

MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland College and Career
Ready Curriculum Framework*

□ *Writing*
Grades 6 through 8

August 2014



In June, 2010, the Maryland State Board of Education adopted the Common Core State Standards. During the summer and fall of 2010, Maryland educators examined the Common Core State Standards and the existing State Curriculum to determine which skills and content matched the Common Core State Standards. Based on this analysis, development of the new curriculum began. These Frameworks are the result of a yearlong effort by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. The Frameworks are not intended to convey the order in which the standards should be taught nor the length of time to devote to a unit of study.

Key:

Black print – Common Core State Standards

Red print – The Essential Skills and Knowledge identified by Maryland Educators. These statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard.

Purple print – The Common Core State Standard was judged as an excellent match with the existing State Curriculum during the gap analysis, such as SC, 6 (read “State Curriculum, Grade 6)

The Maryland College and Career Ready Curriculum Frameworks in English Language Arts integrate standards from different strands. Throughout the Maryland Essential Skills and Knowledge, you will see references such as See CCSS 6 SL4 (read “See Common Core State Standards, Grade 6, Speaking & Listening, Standard 4”). The following list shows the abbreviations used when referencing standards from the ELA Common Core State Standards:

RL – Reading Literature

W - Writing

RI – Reading Informational Text

SL – Speaking and Listening

RF – Reading Foundational Skills

L – Language

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

**Maryland College and Career Ready Curriculum Framework
English Language Arts**

Standards for Writing (W)

Cluster: Text Types and Purposes		
W1 CCR Anchor Standard		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W1 Write arguments to support claims with clear reasons and relevant evidence.	W1 Write arguments to support claims with clear reasons and relevant evidence.	W1 Write arguments to support claims with clear reasons and relevant evidence.
W1.a Introduce claim(s) and organize the reasons and evidence clearly.	W1.a Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically.	W1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim (See CCSS W.6.5) <ul style="list-style-type: none"> ◦ Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) • Compose a draft of an introduction that presents a claim or claims clearly. (See CCSS W.6.4 & .6) 	<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS W.7.5) <ul style="list-style-type: none"> ◦ Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) • Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims (See CCSS W.7.4, & .6) 	<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS W.8.5) <ul style="list-style-type: none"> ◦ Gather information to support claims. (See MD SLM. 6-8. 2A1, as needed.) ◦ Compare and contrast one’s own claim or claims to all other claims (See CCSS RL.8.5) • Compose a draft of an introduction that features a claim or claims in opposition to any alternate claim or claims. (See CCSS W.8.4, & .6)
W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS W.6.7) • Locate and evaluate sources for reliability to select evidence. (See CCSS W.6.8) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun-antecedent agreement* (See CCSS L.6.2e) ◦ formation of complete sentences* (See CCSS L.6.1f) ◦ varying sentence patterns (See CCSS L.6.3a) ◦ pronouns written in the proper case (See CCSS L.6.1a) 	<ul style="list-style-type: none"> • Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS W.7.7) • Use an established procedure to determine the accuracy of sources (See CCSS W.7.8) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.7. 2.e) ◦ formation of complete sentences* (See CCSS L.7.1f) ◦ selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas 	<ul style="list-style-type: none"> • Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS W.8.7) • Use an established procedure to determine the accuracy of sources (See CCSS W.8.8) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of support for a claim or claims ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.8.2e) ◦ formation of complete sentences* (See CCSS L.8.1f) ◦ using verbs in the passive and active voice (See CCSS L.1b.8)

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<ul style="list-style-type: none"> ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c) ◦ frequently-confused words.* (See CCSS L.6.1g) ◦ spelling correctly (See CCSS L.6.2b) 	<p>(See CCSS L.7.1b)</p> <ul style="list-style-type: none"> ◦ frequently-confused words.* (See CCSS L.7.1g) ◦ spelling correctly (See CCSS L.7.2b) ◦ a inappropriate shifts in pronoun number and person* (See CCSS L.7.1c) 	<ul style="list-style-type: none"> ◦ frequently-confused words.* (See CCSS L.8.1g) ◦ spelling correctly (See CCSS L.8.2c) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.8.1c)
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Cluster: Text Types and Purposes		
W1 CCR Anchor Standard		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 1</p>	<p>W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 1</p>	<p>W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 1</p>
<p>W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Combine ideas with the appropriate word or words that explain the connections between claims and reasons. (See CCSS L.6.5b) • Apply academic vocabulary to express relationships precisely. (See CCSS L.6.6) 	<ul style="list-style-type: none"> • Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons. (See CCSS L.7.1a, 1b, L.3a) • Use transitions purposefully to support unity. • Apply academic vocabulary to express relationships precisely. (See CCSS L.7.6) 	<ul style="list-style-type: none"> • Combine ideas with the appropriate word or words that promote unity among claims, the confirmation of reasons, and acknowledgment of alternate claims. (See CCSS L.8.1a, L.3a) • Use transitions purposefully to respond to alternate claims and strengthen one's own claim/s. • Apply academic vocabulary to express relationships precisely. (See CCSS L.8.6)
<p>W1.d Establish and maintain a formal style.</p>	<p>W1.d Establish and maintain a formal style.</p>	<p>W1.d Establish and maintain a formal style.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Identify those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS L.6.3b) 	<ul style="list-style-type: none"> • Identify and apply those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS L.6.3b) 	<ul style="list-style-type: none"> • Identify and apply those elements that distinguish formal from informal style. • Maintain consistency in style and tone.* (CCSS L.6.3b)
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Cluster: Text Types and Purposes		
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Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 2	W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 2	W1 Write arguments to support claims with clear reasons and relevant evidence. cont'd from p. 2
W1.e Provide a concluding statement or section that follows from the argument presented.	W1.e Provide a concluding statement or section that follows from and supports the argument presented.	W1.e Provide a concluding statement or section that follows from and supports the argument presented.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates key components of the argument. (See CCSS W.6.4) • Apply the revision and editing stages of the writing process to the writing piece. (See CCSS W.6.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ correction of inappropriate shifts in verb tense (See CCSS L.5.1d) ◆ frequently-confused words.* (See CCSS L.4.1g) ◆ correction of spelling (CCSS L.6.2b) • Prepare the final product for presentation and/or publication (See CCSS W.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument. (See CCSS W.7.4) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.7.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS L.6.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ correction of inappropriate shifts in verb tense (See CCSS L.5.1d) ◆ correction of misplaced and dangling modifiers* (See CCSS L.7.1c) ◆ frequently confused words* (See CCSS L.4.1g) ◆ correction of spelling (CCSS L.7.2b) • Prepare the final product for presentation and/or publication (See CCSS W.7.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument. (See CCSS. W.8.4) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.8.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ correction of inappropriate shifts in verb tense (See CCSS L.5.1d) ◆ correction of misplaced and dangling modifiers* (See CCSS L.7.1c) ◆ correction of shifts in verb voice and mood* (See CCSS L.8.1d) ◆ frequently confused words* (See CCSS L.4.1g) ◆ correction of spelling (See CCSS L.8.2c) • Prepare the final product for presentation and/or publication (See CCSS W.8.6)

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Standards for Writing (W)

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Adapt planning and prewriting to address the demands of an informative text, including <ul style="list-style-type: none"> ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts ◦ effectively organizing of information within an established structure (See CCSS W.6.5) ◦ including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly. (See CCSS W.6.4, W.6.6) 	<ul style="list-style-type: none"> • Adapt planning and prewriting to address the demands of an informative text, including <ul style="list-style-type: none"> ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts ◦ effectively organizing of information within an established structure (See CCSS W.6.5) ◦ including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas. (See CCSS W.6.4, W.6.6) 	<ul style="list-style-type: none"> • Adapt planning and prewriting to address the demands of an informative text, including <ul style="list-style-type: none"> ◦ refining the focus of a topic ◦ gathering information on a specific topic (See MD SLM 6-8 2A1, as needed.) ◦ examining information to determine the ideas and concepts ◦ effectively organizing of information within an established structure (See CCSS W.6.5) ◦ including appropriate text features to aid understanding • Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas. (See CCSS W.6.4, W.6.6)
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Cluster: Text Types and Purposes		
W2 CCR Anchor Standard		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 4</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 4</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 4</p>
<p>W2.b Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.</p>	<p>W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Gather information about a topic from a variety of reliable print and digital sources (See CCSS RI.6.7,W.7.8) • Determine the most appropriate information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of information. (See CCSS W.6.5) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c) ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.3.1f) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ frequently-confused words* (See CCSS L.4.1g) ◦ recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS L.6.1e) 	<ul style="list-style-type: none"> Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources. (See CCSS RI. 7.7 & W.7.8) • Determine the most appropriate information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of information (See CCSS W.7.5) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c) ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.3.1f) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ frequently-confused words* (See CCSS L.4.1g) ◦ recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS L.6.1e) ◦ placement and function of phrases and clauses in sentences (See CCSS L.7.1a) • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS L.7.3a) 	<ul style="list-style-type: none"> • Gather information about a topic and evaluate that information from a variety of reliable print and digital sources. (See CCSS RI.8.7,W.8) • Determine the most effective information gathered from a variety of reliable sources. (See MD SLM.6-8.2A1) • Compose a draft of the body with attention to <ul style="list-style-type: none"> ◦ effective organization of information (See CCSS W.8.5) ◦ recognition of inappropriate shifts in pronoun number and person* (CCSS L.6.1c) ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.3.1f) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ frequently-confused words* (See CCSS L.4.1g) ◦ recognition of variations from standard English and use of strategies to improve expression in conventional language.* (See CCSS L.6.1e) ◦ function of gerunds, participles, and infinitives in sentences. (See CCSS L.8.1a) • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS L.7.3a)
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Standards for Writing (W)

Cluster: Text Types and Purposes		
W2 CCR Anchor Standard		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 5	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 5	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 5
W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	W2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS L.6.6) • Use words or phrases important to comprehension (See CCSS L.6.6) 	<ul style="list-style-type: none"> • Use transitions purposefully to promote unity and comprehension. • Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCSS L.7.5b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS L.7.6) • Use words or phrases important to comprehension (See CCSS L.7.6) 	<ul style="list-style-type: none"> • Use transitions purposefully to promote unity and comprehension. • Use the relationship between particular words to better understand each of the words. (CCSS L.8.5b) • Use accurately grade-appropriate general academic and domain-specific words (See CCSS L.8.6) • Use words or phrases important to comprehension (See CCSS L.8.6)
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Cluster: Text Types and Purposes		
W2 CCR Anchor Standard		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 6	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 6	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 6
W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 6)	W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 7)	W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 8)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS L.6.6) • Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS L.6.4c, & 4d) 	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS L.7.6) • Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS L.7.4c, & 4d) 	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS 8 L6) • Consult reference materials to clarify and/or verify the precise meaning of a word or phrase. (See CCSS L.7.4c, & 4d)
W2.e Establish and maintain a formal style.	W2.e Establish and maintain a formal style	W2.e Establish and maintain a formal style
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS L.6.3a) • Maintain consistency in style and tone.* (CCSS L.6.3b) 	<ul style="list-style-type: none"> • Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS L.6.3a) • Maintain consistency in style and tone.* (See CCSS L.6.3b) 	<ul style="list-style-type: none"> • Distinguish those elements that create formal from informal style. • Use specific words or phrases that support a consistent formal style. • Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS L.6.3a) • Maintain consistency in style and tone.* (See CCSS L.6.3b)
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Cluster: Text Types and Purposes		
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Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 7</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 7</p>	<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. cont'd from p. 7</p>
<p>W2.f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates key components of the explanation of a topic. (See CCSS W.6.4) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.6.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ varied sentence patterns to maintain clarity and reader interest* (See CCSS L.6.1e) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ formation of complete sentences* (See CCSS L.4.1f) ◆ correct spelling (See CCSS L.6.2b) • Prepare the final product for presentation and/or publication (See CCSS W.6.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that <ul style="list-style-type: none"> ◦ integrates key components of the explanation and ◦ provides reinforcement for the explanation of a topic (See CCSS W.7.4) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.7.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.7.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ correction of misplaced and dangling modifiers* (See CCSS L.7.1c) ◆ correct spelling (See CCSS L.7.2b) • Prepare the final product for presentation and/or publication (See CCSS W.7.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that integrates <ul style="list-style-type: none"> ◦ key components of the explanation and ◦ provides reinforcement for the explanation of a topic. (See CCSS W.8.4) • Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS W.8.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.7.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ correction of misplaced and dangling modifiers* (See CCSS L.7.1c) ◆ correct spelling (See CCSS L.8.2c) ◆ punctuation to show a pause or omission (See CCSS L.8.2a, & 2b) • Prepare the final product for presentation and/or publication (See CCSS W.8.6)

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Standards for Writing (W)

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard		
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to a narrative piece, e.g., <ul style="list-style-type: none"> ◦ focus on an experience or event, ◦ begin development of a character or characters and conflict, and outline a plot. (See CCSS W.6.5) • Compose a draft of an introduction that <ul style="list-style-type: none"> ◦ reveals the character or characters and the conflict ◦ establishes the beginning of a plausible plot development. (See CCSS W.6.4 & W.6.6) • Establish the role of the narrator. (See CCSS RL.6.6) 	<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to a narrative piece, e.g., <ul style="list-style-type: none"> ◦ focus on an experience or event, ◦ begin development of a character or characters and conflict, and ◦ outline a plot. (See CCSS W.7.5) • Compose a draft of an introduction that <ul style="list-style-type: none"> ◦ reveals the character or characters and the conflict and ◦ establishes the beginning of a plausible plot development. (See CCSS W.7.4, W.7.6) • Establish the role of the narrator contrasting it to the roles of other characters (See CCSS RL.7.6) 	<ul style="list-style-type: none"> • Adapt the prewriting stage of the writing process to a narrative piece, e.g., <ul style="list-style-type: none"> ◦ focus on an experience or event, ◦ begin development of a character or characters and conflict, and ◦ outline a plot. (See CCSS W.8.5) • Compose a draft of an introduction that <ul style="list-style-type: none"> ◦ considers the role of the character or characters, ◦ reveals the conflict, and ◦ establishes the beginning of a plausible plot development. (See CCSS W.8.4, W.8.6) • Establish the role of the narrator and its effects contrasting it to the roles and the effects of those roles on other characters (See CCSS RL.8.6)

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Standards for Writing (W)

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard		
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 9</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 9</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 9</p>
<p>W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<p>W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<p>W3.b Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Compose a draft of the body of a narrative with a plausible set of characters and events (See CCSS W.6.4, and W.6.6) • Apply knowledge of plot development and its effect upon shifts in characterization. (See CCSS RL.6.3) • Compose with attention to <ul style="list-style-type: none"> ◦ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.3.3a) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) ◦ maintaining consistency in style and tone.* (See CCSS L. 6.3b) ◦ recognition of inappropriate shifts in pronoun number and person* (See CCSS L.6.1c) ◦ using intensive pronouns correctly (See CCSS L.6.1b) 	<ul style="list-style-type: none"> • Compose a draft of the body of a narrative with a plausible set of characters and events (See CCSS W.7.4, W.7.6) • Apply knowledge of characterization and plot development and their effect upon each other. (See CCSS RL.7.3) • Compose with attention to <ul style="list-style-type: none"> ◦ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.3.3a) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.7.3a) ◦ maintaining consistency in style and tone.* (See CCSS L.6.b) ◦ recognition of inappropriate shifts in pronoun number and person* (CCSS L.6.1c) ◦ choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (See CCSS L.7.3a) 	<ul style="list-style-type: none"> • Compose a draft of the body of a narrative that considers the role of a plausible set of characters and events. (See CCSS W.8.4, W.8.6) • Apply knowledge of elements of characterization and plot development and their effect upon pacing and full development of characters. (See CCSS RL.8.3) • Compose with attention to <ul style="list-style-type: none"> ◦ subject-verb and pronoun antecedent agreement* (See CCSS L.3.1f) ◦ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.3.3a) ◦ formation of complete sentences* (See CCSS L.4.1f) ◦ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) ◦ maintaining consistency in style and tone.* (See CCSS L. 6. 3b) ◦ choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS L.7.3a) ◦ using verbs in active and passive voice and conditional and subjunctive mood for effect. (See CCSS L.8.3a)
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English Language Arts**

Standards for Writing (W)

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard		
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 10</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 10</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 10</p>
<p>W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.</p>	<p>W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.</p>	<p>W3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Use transition words purposefully to promote comprehension. • Analyze the impact of a specific word choice on meaning. (See CCSS RL.6.4) • Use accurately grade-appropriate general academic words (See CCSS L.6) • Use words or phrases important to comprehension (See CCSS L.6.6) 	<ul style="list-style-type: none"> • Use transition words purposefully to promote comprehension. • Choose language that expresses ideas precisely and concisely.* (See CCSS L.7.3a) • Use accurately grade-appropriate general academic words (See CCSS L.7.6) • Use words or phrases important to comprehension (See CCSS L.7.6) 	<ul style="list-style-type: none"> • Use transition words purposefully to promote unity within the narrative and promote comprehension. • Analyze the impact of a specific word choice on meaning. (See CCSS RL.8.4) • Use accurately grade-appropriate general academic words (See CCSS L.8.6) • Use words or phrases important to comprehension (See CCSS L.8.6) • Choose language that expresses ideas precisely and concisely.* (See CCSS L.7.3a)
<p>W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experiences and events.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS L.6.6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS L.6.4c) • Verify the meaning of a word or phrase by checking a 	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS L.7.6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS L.7.4c) • Verify the meaning of a word or phrase by checking a 	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCSS L.8.6) • Consult print or digital reference materials to clarify the precise meaning of a word (See CCSS L.8.4c) • Verify the meaning of a word or phrase by checking a

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Standards for Writing (W)

dictionary (See CCSS L.6.4d)

- Use figures of speech (See CCSS L.6.5a)

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dictionary (See CCSS L.7.4d)

- Use figures of speech (See CCSS L.7.5a)

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dictionary (See CCSS L.8.4d)

- Use figures of speech (See CCSS L.8.5a)

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Standards for Writing (W)

Cluster: Text Types and Purposes		
W3 CCR Anchor Standard		
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 11</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 11</p>	<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. cont'd from p. 11</p>
<p>W3.e Provide a conclusion that follows from the narrated experience or events.</p>	<p>W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Compose a draft of a conclusion that draws together and clarifies events in the narrative. • Apply the revision and editing stages of the writing process to the narrative. (See CCSS W.6.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a) ◆ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS L.6.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ frequently-confused words* (See CCSS L.4.1g) ◆ punctuation used for effect* (See CCSS L.4.3b) ◆ punctuation to separate items in a series (See CCSS L.5.2a) ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) • Prepare the final product for presentation and/or publication (See CCSS W.6.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. • Apply the revision and editing stages of the writing process to the narrative (See CCSS W.7.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a) ◆ varying sentence patterns for meaning, reader/listener interest, and style* (See CCSS L.6.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ frequently-confused words* (See CCSS L.4.1g) ◆ punctuation used for effect* (See CCSS L.4.3b) ◆ correction of vague pronouns* (See CCSS L.6.1d) ◆ correction of misplaced and dangling modifiers* (See CCSS L.7.1c) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) • Prepare the final product for presentation and/or publication (See CCSS W.7.6) 	<ul style="list-style-type: none"> • Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. • Apply the revision and editing stages of the writing process to the narrative (See CCSS W.8.5) <ul style="list-style-type: none"> ◦ Revise for <ul style="list-style-type: none"> ◆ choosing words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a) ◆ varying sentence patterns for meaning, reader/listener interest, and style.* (See CCSS L.6.3a) ◦ Edit for <ul style="list-style-type: none"> ◆ frequently-confused words* (See CCSS L.4.1g) ◆ formation of verbs in indicative, imperative, interrogative, conditional, and subjunctive moods (See CCSS L.8.1c) ◆ punctuation of nonrestrictive/parenthetical elements* (See CCSS L.6.2a) ◆ punctuation used for effect* (See CCSS L.4.3b) ◆ correction of shifts in verb voice and mood* (See CCSS L.8.1d) • Prepare the final product for presentation and/or publication (See CCSS W.8.6)

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Standards for Writing (W)

Cluster: Production and Distribution of Writing		
W4 CCR Anchor Standard		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W4 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.)	W4 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.)	W4 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	Essential Skills and Knowledge	Essential Skills and Knowledge
See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.

Cluster: Production and Distribution of Writing		
W5 CCR Anchor Standard		
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.	See W1, W2, W3, and W7 of CCSC Framework for specific application.
(See CCSS SL.6.1, SL.4, and SL.5)	(See CCSS SL.7.1, SL.4, and S.L.5)	(See CCSS SL.8.1, SL.4, and SL.5)

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Standards for Writing (W)

Cluster: Production and Distribution of Writing		
W6 CCR Anchor Standard		
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W6 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 three pages in a single sitting.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See W1, W2, W3, and W7 of CCSS Framework for specific application. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS SL.6.5) • Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Use keyboard and mouse effectively and efficiently. (MD TL 6 1A1) • Use technology responsibly. (See MD TL 6 2A1, 2B1, 2B2, 2B3) • Use technology to enhance learning and collaboration. (See MD TL 6 3A1, 3B1, 3C1) • Use technology for communication. (See MDTL 6 4A1, 4B1) • Use technology to locate, evaluate, and organize information. (See MD TL 6 5A1, 5B1) • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 6 6A1, 6A2, 6A3, 6A4, 6A5, 6B) 	<p>W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See W1, W2, W3, and W7 of CCSS Framework for specific application. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS SL.7.5) • Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” • Use network resources effectively and efficiently. (See MD TL 7 1A1.a.) • Use technology responsibly. (See MD TL 7 2A1, 2B1, 2B2, 2B3) • Use technology to enhance learning and collaboration. (See MD TL 7 3A1, 3B1, 3C1) • Use technology for communication. (See MD TL 7 4A1, 4B1) • Use technology to locate, evaluate, and organize information. (See MD TL 7 5A1, 5B1) • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 7 6A1, 6A2, 6A3, 6A4, 6A5, 6B) 	<p>W6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • See W1, W2, W3, and W7 of CCSS Framework for specific application. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS 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.” • Use network resources effectively and efficiently. (See MD TL 8 1A1.a.) • Use technology responsibly. (See MD TL 8 2A1, 2B1, 2B2, 2B3) • Use technology to enhance learning and collaboration. (See MD TL 8 3A1, 3B1, 3C1) • Use technology for communication. (See MD TL 8 4A1, 4B1.) • Use technology to locate, evaluate, and organize information. (See MD TL 8 5A1, 5B1) • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 8 6A1, 6A2, 6A3, 6A4, 6A5, 6B)

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Standards for Writing (W)

Cluster: Research to Build and Present Knowledge		
W7 CCR Anchor Standard		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.) 	<p>W7 Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions for further research and investigation.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources. (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.) 	<p>W7 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.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (See MD SLM. 6-8. 1A1.) • Define a problem, formulate questions, and refine a problem and/or question. (See MD SLM. 6-8. 1B1, 1B2, 1B3.) • Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2.) • Find data and/or information within a variety of print or digital sources. (See MD SLM. 6-8. 3A1, 3A2, 3B1, 3C1, 3C2, 3C3.) • Use a variety of formats to prepare the findings/conclusions for sharing. (See MD SLM. 6-8. 5A1, 5A2, 5B1.c.) • Share findings and/or conclusions through a variety of print and multimedia venues. (See MD SLM.6-8. 5A1.a, 5A1b, 5A1c, 5A1d, 5A1e.)

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Standards for Writing (W)

Cluster: Research to Build and Present Knowledge		
W8 CCR Anchor Standard		
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>W8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>W8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>	<p style="text-align: center;">Essential Skills and Knowledge</p>
<ul style="list-style-type: none"> • Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1. b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.) 	<ul style="list-style-type: none"> • Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1.b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2.b, 3C2.c.) 	<ul style="list-style-type: none"> • Locate and evaluate resources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (See MD SLM. 6-8. 4A1. a, 4A1.b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information. (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.)

**Maryland College and Career Ready Curriculum Framework
English Language Arts**

Standards for Writing (W)

Cluster: Research to Build and Present Knowledge		
W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9a Apply <i>grade 6 Reading standards</i> 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”).</p> <p>W9b Apply <i>grade 6 Reading standards</i> 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”).</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9a Apply <i>grade 7 Reading standards</i> 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”).</p> <p>W9b Apply <i>grade 7 Reading standards</i> 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”).</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9a Apply <i>grade 8 Reading standards</i> 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”).</p> <p>W9b Analyze <i>grade 8 Reading standards</i> 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”).</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Write in response to grade-level print, nonprint, and digital literary or informational text(s). 	<ul style="list-style-type: none"> • Write in response to grade-level print, nonprint, and digital literary or informational text(s). 	<ul style="list-style-type: none"> • Write in response to grade-level print, nonprint, and digital literary or informational text(s).

Cluster: Range of Writing		
W10 CCR Anchor Standard Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<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.