing about.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With modeling and support, apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ○ identify the topic or book. 	<p>Introduce the topic or name the book they are writing about and state an opinion.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> • identify the topic or book. • establish or build upon a personal schema of a topic or book. 	<p>Introduce the topic or name the book they are writing about and state an opinion.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ○ identify the topic or book. ○ establish or build upon a personal schema of a topic or book.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<ul style="list-style-type: none"> ○ establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story. ○ develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing 	<ul style="list-style-type: none"> ○ gather information on a specific topic. ○ use common characteristics/attributes to begin to understand relationships. ○ form an opinion based on prior knowledge and information provided. ● Develop a simple sentence that states the topic and gives an opinion. 	<ul style="list-style-type: none"> ○ gather information on a specific topic. ○ form an opinion based on prior knowledge and information provided. ● Develop a clear, focused topic sentence that states a point of view or opinion.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>State an opinion on a topic or book.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With promoting and support, <ul style="list-style-type: none"> ○ form an opinion and express a preference. ○ express an opinion orally or using drawing, dictation, or writing to respond to a prompt. (See CCSS SL.K.1.) ○ produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. 	<p>Supply a reason that supports the opinion.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify facts and opinions. • Provide a reason to support an opinion. • Draft a simple sentence or sentences to express an opinion and reason. <ul style="list-style-type: none"> ○ Use common, proper, and possessive nouns. (See CCSS L.1.1b.) ○ Use personal, possessive, and indefinite pronouns (e.g., I, me, my). (See CCSS L.1.1d.) ○ Use frequently occurring conjunctions (e.g., and, but, or, so, because). (See CCSS L.1.1g.) ○ Use end punctuation for sentences. (See CCSS L.1.2b.) 	<p>Supply reasons that support the opinion.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Distinguish between facts and opinions. • Generate reasons to support an opinion using facts, details or text references. • Draft a paragraph or multiple paragraphs to support an opinion. <ul style="list-style-type: none"> ○ Use reflexive pronouns (e.g., myself, ourselves) (See CCSS L.2.1c.) ○ Produce complete simple and compound sentences. (See CCSS L.2.1f.) ○ Use knowledge of language conventions when writing. (See CCSS .2.L3.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<ul style="list-style-type: none"> ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (See CCSS L.1.2e.) • Produce writing that is legible, including correct formation of manuscript letters. 	<ul style="list-style-type: none"> • Produce writing that is legible, including the correct formation of cursive letters.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<p>Provide some sense of closure.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a simple sentence that restates the opinion. • Apply the revising and editing stages of the writing process. (See CCSS W.1.5.) <ul style="list-style-type: none"> ○ Revise to verify a statement of an opinion and a reason ○ Expand simple complete sentences (See CCSS L.1.1j.) ○ Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.1.2.) 	<p>Use linking words and phrases (e.g., because, and, also) to connect opinion and reasons.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify and explain relationships between ideas, (e.g., cause/effect, examples). • Use appropriate vocabulary to connect opinion and reasons.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS L.1.6; CCSS SL.1.5, 6; MD SLM IV.A, IV.B, I.C; MD DL 3 and 6.) • Produce writing that is legible, including the correct formation of manuscript letters. • Rehearse oral performance of a written product with appropriate fluency. 	

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
		<p>Provide a concluding statement or section.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a concluding sentence that restates the opinion. • Apply the revising and editing stages of the writing process. (See CCSS W.2.5.) <ul style="list-style-type: none"> ○ Revise to verify a clear statement of opinion supported by a list of reasons. ○ Add relevant details to strengthen writing ○ Expand and rearrange complete simple and compound sentences. (See CCSS L.2.1f.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p>	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
		<ul style="list-style-type: none"> ○ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS L.2.2.) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (See CCSS L.2.2e.) • Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS L.2.6; CCSS SL.2.4, 5, 6; MD SLM IV.A, IV.B, I.C; MD DL 3 and 6.) • Produce writing that is legible, including correct formation of cursive letters.

Standards for Writing (W)

Cluster: Text Types and Purposes

W2 CCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>Name a topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, apply the prewriting stages of the writing process: <ul style="list-style-type: none"> ○ identify the topic or book 	<p>Name a topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stages of the writing process: <ul style="list-style-type: none"> ○ identify the topic ○ establish or build upon a personal schema of a topic 	<p>Introduce a topic</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ○ identify the topic ○ establish or build upon a personal schema of the topic

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<ul style="list-style-type: none"> ○ establish or build upon a personal schema of a topic by attending to a learning experience (e.g. reading of text or hands on experience) to gain knowledge about a topic or text • develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing. 	<ul style="list-style-type: none"> ○ gather facts from basic print, online, and multimedia resources (See CCSS 2 W7; CCSS 2 W8.) • Develop and write a simple introductory sentence that states the topic. 	<ul style="list-style-type: none"> ○ gather facts and definitions from basic print or multimedia resources (See CCSS 2 W7; CCSS 2 W8.) • Develop and write a clear and focused introductory sentence that identifies the topic.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>Supply some facts about the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, identify facts and opinions within a specific source. • With prompting and support, gather and communicate information related to the topic/text. (See CCSS W.K.7, CCSS W.K.8.) • With prompting and support, participate in shared research on a topic. (See CCSS W.K.7.) 	<p>Supply some facts about the topic.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Identify facts and opinions within a specific source. (See MD SLM PK-1 3A2.a.) • Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. (See CCSS W.1.6.) • Participate in shared research on a topic. (See CCSS W.1.7.) 	<p>Use facts and definitions to develop points.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Differentiate between facts and opinions within a specific source. (See MD SLM 2-3 3A2.a.) • Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. (See CCSS W.2.6.) • Participate in shared research on a topic. (See CCSS W.2.7.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<ul style="list-style-type: none"> • With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic <ul style="list-style-type: none"> ○ use frequently occurring nouns and verbs (See CCSS L.K.1b.) ○ form regular plural nouns orally by adding /s/ or /es/ (See CCSS L.K.1c.) • Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. • See MD SLM IV.A, IV.B, VI.A; MD DL 3 and 6. 	<ul style="list-style-type: none"> • Write several sentences using the facts that are all related to the topic. <ul style="list-style-type: none"> ○ produce complete simple and compound sentences (See CCSS L.1.1f.) ○ use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (See CCSS L.1.2d.) • Produce writing that is legible, including the correct formation of manuscript letters. 	<ul style="list-style-type: none"> • Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic. <ul style="list-style-type: none"> ○ Produce complete simple and compound sentences. (See CCSS L.2.1f.) ○ Use knowledge of language and its conventions when writing. (See CCSS L.2.3.) • Produce writing that is legible, including the correct formation of cursive letters

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	<p>Provide some sense of closure.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the revising and editing stages of the writing process. (See CCSS W.1.5.) <ul style="list-style-type: none"> ○ Revise to ensure a topic sentence and facts related to the topic. ○ Expand complete simple sentences. (See CCSS L.1.1j.) ○ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS L.1.2.) • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of manuscript letters. 	<p>Provide a concluding statement or section.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Use information presented and gathered to write an effective conclusion. • Apply the revision and editing stages of the writing process. (See CCSS W.2.5.) <ul style="list-style-type: none"> ○ Revise to verify a clear statement of topic and points developed by related facts and definitions. ○ Expand and rearrange complete simple and compound sentences. (See CCSS L.2.1f.) ○ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS L.2.2.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	<ul style="list-style-type: none"> • Rehearse oral performance of a written product with appropriate fluency • See MD SLM IV.A, IV.B, VI.A; MD DL 3 and 6. 	<ul style="list-style-type: none"> • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (See CCSS L.2.2e.) • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of cursive letters. • Rehearse oral performance of a written product with appropriate fluency. • See MD SLM IV.A, IV.B, VI.A; MD DL 3 and 6.

Standards for Writing (W)

Cluster: Text Types and Purposes

W3 MCCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Recount a single event or several loosely linked events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, apply the prewriting stage of the writing process: • identify a single event or several loosely linked events. (See CCSS RL.K.3.) • understand the purpose of story structure (e.g., beginning, middle, and end). 	<p>Recount two or more appropriately sequenced events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: • identify elements of a narrative ^o identify two or more events, characters, and settings (See CCSS RL.1.3.) 	<p>Recount a well-elaborated event or short sequence of events.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process: • identify an event or situation • identify characters and the problem • sequence the events in a logical order

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<ul style="list-style-type: none"> • express through drawing, dictating, and/or legible writing an opening sentence that sets up the story. 	<ul style="list-style-type: none"> ○ tell about a series of events in a logical sequence (See CCSS RL.1. 2, CCSS SL.1.4.) • Draft an opening sentence that introduces the narrative. 	<ul style="list-style-type: none"> • Draft an opening sentence that introduces the narrative.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Include some details regarding what happened.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, experience narrative text to use as model to generate personal narratives. • With prompting and support, apply knowledge of story structure. • Produce complete simple sentences. (See CCSS L.K.1f.) • Use frequently occurring nouns and verbs. (See CCSS L.K.1b.) 	<p>Include some details regarding what happened.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply knowledge of story structure. <ul style="list-style-type: none"> ○ produce complete simple sentences (See CCSS L.1.1j.) ○ use verbs to convey a sense of past, present, and future (See CCSS L.1.1e.) ○ Use frequently occurring adjectives (See CCSS L.1.1f.) ○ Use determiners (e.g., articles demonstratives) (See CCSS L.1.1h.) ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (See CCSS L.1.2e.) 	<p>Include details to describe actions, thoughts, and feelings.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Apply knowledge of story structure. • Include details that personalize the experience (thoughts, actions, and feelings). (See CCSS W.2.8.) <ul style="list-style-type: none"> ○ Produce complete simple and compound sentences. (See CCSS L.2.1f.) ○ Use adjectives and adverbs, and choose between them depending on what is to be modified. (See CCSS L.2.1e.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<ul style="list-style-type: none"> • With prompting and support, listen to, discuss and use elaborative/descriptive language; rich language (i.e., multiple words for same noun and/or verb, adjectives, adverbs). 	<ul style="list-style-type: none"> • Produce writing that is legible, including the correct formation of manuscript letters. 	<ul style="list-style-type: none"> ○ Form and use frequently occurring irregular plural nouns. (See CCSS L.2.1b.) ○ Use knowledge of language conventions when writing. (See CCSS L.2.3.) • Produce writing that is legible, including the correct formation of cursive letters.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Tell about the events in the order in which they occurred.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End). • With prompting and support students will tell/represent events in a meaningful sequence. (See CCSS RL.K.2, CCSS SL.K.4.) 	<p>Use temporal words to signal event order.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With guidance and support, define and identify temporal words. • Use words and phrases acquired through conversations and being read to. (See CCSS L.1.6.) • Write sentences in a meaningful order using temporal words to identify the sequence. 	<p>Use temporal words to signal event order.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Define and identify temporal words. • Use words and phrases acquired through conversations, reading and being read to. (See CCSS 2 L6.) • Write sentences in a meaningful order using temporal words to signal the sequence.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Provide a reaction.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, reflect on personal experiences to contribute to personal reactions. • Dictate, draw, or developmentally appropriately write response to text such as response logs and journals. • Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. 	<p>Provide some sense of closure</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a concluding sentence that brings resolution to the story. • Apply the revising and editing stages of the writing process. (See CCSS W.1.5.) <ul style="list-style-type: none"> ○ revise to ensure that elements of a narrative are present and events are sequenced. ○ edit to correct errors in capitalization, punctuation, and spelling. (See CCSS L.1.2.) • Prepare the final product for presentation and/or publication in a variety of formats. 	<p>Provide a sense of closure.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Draft a conclusion that resolves the narrative. • Apply the revision and editing stages of the writing process. (See CCSS W.2.5.) <ul style="list-style-type: none"> ○ Revise to ensure that the elements of a narrative are incorporated. ○ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS L.2.1, 2.) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (See CCSS L.2.2e.) • Prepare the final product for presentation and/or publication.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W3 Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
		<ul style="list-style-type: none"> • Produce writing that is legible, including the correct formation of cursive letters. • Rehearse oral performance of a written product with appropriate fluency.

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W4 MCCR Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
W4 begins in grade 3	W4 begins in grade 3	W4 begins in grade 3

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W5 MCCR Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • With prompting and support, follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS SL.K.1a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.K.2.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS SL.1.1a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.1.2.) 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS SL.2.1a.) • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.2.2.)

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed</p>
<ul style="list-style-type: none"> • With prompting and support, identify how language choices in writing and speaking affect thoughts and feelings: <ul style="list-style-type: none"> ○ use sensory details to expand ideas. ○ identify and use new words to communicate feelings. ○ acquire and use new vocabulary. • With prompting and support, use effective details, words, and figurative language in the student’s own composing. • Use descriptive words to expand and improve student’s own writing 		

Standards for Writing (W)

Cluster: Production and Distribution of Writing

W6 MCCR Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>	<p>W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • With guidance, select print, online, and multimedia sources. • With guidance, use technology to record and organize data/information. • With guidance, use technology to present findings/conclusions in a variety of formats. • With prompting and support, contribute to a shared writing experience. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • With guidance, select print, online, and multimedia sources. • With guidance, use technology to record and organize data/information. • With guidance, use technology to present findings/conclusions in a variety of formats. • Contribute to a learning community. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • (See W1, W2, W3, and W7.) • With guidance, select print, online, and multimedia sources. • Use technology to record and organize data/information. • With guidance, use technology to present findings/conclusions in a variety of formats. • Contribute to a learning community.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>	<p>W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<ul style="list-style-type: none"> • Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. • See MD SLM IV.A, IV.B, I.C, III.B; MD DL 3, 5, and 7. 	<ul style="list-style-type: none"> • See MD SLM IV.A, IV.B, I.C, III.B; MD DL 3, 5, and 7. 	<ul style="list-style-type: none"> • See MD SLM IV.A, IV.B, I.C, III.B; MD DL 3, 5, and 7.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W7 MCCR Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W7 Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p>	<p>W7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.)</p>	<p>W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With guidance and support from adults, identify an assigned or personal information need (topic to research). • With guidance and support from adults, formulate and refine questions to meet an information need. • With guidance, explore and identify human, print, online, and multimedia resources. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With guidance, identify an assigned or personal information need. • Formulate and refine questions to meet an information need. • With guidance, explore and identify human, print, online, and multimedia resources. • With guidance, use technology tools to find data/information within a specific source. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With guidance, identify an assigned or personal information need. • Formulate and refine questions to meet an information need. • With guidance, explore and identify human, print, online, and multimedia resources. • With guidance, use technology tools to find data/information within a specific source.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W7 Participate in shared research and writing projects (e/g/ explore a number of books by a favorite author and express opinions about them).</p>	<p>W7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.)</p>	<p>W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</p>
<ul style="list-style-type: none"> • With guidance, use technology tools to find data/information within a specific source. • With guidance and support from adults, use a variety of formats to prepare the findings/conclusions of the information need (topic to research). • With prompting and support, contribute to a learning community. • See MD SLM I.A, I.B, I.C, IV.A, IV.B; MD DL 3 and 6. 	<ul style="list-style-type: none"> • With guidance and support from adults, formulate and refine questions to meet an information need. • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of manuscript letters. • Contribute to a learning community. • See MD SLM I.A, I.B, I.C, IV.A, IV.B; MD DL 3 and 6. 	<ul style="list-style-type: none"> • With guidance and support from adults, formulate and refine questions to meet an information need. • Prepare the final product for presentation and/or publication in a variety of formats. • Produce writing that is legible, including the correct formation of cursive letters. • Contribute to a learning community. • See MD SLM I.A, I.B, I.C, IV.A, IV.B; MD DL 3 and 6.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

W8 MCCR Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • With guidance and support from adults, use prior knowledge to formulate questions to meet an information need. • With guidance, select print, online, and multimedia sources. • With guidance and support from adults, record data/information in a variety of formats. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge to formulate and refine questions to meet an information need. • With guidance, select print, online, and multimedia sources. • With guidance, use technology tools to find data/information within a specific source. 	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge to formulate and refine questions to meet an information need. • With guidance, select print, online, and multimedia sources. • With guidance, use technology tools to find data/information within a specific source.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> • With guidance and support from adults, draw conclusions from the recorded data/information to create new understandings. • With guidance, explain the idea of giving credit to sources of information. 	<ul style="list-style-type: none"> • Record data/information in a variety of formats. • With guidance and support, draw conclusions from the recorded data/information to create new understandings. • With guidance and support, practice responsible and appropriate use of technology systems, software, and information. 	<ul style="list-style-type: none"> • Record data/information in a variety of formats. • With guidance and support, draw conclusions from the recorded data/information to create new understandings. • With guidance and support, practice responsible and appropriate use of technology systems, software, and information.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> • With prompting and support, compose text using revising and editing strategies of effective writers and speakers. • Prepare writing for display by revising and editing using rules, such as capital letters and periods. • Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters. • See MD SLM I.A, IV.A, IV.B, VI.A, VI.B; MD DL 2, 3, and 5. 	<ul style="list-style-type: none"> • With guidance, explain the idea of giving credit to sources of information. • With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. • See MD SLM I.A, IV.A, IV.B, VI.A, VI.B; MD DL 2, 3, and 5. 	<ul style="list-style-type: none"> • With guidance, explain the idea of giving credit to sources of information. • With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. • See MD SLM I.A, IV.A, IV.B, VI.A, VI.B; MD DL 2, 3, and 5.

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge

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

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
W9 begins in grade 4.	W9 begins in grade 4.	W9 begins in grade 4.

Standards for Writing (W)

Cluster: Range of Writing

RI10 MCCR Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

KINDERGARTEN STUDENTS	GRADE 1 STUDENTS	GRADE 2 STUDENTS
W10 begins in grade 3.	W10 begins in grade 3.	W10 begins in grade 3.