

Writing (W) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

Writing Standard 1 at a Glance:

- **Grades 3-5:** Students build foundational argumentative writing skills by crafting organized opinion pieces. They begin to express opinions with supporting reasons and evidence. They learn to clearly state a claim and support it with facts and examples, organizing their ideas into paragraphs with grouped ideas. They organize their writing with a clear introduction, body, and conclusion. Students use linking words and phrases (e.g., *for example*, *therefore*). They revise for clarity and logic. They learn to write for an audience.
- **Grades 6-8:** Students develop argumentative writing with logical organization and varied techniques. They conduct research using credible sources and cite them properly. Students refine their argumentative writing by using more complex reasoning, integrating credible sources, and addressing counterclaims. They write in formal tone and structure arguments more strategically.

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

Writing Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.• Gather information on a specific topic.• Paraphrase when taking notes from sources.• Generate a point of view or opinion brainstorm reasons that support the point of view or opinion.• Draft an introduction that establishes the focus with a topic sentence that orients the reader to the topic or text.• Orients the reader to the topic or text.• States a point of view or opinion anticipates an organizational	<ul style="list-style-type: none">• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.• Formulate an opinion.• Generate support that includes facts and details.• Paraphrase when taking notes from sources.• Group support by categories or ideas.• Linking the support to the writing purpose.• Draft an introduction that orients the reader to the topic or text.• States the point of view or opinion.• Addresses an audience and the writing purpose.	<ul style="list-style-type: none">• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.• Formulate an opinion.• Generate support that includes facts and details.• Paraphrase when taking notes from sources.• Group support logically by categories or ideas.• Draft an introduction that orients the reader to the topic or text.• States the point of view or opinion.• Addresses audience needs and the writing purpose.• Anticipates an organizational structure.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>structure (e.g., one or more paragraphs, as appropriate).</p> <ul style="list-style-type: none"> • Differentiate among reasons, opinion(s), and facts. • Organize reasons to best support an opinion (e.g., least to most important, most to least important). • Draft the body to support an opinion or point of view through effective organization of reasons. • Establish the focus of the paragraph/ each paragraph with a topic sentence. • Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance). • Identify and explain relationships, including cause/effect, example. • Provide a concluding statement or section. • Draft a conclusion that paraphrases the opinion or point of view. • Revise to ensure a clear statement of opinion supported by a list of reasons. • Edit to correct errors in the use of linking words and phrases. • Prepare the final product for 	<ul style="list-style-type: none"> • Anticipates an organizational structure (e.g., several paragraphs, as appropriate). • Provide reasons that are supported by facts and details. • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish categories of support organized by ideas and their supporting facts, details, or other information. • Draft the body to argue an opinion or point of view through effective organization of support. • Establish the focus of each paragraph with a topic sentence. • Organize paragraphs effectively (e.g., list, cause/effect, order of importance). • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). • Link opinion and reasons using words and phrases (e.g., for instance, 	<ul style="list-style-type: none"> • Provide logically ordered reasons that are supported by facts and details. • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information. • Establish the focus of each paragraph with a topic sentence • Organize paragraphs effectively (e.g., list, cause/effect, order of importance). • Apply an understanding of the relationship between opinion and reasons. • Provide a concluding statement or section related to the opinion presented. • Draft a conclusion that paraphrases the opinion or point of view. • Prepare the final product for presentation and/or publication.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>presentation and/or publication, including using word processing technology.</p> <ul style="list-style-type: none"> • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations. 	<p>in order to, in addition).</p> <ul style="list-style-type: none"> • Apply an understanding of the relationship between opinion and reasons. • Provide a concluding statement or section related to the opinion presented. • Draft a conclusion that paraphrases the opinion or point of view. • Revise to ensure a clear statement of opinion supported by an organized list of related ideas and reasons. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations. 	

Writing (W) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

Writing Standard 2 at a Glance:

- **Grades 3-5:** Students write more developed informative texts that organize ideas into clear sections. They use factual evidence, formatting tools, and language suited to their topic and audience. They introduce and focus on topics, state opinions, provide reasons supported by facts and details, and use linking words. They group ideas logically into paragraphs or sections. They incorporate text features (headings, illustrations, charts) and include a clear conclusion that summarizes or explains.
- **Grades 6-8:** Students produce structured, well-developed informative writing with clarity and precision. They synthesize sources, maintain objective tone, and refine organization to enhance understanding. Students produce multi-paragraph compositions with logical flow and evidence to support ideas. They analyze and refine content for clarity, tone, and effectiveness. Students apply feedback from adults and peers more independently.

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

Writing Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly .	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.• Gather information on a topic.• Paraphrase when taking notes from sources.• Group information by topic or idea.• Identify, select, and/or create supportive text features, as necessary.• Draft an introduction that orients the reader to the topic.• Establishes the focus with a topic sentence.• Presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate).• Includes supportive text features, as	<ul style="list-style-type: none">• Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.• Gather information on a topic; synthesize information from within and across sources.• Paraphrase when taking notes from sources.• Organize information by paragraphs or sections with topic sentences or controlling ideas.• Select and/or create and apply formatting, text features, and multimedia to clarify ideas or information, as necessary.• Draft an introduction that orients the	<ul style="list-style-type: none">• Introduce a topic clearly, provide a general observation and focus, and group related information logically.• Gather information on a topic• Synthesize information from within and across sources.• Paraphrase when taking notes from sources.• Formulate a controlling idea or thesis.• Select, create, or apply formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.• Organize information by paragraphs or sections with topic sentences or controlling ideas.• Draft an introduction that orients the reader to the topic.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>necessary.</p> <ul style="list-style-type: none"> • Handles copyrighted material appropriately. • Develop the topic with facts, definitions, and details. • Differentiate between a fact and an opinion. • Differentiate between relevant and irrelevant information when researching a specific topic. • Draft the body to examine a topic with well-organized facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Organize information by categories and correctly link ideas within each category. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Draft a conclusion that draws inferences or conclusions from the information presented. • Revise to ensure a clear statement of the topic and clearly conveys 	<p>reader to the topic.</p> <ul style="list-style-type: none"> • Establishes a controlling idea with a topic sentence. • Organizes information by paragraphs or sections. • Incorporates formatting, text features and/or multimedia effectively. • Handles copyrighted material appropriately. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Differentiate between a paraphrase and a direct quotation. • Differentiate between a concrete detail and a more general or abstract idea. • Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information. • Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). • Link ideas within categories of 	<ul style="list-style-type: none"> • Establish a controlling idea or thesis. • Select and/or create and incorporate/apply formatting, text features, multimedia to clarify ideas or information, as necessary • Follow a logical organizational structure by paragraphs or sections. • Incorporate formatting, text features and/or multimedia effectively. • Handle copyrighted material appropriately. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Organize a hierarchy of information from reasons supported by facts, details, quotations, etc. • Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). • Draft the body by applying a logical organizational pattern of reasons supported by facts and details. • Link ideas within and across categories of information using

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>ideas and information.</p> <ul style="list-style-type: none"> • Edit to correct errors in the use of linking words and phrases. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly. 	<p>information using words and phrases (e.g., another, for example, also, because).</p> <ul style="list-style-type: none"> • Apply an understanding that information can be categorized in a variety of different ways. • Provide a concluding statement or section related to the information or explanation presented. • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. • Revise to ensure a clear statement of the topic and clearly conveyed and organized ideas and information. • Provide a concluding statement or section related to the information or explanation presented. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations. 	<p>words, phrases, and clauses (e.g., in contrast, especially).</p> <ul style="list-style-type: none"> • Categorized information in a variety of different ways to accomplish different purposes. • Provide a concluding statement or section related to the information or explanation presented. • Provide a concluding statement or section related to the information or explanation presented. • Prepare the final product for presentation and/or publication. • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. • Revise to ensure a clear statement of the topic and clearly conveyed and organized ideas and information. • Provide a concluding statement or section related to the information or explanation presented. • Prepare the final product for presentation and/or publication, including using word processing technology.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
		<ul style="list-style-type: none">• Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.• Delivering oral presentations.

Writing (W) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

Writing Standard 3 at a Glance:

- **Grades 3-5:** Students develop more complex narratives that include characters, settings, and plots. They use dialogue, sensory details, and transition words to enhance storytelling and structure. Students establish a situation and introduce characters, organize events logically and clearly, use dialogue and description to develop experiences and characters, and include sensory and concrete details in their writing. They use a variety of temporal and transitional words and provide a clear conclusion that reflects on the events.
- **Grades 6-8:** Students craft structured, engaging narratives with developed characters and themes. They use advanced narrative techniques such as pacing, flashbacks, and tone to shape meaning. Students develop real or imagined experiences using narrative techniques. They use pacing, reflection, and multiple plot lines, craft believable characters and vivid settings, and use dialogue and description to advance the narrative. They establish and maintain a clear narrative voice and point of view.

Key Words/Terms: Narrative, develop, deal/imagined experiences, introduction, situation, plot, event sequence, characters, narrator, point of view, audience, style/voice, structure/form, organization, chronology, setting (time, place), mood/tone, dialogue, descriptions, actions, emotions/feelings, internal thoughts, character traits, transitional words/phrases, temporal signals, mentor texts, author's craft, writing prompt, beginning/middle/end, compare/contrast, cause/effect, problem/solution, analyze, quotation mark, vivid verbs, reactions

Writing Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.• Select and narrow an event or situation.• Order the events by sequence identify the characters and the problem.• Draft an introduction that orients the reader to the narrator and/or the characters.• Establishes the situation or problem• Apply knowledge of characterization.	<ul style="list-style-type: none">• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.• Select and narrow an event or situation.• Identify the narrator and/or the characters.• Explain the problem.• Organize a plausible sequence of events.• Draft an introduction that establishes the narrator and/or the characters orients the reader to the	<ul style="list-style-type: none">• Recount a well-elaborated event or short sequence of events.• Identify an event or situation• Identify characters and the problem.• Sequence the events in a logical order.• Draft an opening sentence that introduces the narrative.• Include details to describe actions, thoughts, and feelings.• Apply knowledge of story structure.• Include details that personalize the experience (thoughts, actions, and

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none"> • Apply knowledge of story structure. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Draft the body using a plausible sequence of events and effective descriptions of characters. • Apply knowledge of characterization. • Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.). • Use temporal words and phrases to signal event order. • Provide a sense of closure. • Draft a conclusion that provides an ending to the narrative. • Revise to ensure that characters and events are clearly described. • Ensure that the narrative is organized chronologically and has a clear beginning, middle, and end. • Edit to correct errors in temporal words and phrases. • Prepare the final product for presentation and/or publication, 	<p>situation or problem.</p> <ul style="list-style-type: none"> • Anticipates a logical sequence of events. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Draft the body using a plausible sequence of events and effective descriptions of characters and setting. • Apply knowledge of characterization and setting. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Differentiate between specific and concrete, vague and general, and literal and nonliteral language. • Recognize and use words and phrases that appeal to the senses. • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. • Revise to ensure that characters 	<p>feelings).</p> <ul style="list-style-type: none"> • Produce complete simple and compound sentences. • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Form and use frequently occurring irregular plural nouns. • Use knowledge of language conventions when writing. • Use temporal words to signal event order. • Provide a sense of closure. • Draft a conclusion that resolves the narrative. • Prepare the final product for presentation and/or publication. • Produce writing that is legible, including the correct formation • Provide a conclusion that follows from the narrated experiences or events. • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. • Revise to ensure that the narrative is fully developed and logically organized.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>including using word processing technology.</p> <ul style="list-style-type: none"> • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Deliver oral presentations. 	<p>and events are effectively described.</p> <ul style="list-style-type: none"> • Ensure that the narrative is fully developed and logically organized. • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations. 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including using word processing technology. • Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable. • Delivering oral presentations.

Writing (W) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

- Language Standards
- Speaking and Listening Standards

Writing Standard 4 at a Glance:

- **Grades 3-5:** In grades 3–5, students begin to produce writing that is organized and focused on a clear topic. They improve coherence by using transitions and paragraphing and begin to revise more independently for organization and tone. Students structure their ideas into paragraphs and use linking words to create flow between sentences, paragraphs, and sections. Emphasis is placed on writing for a specific task or audience and using appropriate tone and structure. Students engage in the process of revision and editing to clarify their message and improve the quality of their work.
- **Grades 6-8:** Students develop greater control over writing by organizing content clearly and tailoring their tone and structure for specific contexts. They revise for coherence, style, and audience engagement. Students write with a clear focus on purpose and audience. They organize ideas logically with appropriate transitions. Organization and cohesion of writing becomes more visible, with students tailoring content and tone for a specific audience. At this stage, students are developing a consistent tone and style. They use varied sentence structures and precise language, revise writing with an emphasis on clarity and effectiveness, craft more sophisticated introductions and conclusions, integrate evidence smoothly into writing, and edit for voice, style, and audience awareness.

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

Writing Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.).	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.).	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5.	See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5.	See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5.

Writing (W) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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

Writing Standard 5 at a Glance:

- **Grades 3-5:** Students begin revising and editing more independently. They learn to improve organization, word choice, and sentence structure, and begin using tools such as peer reviews and writing rubrics. Students apply the full writing process with increasing structure and complexity. They write multi-paragraph texts with a clear beginning, middle, and end. They make purposeful changes to improve writing content, organization, and word choice. Students respond to feedback from peers and adults. Editing focuses on grammar, spelling, punctuation, and sentence structure. Students apply learned language conventions.
- **Grades 6-8:** Students refine their writing using a recursive process of planning, drafting, revising, and editing. They evaluate content for clarity and effectiveness, and revise with specific audiences and purposes in mind. Students use peer feedback and self-review to revise and refine independently. They utilize the writing process to improve clarity and coherence.

Key Words/Terms: Pre-write, brainstorming, list, clustering, free writing, outline, planning, research, draft, revise, edit, feedback, peer review, checklist, rubric, guidance, support, peers, adults, develop, strengthen, writing, details, organization, word choice, style, sentence fluency, sentence structures, point of view, modify, improve, reorder, conventions, capitalization, punctuation, mechanics, spelling, grammar, revising, editing

Writing Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3)	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5.	<ul style="list-style-type: none">• See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5.	<ul style="list-style-type: none">• See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5.

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 3-5:** Students begin to independently use technology to write, revise, and publish. They use digital platforms to collaborate with peers and explore how technology enhances presentation and communication. Students use word processing tools to produce organized, polished texts. They use features such as spell check, formatting, and text styles. Students collaborate digitally (e.g., comments, shared docs), use technology to gather feedback and revise accordingly, and publish work for school or wider audiences.
- **Grades 6-8:** Students use technology to manage writing projects, collaborate in real-time, and publish for authentic audiences. They become more strategic and efficient in their use of digital tools to plan, draft, and refine writing. Students plan, draft, revise, and publish using digital tools. They use collaborative platforms for peer review and co-writing. They integrate media, hyperlinks, or design elements, track versions or edits during revision, and adjust writing for digital formats and audiences.

Key Words/Terms: Publish, produce, writing, type, word processing, keyboarding skills, revise, edit, revision, feedback, formatting, images, presentation, presentation tools, share, collaborate, collaboration, digital collaboration, discussions, interact, partners, writer, reader, ideas, digital tools, technology, use, Internet, real-world writing experiences, demonstrate, sufficient command, single setting

Writing Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”• Apply appropriate posture, hand, arm and fingering positions when keyboarding.• Use technology for communication.• Use technology to collaborate and to express ideas.• Use technology to locate, evaluate, and gather information and/or data.	<ul style="list-style-type: none">• Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.• Apply appropriate posture, hand, arm and fingering positions when keyboarding.• Use technology to enhance learning.• Use technology for communication.• Use technology to collaborate and to express ideas.	<ul style="list-style-type: none">• Apply computer literacy and keyboarding skills at the Basic level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”• Apply appropriate posture, hand, arm and fingering positions when keyboarding.• Use technology to enhance learning.• Use technology for communication.• Use technology to collaborate and to express ideas.• See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none"> • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. • See CCSS W.3.1, W.3.2, W.3.3, W.3.7 SL.3.1, 4, and 5. 	<ul style="list-style-type: none"> • Use technology to locate, evaluate, and gather information and/or data. • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. • See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5. 	<ul style="list-style-type: none"> • Use technology to locate, evaluate, and gather information and/or data. • Use and evaluate technology tools to organize information. • Use technology to develop strategies to solve problems and make informed decisions. • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.

Writing (W) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

- Reading Informational
- Language Standards
- Speaking and Listening Standards

Writing Standard 7 at a Glance:

- **Grades 3-5:** Students move from shared research projects to independent, in-depth research with an emphasis on independently identifying and researching a topic. Students conduct short research projects with support. They formulate and refine more specific questions, select and explore multiple source types, organizing their writing effectively and cite sources.
- **Grades 6-8:** Students refine their inquiry process and develop focused research questions or explore topics of interest. They synthesize information from diverse sources to answer questions or solve problems. They conduct short and sustained research on focused topics and evaluate source credibility. They analyze and synthesize information and present research clearly in multiple formats.

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

Writing Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.7 Conduct short research projects that build knowledge about a topic.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Follow an inquiry process.• Define a problem, formulate questions, and refine a problem and/or question.• Locate and evaluate resources.• Use safe practices when online.• Locate and select sources to meet the information need.• Evaluate sources to meet the information need.• Find data and/or information within a variety of sources.• Paraphrase when taking notes from sources.• Use a variety of formats to prepare findings/conclusions for sharing.• Share findings and/or conclusions.• Cite a source as appropriate.	<ul style="list-style-type: none">• Follow an inquiry process.• Define a problem, formulate questions, and refine a problem and/or question.• Locate and evaluate resources.• Use safe practices when online.• Locate and select sources to meet the information need.• Evaluate sources to meet the information need• Find data and/or information within a variety of sources.• Paraphrase when taking notes from sources.• Use a variety of formats to prepare findings/conclusions for sharing.• Share findings and/or conclusions.• Differentiate between original and	<ul style="list-style-type: none">• Follow an inquiry process.• Define a problem, formulate questions, and refine a problem and/or question.• Locate and evaluate resources.• Use safe practices when online.• Locate and select sources to meet the information need.• Evaluate sources to meet the information need.• Find data and/or information within a variety of sources.• Paraphrase when taking notes from sources.• Use a variety of formats to prepare findings/conclusions for sharing.• Share findings and/or conclusions.• Differentiate between original and

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
	borrowed ideas and cite sources appropriately.	borrowed ideas and cite sources appropriately.

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Writing (W) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

Writing Standard 8 at a Glance:

- **Grades 3-5:** Students gather relevant information from multiple sources and begin to paraphrase, quote, and cite sources appropriately. Students develop research questions and gather information from books and digital sources. They choose and narrow research topics. They take notes from print and digital sources and begin citing sources informally. Students organize and present findings in writing with supporting details and use digital tools to publish writing and collaborate with peers.
- **Grades 6-8:** Students deepen their ability to evaluate source reliability. They begin using standard citation formats. They evaluate sources for credibility and bias and use formal citation systems (e.g., MLA or APA). Students paraphrase accurately and cite appropriately to avoid plagiarism.

Key Words/Terms: Gather, research, topic, information, sources, notes, note-taking strategies, paraphrase, quote, plagiarism, attribution, citation, citation format, simple citation, bibliography, title, author, acknowledgement, alphabetical order, categories, sort evidence, relevant information, analyze, interpret, explain, describe, credibility, bias, primary sources, secondary sources, digital, print, Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlas, encyclopedia, flow charts, outline, tree map, bulleted list

Writing Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	W5.8 W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).• Find data and/or information within a variety of sources. Compose text using revising and editing strategies of effective writers and speakers.• Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).• Paraphrase when taking notes	<ul style="list-style-type: none">• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).• Find data and/or information within a variety of sources. Compose text using revising and editing strategies of effective writers and speakers.• Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).• Paraphrase when taking notes	<ul style="list-style-type: none">• Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).• Find data and/or information within a variety of sources. Compose text using revising and editing strategies of effective writers and speakers.• Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).• Paraphrase when taking notes from sources.

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<p>from sources.</p> <ul style="list-style-type: none"> • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Synthesize information from within a source. 	<p>from sources.</p> <ul style="list-style-type: none"> • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Synthesize information from within a source. 	<ul style="list-style-type: none"> • Evaluate and analyze the quality, accuracy, and sufficiency of notes. • Sort evidence into specified categories. • Synthesize information from within a source.

Writing (W) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

Writing Standard 9 at a Glance:

- **Grades 3-5:** Students use explicit evidence from literary and informational texts to explain and support their ideas in various types of writing. They quote or paraphrase accurately, support claims with textual evidence, and compare and contrast texts using details.
- **Grades 6-8:** Students integrate relevant evidence from literary or informational texts to support their analysis, reflection, and research. They distinguish between strong and weak evidence and embed it smoothly. Students analyze texts and select relevant evidence and embed quotes with commentary. They use multiple sources to support claims and cite sources accurately. Students apply reading comprehension skills such as identifying themes, arguments, or key details to strengthen their writing.

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

Writing Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.9 (Begins in Grade 4).	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 5	Grade Level: Grade 6	Next Progression: Grade 7
<ul style="list-style-type: none">• Apply Grade 5 Reading Standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, how characters interact).• 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).• Write in response to grade-level print, nonprint, and digital literary or informational text(s).	<ul style="list-style-type: none">• 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”).• Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).• Write in response to grade-level print, nonprint, and digital literary or informational text(s).	<ul style="list-style-type: none">• 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”).• 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”).• Write in response to grade-level print, nonprint, and digital literary or informational text(s).

Writing (W) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

- Language Standards
- Speaking and Listening Standards

Writing Standard 10 at a Glance:

- **Grades 3-5:** Students write routinely in both short and long formats, developing writing stamina and fluency across genres. They produce frequent informal writing (journals, responses), develop longer projects over time, and write for real or imagined audiences.
- **Grades 6-8:** Students write routinely in academic and creative contexts. over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). Students experience a range of tasks, purposes, and audiences. This Standard balances formal assignments with informal writing that builds voice and reflection. Writing is encouraged across genres and disciplines, helping students develop writing fluency, stamina, and adaptability through frequent practice and reflection.

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

Writing Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
W.3.10 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 discipline-specific tasks, purposes, and audiences.	W.4.10 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 discipline-specific tasks, purposes, and audiences.	W.5.10 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 discipline-specific tasks, purposes, and audiences.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Level: Grade 4	Next Progression: Grade 5
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

How is it ASSESSED?

State Assessment (MCAP): Coming soon!

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