

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

The Writing Standard 1 emphasizes writing opinion pieces in which students learn to express their opinions. Students develop claims with clear reasoning and evidence. This Standard pairs with:

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

Writing Standard 1 at a Glance:

- **Grades 6-8:** Students develop argumentative writing with logical organization and varied techniques. They conduct research using credible sources and cite them properly. Students refine their argumentative writing by using more complex reasoning, integrating credible sources, and addressing counterclaims. They write in formal tone and structure arguments more strategically.
- **Grades 9-12:** Students develop arguments with precise claims, counterclaims and evidence. They demonstrate mastery by constructing sophisticated, well-supported arguments tailored to task, purpose, and audience. They evaluate evidence critically, refine rhetoric, and adapt voice and style to different contexts. They craft complex, nuanced claims supported by synthesized evidence. Students evaluate and integrate multiple sources, analyze and respond to counterarguments thoughtfully, use precise, formal language and rhetorical techniques, and organize arguments with strategic structure and persuasive clarity.

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

Writing Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Levels: Grade 9-10	Next Progression: Grades 11-12
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.• Establish and maintain a formal style.• Provide a concluding statement or	<ul style="list-style-type: none">• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.• Conduct a self-analysis of strengths and weaknesses as a writer of argument and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target information gathering.• Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.	<ul style="list-style-type: none">• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.• Conduct a self-analysis of strengths and weaknesses as writers of argument and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target information gathering.• Generate and develop a well-constructed controlling idea, thesis,

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<p>section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • Choose, apply, and maintain an organizational structure appropriate to the writing purpose. • Gather reliable and valid information from print, non-print, and digital sources. • Evaluate information to determine sufficiency and relevancy. • Establish clear relationships among claim(s), counterclaims, reasons, and evidence. • Logically sequence claims, counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Attend to audience knowledge, interest, and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create 	<p>or claim that states, refutes, or modifies a position.</p> <ul style="list-style-type: none"> • Choose, apply and maintain an organizational structure appropriate to the writing purpose. • Gather reliable and valid information from print, non-print, and digital sources. • Evaluate information to determine sufficiency and relevancy. • Analyze the significance of opposing claims while determining which claims best support the argument. • Logically sequence and distinguish claims, counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Attend to audience knowledge, interest and concern. • Use rhetorical appeals effectively.

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
	<p>cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Manipulate language through varying styles with different levels of formality, tone and purpose. • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. • Use a standard format for citations. • Provide a concluding statement or section that follows from and supports the argument presented. • Write relevant, concise, and effective conclusions. 	<ul style="list-style-type: none"> • Refute opposing positions and opinions fairly. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Integrate quotations and citations into a written text. • Manipulate language through varying styles with different levels of formality, tone and purpose. • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. • Integrate quotations, paraphrases, and summarizations of source material appropriately into written

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
		<p>text.</p> <ul style="list-style-type: none">• Use a standard format for citation.• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• Provide a concluding statement or section that follows from and supports the argument presented.• Write relevant, concise, and effective conclusions.

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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 clearly 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 paired with:

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

Writing Standard 2 at a Glance:

- **Grades 6-8:** Students produce structured, well-developed informative writing with clarity and precision. They synthesize sources, maintain objective tone, and refine organization to enhance understanding. Students produce multi-paragraph compositions with logical flow and evidence to support ideas. They analyze and refine content for clarity, tone, and effectiveness. Students apply feedback from adults and peers more independently.
- **Grades 9-12:** Students write sophisticated informative texts that demonstrate analytical thinking, clear structure, and strong command of academic and technical language. They adapt tone and organization for purpose and audience. Students convey complex ideas with an emphasis on clarity as students synthesize and evaluate multiple sources to explain abstract or technical topics. They use precise, concise, and discipline-appropriate vocabulary.

Key Words/Terms: Informative text, explanatory text, develop, topic, facts, definition, concrete details, research, close read, paraphrase, convey ideas clearly, convey information clearly, point of view, sources, notes, reference sources, include, primary sources, secondary sources, organizational structure grouping related information, examples, quotations, writing, plagiarism, attribution

Writing Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
W.8.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.9-10.2 Write informative / explanatory texts to examine and convey complex ideas , concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2. Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.• Use precise language and domain-	<ul style="list-style-type: none">• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target information gathering.	<ul style="list-style-type: none">• Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<p>specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • Narrow and refine the focus of a grade-appropriate complex topic. • Analyze the topic to target information gathering. • Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. • Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. • Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. • Evaluate information to determine sufficiency and relevancy. • Use appropriate and effective formatting of headings, graphics, and multimedia. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 	<p>information gathering.</p> <ul style="list-style-type: none"> • Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. • Attend to audience's need by establishing and maintaining an organizational structure where information and ideas build and flow logically. • Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. • Evaluate information to determine sufficiency and relevancy. • Use appropriate and effective formatting of headings, graphics, and multimedia. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Attend to audience knowledge, interest, and concern.

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
	<ul style="list-style-type: none"> • Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. • Integrate paraphrases and summarizations of source material appropriately into written text. • Integrate quotations and citations appropriately into written text. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Manipulate language, use transitions, and integrate ideas effectively. • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while 	<ul style="list-style-type: none"> • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. • Integrate paraphrases and summarizations of source material appropriately and effectively into written text. • Integrate quotations and citations appropriately and effectively into written text. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Manipulate language, use transitions, and integrate ideas effectively. • Vary syntax as needed to create cohesion and clarity. • Use a consistent style, tone, voice, and mood. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
	<p>attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • Write relevant, concise, and effective conclusions. 	<p>attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • Write relevant, concise, and effective conclusions.

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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.

Writing Standard 3 This standard 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 Informational Standards
- Language Standards
- Speaking and Listening Standards

Writing Standard 3 at a Glance:

- **Grades 6-8:** Students craft structured, engaging narratives with developed characters and themes. They use advanced narrative techniques such as pacing, flashbacks, and tone to shape meaning. Students develop real or imagined experiences using narrative techniques. They use pacing, reflection, and multiple plot lines, craft believable characters and vivid settings, and use dialogue and description to advance the narrative. They establish and maintain a clear narrative voice and point of view.
- **Grades 9-12:** Students demonstrate mastery by composing compelling, cohesive narratives with complex structure and deep thematic development. They adapt style and structure for audience and purpose, often blending genres or perspectives. They use advanced narrative techniques (e.g., unreliable narrator, nonlinear timelines), develop nuanced characters, themes, and settings. Students employ voice, symbolism, and figurative language, control tone and style to fit the narrative context, and use structure intentionally to enhance meaning and impact. Student narratives reflect mature structure, voice, and style, often blending real and imagined experiences.

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

Writing Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
W.8.2.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details , and well- structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.• Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.• Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.• Use precise words and phrases,	<ul style="list-style-type: none">• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target information gathering.• Choose, apply, and maintain an organizational structure that	<ul style="list-style-type: none">• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly.• Narrow and refine the focus of a grade-appropriate complex topic.• Analyze the topic to target information gathering.• Choose, apply, and maintain an organizational structure appropriate to the writing purpose.• Develop an engaging introduction

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<p>relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>effectively develops the ideas and supports the writing purpose.</p> <ul style="list-style-type: none"> • Develop an engaging introduction that presents the conflict/problem/situation, point of view(s) and narrator/characters. • Choose transitions and details appropriately to create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. • Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator. • Use and punctuate dialogue and dialect appropriately. 	<p>that uses effective narrative techniques.</p> <ul style="list-style-type: none"> • Select well-chosen, appropriate, and effective details to create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. • Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator. • Use and punctuate dialogue and dialect appropriately. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
	<ul style="list-style-type: none"> • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. • Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. • Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. • Demonstrate understanding and application of appropriate usage to 	<p>characters.</p> <ul style="list-style-type: none"> • Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. • Apply the methods of characterization to effectively support the purpose of the narrative. • Develop and sustain an authentic voice that maintains the character or narrator. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • Sequence, build, and integrate events that effectively support and advance the plot of the narrative. • Use words, phrases, and clauses appropriately to build a particular tone and/or mood. • Use words, phrases, and clauses effectively to transition and link plot shifts and changes and to build

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
	<p>address audience, task, and purpose.</p> <ul style="list-style-type: none"> • Use an appropriate style, tone, voice, and/or mood to address a specific audience. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. 	<p>toward a conclusion, resolution, or outcome.</p> <ul style="list-style-type: none"> • Vary syntax as needed to create cohesion and clarity. • Use an appropriate style, tone, voice, and/or mood to address a specific audience. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative.

Writing 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 6-8:** Students develop greater control over writing by organizing content clearly and tailoring their tone and structure for specific contexts. They revise for coherence, style, and audience engagement. Students write with a clear focus on purpose and audience. They organize ideas logically with appropriate transitions. Organization and cohesion of writing becomes more visible, with students tailoring content and tone for a specific audience. At this stage, students are developing a consistent tone and style. They use varied sentence structures and precise language, revise writing with an emphasis on clarity and effectiveness, craft more sophisticated introductions and conclusions, integrate evidence smoothly into writing, and edit for voice, style, and audience awareness.
- **Grades 9-12:** Students master the ability to produce writing that is polished, structured, and adapted for complex tasks. They demonstrate flexibility in voice and style and revise purposefully to enhance clarity and engagement. Students exhibit control over sophisticated organizational structures. They vary their tone, register, and style based on audience and context. Students write with fluency and precision across genres, use rhetorical strategies to enhance clarity and cohesion, and revise for voice, coherence, and purpose-driven impact.

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

Writing Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.4 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• See Writing Standards W.8.1, W.8.2, W.8.3, W.8.7, and Speaking and Listening Standards 1 and 4.	<ul style="list-style-type: none">• See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.7, and Speaking and Listening Standards 1 and 4.	<ul style="list-style-type: none">• See Writing Standards W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, and Speaking and Listening Standards 1 and 4.

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. The emphasis evolves from guided revision to independent, purposeful refinement across genres and audiences. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Writing Standard 5 at a Glance:

- **Grades 6-8:** Students refine their writing using a recursive process of planning, drafting, revising, and editing. They evaluate content for clarity and effectiveness, and revise with specific audiences and purposes in mind. Students use peer feedback and self-review to revise and refine independently. They utilize the writing process to improve clarity and coherence.
- **Grades 9-12:** Students demonstrate independence and strategic control over the revision process. They revise with a strong focus on rhetorical impact, clarity, and voice, using feedback, mentor texts, and reflection to guide their decisions. They make deliberate revisions for style, tone, and rhetorical effect, evaluate and refine ideas, organization, and language. Students conduct multiple rounds of revision with increasing independence. They use peer, teacher, and self-assessment to guide edits and consider real-world audiences and professional expectations. Student narratives reflect mature structure, voice, and style, often blending real and imagined experiences.

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

Writing Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• See Writing Standards W.8.1, W.8.2, W.8.3, W.8.7 and Speaking and Listening Standard 4.	<ul style="list-style-type: none">• See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, and W.9-10.7 and Speaking and Listening Standard 4.	<ul style="list-style-type: none">• See Writing Standards W.11-12.1, W.11-12.2, W.11-12.3, and W.11-12.7 and Speaking and Listening Standard 4.

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 This standard develops students' ability to use digital tools to create, revise, and publish writing. It emphasizes collaboration, research, and technology integration appropriate to the grade level. As students progress, they become more independent and strategic in using technology to enhance writing, collaborate with others, and publish for real audiences. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Writing Standard 6 at a Glance:

- **Grades 6-8:** Students use technology to manage writing projects, collaborate in real-time, and publish for authentic audiences. They become more strategic and efficient in their use of digital tools to plan, draft, and refine writing. Students plan, draft, revise, and publish using digital tools. se collaborative platforms for peer review and co-writing. They integrate media, hyperlinks, or design elements, track versions or edits during revision, and adjust writing for digital formats and audiences.
- **Grades 9-12:** Students demonstrate fluent and purposeful use of technology to produce writing. They adapt to varied tools for different genres, audiences, and contexts—preparing for academic and professional writing environments. They utilize advanced tools (e.g., Google Workspace, Microsoft Word, design software) to produce high-quality work. Students collaborate with others through real-time editing and feedback. They adapt voice and formatting for blogs, reports, digital portfolios, or presentations. Students publish their writing tailored to digital and public audiences, reflect on how digital choices affect tone, style, and impact.

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

Writing Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• See Writing Standards W.8.1, W.8.2, W.8.3, W.8.7, and Speaking and Listening Standards SL.8.5.• Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”• Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.	<ul style="list-style-type: none">• See Writing Standards W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.7, and Speaking and Listening Standards SL.9-10.5.• Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”• Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.	<ul style="list-style-type: none">• See Writing Standards W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.7, and Speaking and Listening Standards SL.11-12.5.• Apply computer literacy and keyboarding skills at the proficient level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”• Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.

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

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

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

Writing Standard 7 at a Glance:

- **Grades 6-8:** Students refine their inquiry process and develop focused research questions or explore topics of interest. They synthesize information from diverse sources to answer questions or solve problems. They conduct short and sustained research on focused topics and evaluate source credibility. They analyze and synthesize information and present research clearly in multiple formats.
- **Grades 9-12:** Students independently conduct sustained research projects with well-developed questions and a variety of advanced sources. They demonstrate depth of knowledge and original insight in presentation. They frame and refine complex research questions, gather, and evaluate, and integrate diverse sources. Students synthesize evidence and ideas into coherent arguments or explanations and use research to contribute original insights. Students independently define the scope of research, evaluate and synthesize sources, and present findings clearly and coherently.

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

Writing Standard 7 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.• Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.• Interpret recorded data/information to create new understandings, and knowledge related to the information needed in an ethical	<ul style="list-style-type: none">• Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.• Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.• Find, generate, record, and organize information relevant to the information needed in an ethical manner.	<ul style="list-style-type: none">• Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.• Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.• Find, generate, record, and organize information relevant to the information needed in an ethical manner.

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<p>manner.</p> <ul style="list-style-type: none"> • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner 	<ul style="list-style-type: none"> • Interpret recorded data/information to create new understandings, and knowledge related to the information needed in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. 	<ul style="list-style-type: none"> • Interpret recorded data/information to create new understandings, and knowledge related to the information needed in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

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

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

Writing Standard 8 at a Glance:

- **Grades 6-8:** Students deepen their ability to evaluate source reliability. They begin using standard citation formats. They evaluate sources for credibility and bias and use formal citation systems (e.g., MLA or APA). Students paraphrase accurately and cite appropriately to avoid plagiarism.
- **Grades 9-12:** Students independently conduct sustained research projects with well-developed questions and a variety of advanced sources. They demonstrate depth of knowledge and original insight in presentation. Students conduct advanced research using authoritative sources, evaluating each source's relevance, reliability, and bias. They integrate information selectively to maintain the flow of ideas and adhere to proper citation formats (e.g., MLA or APA).

Key Words/Terms: Recall information, experiences, gather, information, notes, sources, sort evidence, categories, list of sources, title, author(s), alphabetical order, acknowledgement, plagiarism, avoided, paraphrase, integrated, research, topic, flow, charts, outlines, tree map, bulleted list, note taking strategies, primary sources, secondary sources, Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlas, encyclopedia, digital, print, write, analyze, interpret, explain, describe

Writing Standard 8 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas , avoiding plagiarism and following a standard format for citation.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Find, generate, record, and organize information relevant to the research purpose in an ethical manner.• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.• Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate	<ul style="list-style-type: none">• Find, generate, record, and organize information relevant to the research purpose in an ethical manner.• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.• Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate	<ul style="list-style-type: none">• Find, generate, record, and organize information relevant to the research purpose in an ethical manner.• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.• Share findings/conclusions in an appropriate format to support

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
the product and the process in an ethical manner.	the product and the process in an ethical manner.	written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.

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

Writing Standard 9 at a Glance:

- **Grades 6-8:** Students integrate relevant evidence from literary or informational texts to support their analysis, reflection, and research. They distinguish between strong and weak evidence and embed it smoothly. Students analyze texts and select relevant evidence and embed quotes with commentary. They use multiple sources to support claims and cite sources accurately. Students apply reading comprehension skills such as identifying themes, arguments, or key details to strengthen their writing.
- **Grades 9-12:** Students analyze and interpret complex literary and informational texts to support sophisticated arguments and insights in their writing. They apply reading standards to inform and deepen their written responses—such as comparing authors' approaches or evaluating textual claims. proper citation formats (e.g., MLA or APA).

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

Writing Standard 9 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").• Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	<ul style="list-style-type: none">• Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").• Write in response to grade-level print, non-print, and digital informational text(s).• Interpret recorded data/information to create new understandings and knowledge related to the information needed in an ethical manner.	<ul style="list-style-type: none">• Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U. S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").• Write in response to grade-level print, non-print, and digital informational text(s).• Interpret recorded data/information to create new understandings and knowledge related to the information needed in an ethical manner.

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

*The Grade-Level Standards are the same as the Anchor Standard 10.

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 paired with:

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

Writing Standard 10 at a Glance:

- **Grades 6-8:** Students write routinely in academic and creative contexts, over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). Students experience a range of tasks, purposes, and audiences. This Standard balances formal assignments with informal writing that builds voice and reflection. Writing is encouraged across genres and disciplines, helping students develop writing fluency, stamina, and adaptability through frequent practice and reflection.
- **Grades 9-12:** Students consistently engage in writing for varied lengths and purposes, ranging from in-depth research projects to on-demand responses, across academic subjects and audiences. They expertly select and integrate textual evidence into sophisticated writing. Students analyze author's craft, style, structure, and rhetorical devices. They evaluate evidence, and use it to construct logical, insightful arguments or interpretations. Students are able to support interpretations with multiple layers of evidence.

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

Writing Standard 10 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
W.8.10 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.9-10.10 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.	W.11-12.10 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none">• Adjust the writing process for different grade appropriate writing tasks, purposes, and audiences.• Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.• See Grades 8: W1, W2, W3 and W7 of CCSC Framework for specific application.	<ul style="list-style-type: none">• Adjust the writing process for different grade appropriate writing tasks, purposes, and audiences.• Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.• See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application.	<ul style="list-style-type: none">• Adjust the writing process for different grade appropriate writing tasks, purposes, and audiences.• Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.• See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application.

How is it ASSESSED?

State Assessment (MCAP): Coming soon!

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