

Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects

Grades 9-12

Cluster: Text Types and Purposes	
CCR Anchor Standard #1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grades 9-10	Grades 11-12
<p><b>WHST.9-10.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>1b</b> Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>1c</b> Use words, phrases, and clauses 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</p> <p><b>1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>1e</b> Provide a concluding statement or section that follows from or supports the argument presented</p>	<p><b>WHST.11-12.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>1a</b> 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.</p> <p><b>1b</b> 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. (SC, 11-12)</p> <p><b>1c</b> 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. (SC, 11-12)</p> <p><b>1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> <li>• <b>Narrow and refine the focus of a grade-appropriate complex science or technical question or problem.</b> <ul style="list-style-type: none"> <li>○ Analyze the topic to target information gathering.</li> <li>○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS RST.9-10.7; See also MD SML 2,0, 3.0,4.0)</li> <li>○ Evaluate information to determine sufficiency and relevancy.</li> <li>○ Identify claim(s) and counter claims.</li> </ul> </li> <li>• <b>Choose, apply, and maintain an organizational structure appropriate to the writing purpose.</b> (See SL.9-10.1a, SL.9-10.4)           <ul style="list-style-type: none"> <li>○ Establish clear structure that shows relationships among claim(s), counterclaims, reasons, and evidence/data.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrow and refine the focus of a grade-appropriate complex science or technical question or problem.</b> <ul style="list-style-type: none"> <li>○ Analyze the topic to target information gathering.</li> <li>○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS RST.9-10.7; See also MD SML 2,0, 3.0,4.0)</li> <li>○ Evaluate information to determine sufficiency and relevancy.</li> <li>○ Identify claim(s) and counter claims.</li> </ul> </li> <li>• <b>Choose, apply, and maintain an organizational structure appropriate to the writing purpose.</b> (See SL.9-10.1a, SL.9-10.4)           <ul style="list-style-type: none"> <li>○ Establish clear structure that shows relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul> </li> </ul>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<ul style="list-style-type: none"> <li>○ Logically sequence claims, counterclaims, reasons, and evidence/data.</li> <li>• Construct an introduction that provides an explanation of the topic, a well-constructed claim that states, refutes, or modifies a position. (See MD SLM 1.B.3)</li> <li>• Develop the claims and counterclaims to support the body of the argument.             <ul style="list-style-type: none"> <li>○ Use fair and factual evidence/data while pointing out strengths and limitations of each.</li> </ul> </li> <li>• Draft the body of the argument.             <ul style="list-style-type: none"> <li>○ Attend to audience knowledge, interest, and concern.</li> <li>○ Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6)</li> <li>○ Use words, phrases, and clauses appropriately to link major sections of the text to enhance and clarify the argument.</li> <li>○ Maintain a formal writing style.</li> <li>○ Integrate quotations and summarizations of source material appropriately. (See CCSS L.9.3; See also MD SLM 3.c.2, SLM 5.0)</li> <li>○ Use a standard format for citations. (See CCSS L.9.3; See also MD SLM 3.c.2, SLM 5.0)</li> </ul> </li> <li>• Write a relevant, concise, and effective conclusion. (See CCSS WHST .9-10.4, W.9-10.5)</li> <li>• Apply the editing phase of the writing process independently. (See CCSS L.9-10.3.a)</li> <li>• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a, SL.4, SL.5, SL.6)</li> <li>• See also MD SLM 4.0 and SL 9-10.4.</li> </ul>	<ul style="list-style-type: none"> <li>○ Logically sequence claims, counterclaims, reasons, and evidence.</li> <li>• Construct an introduction that provides an explanation of the topic, a well-constructed claim that states, refutes, or modifies a position. (See MD SLM 1.B.3)</li> <li>• Develop the claims and counterclaims to support the body of the argument.             <ul style="list-style-type: none"> <li>○ Use fair and factual evidence while pointing out strengths and limitations of each.</li> </ul> </li> <li>• Draft the body of the argument.             <ul style="list-style-type: none"> <li>○ Attend to audience knowledge, interest, and concern.</li> <li>○ Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6)</li> <li>○ Use words, phrases, and clauses appropriately to link major sections of the text to enhance and clarify the argument.</li> </ul> </li> <li>•             <ul style="list-style-type: none"> <li>○ Maintain a formal writing style.</li> <li>○ Integrate quotations and summarizations of source material appropriately. (See CCSS L.9.3; See also MD SLM 3.c.2, SLM 5.0)</li> <li>○ Use a standard format for citations. (See CCSS L.9.3; See also MD SLM 3.c.2, SLM 5.0)</li> </ul> </li> <li>• Write a relevant, concise, and effective conclusion. (See CCSS WHST.9-10.4, WHST.9-10.5)</li> <li>• Apply the editing phase of the writing process independently. (See CCSS L.9-10.3.a)</li> <li>• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a, SL.4, SL.5, SL.6)</li> <li>• See also MD SLM 4.0 and SL 9-10.4.</li> </ul>
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**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<b>CCR Anchor Standard #2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
<p><b>2a</b> Write informative/ explanatory texts, including the narration of scientific procedures/ experiments, or technical processes.</p> <p><b>2b</b> 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> <p><b>2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>2f</b> 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</p>	<p><b>2a</b> 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.</p> <p><b>2b</b> 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. (SC, 11-12)</p> <p><b>2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>2f</b> 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</p>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Narrow and refine the focus of a grade-appropriate complex topic/concept.</li> <li>• Gather relevant information and evaluate the reliability and effectiveness.</li> <li>• Select and organize information to support the development to the topic identified.</li> <li>• Develop a well constructed introduction that presents the topic, central idea, or concept.</li> <li>• Develop the body of the informative or explanatory text.               <ul style="list-style-type: none"> <li>○ Evaluate gathered information to determine sufficiency and relevancy.</li> <li>○ Obtain other supporting reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS RH.9-10.8)</li> <li>○ Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1a, SL.9-10.4)                   <ul style="list-style-type: none"> <li>✓ Use varied transitions to link the major sections of the text and clarify the relationships among ideas/concepts.</li> <li>✓ Use appropriate formatting of headings and graphics. (See CCSS – L.9-10.3)</li> </ul> </li> <li>○ Integrate quotations, paraphrases, and summarizations of source material. (See CCSS L.9-10.3)</li> <li>○ Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6)</li> <li>○ Maintain a formal writing style.</li> </ul> </li> <li>• Use a standard format appropriately for citations. (See CCSS L.9-10.3a)</li> <li>• Write a relevant, concise, and effective conclusion that integrate key components of the explanation and provides reinforcement for the explanation.</li> <li>• Apply the editing phase of the writing process independently. (See CCSS L.9-10.3a)</li> <li>• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS WHST.9-10.6, L.9-10.3.a , SL.4, SL.5, SL.6)</li> <li>• See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0</li> </ul>	<ul style="list-style-type: none"> <li>• Narrow and refine the focus of a grade-appropriate complex topic.</li> <li>• Gather relevant information and evaluate the reliability and effectiveness.</li> <li>• Select and organize information to support the development to the topic identified</li> <li>• Develop a well constructed introduction that presents the topic, central idea, or concept</li> <li>• Develop the body of the informative or explanatory text.               <ul style="list-style-type: none"> <li>○ Evaluate gathered information to determine sufficiency and relevancy.</li> <li>○ Obtain other supporting reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS RH.9-10.8)</li> <li>○ Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1a, SL.9-10.4)                   <ul style="list-style-type: none"> <li>✓ Use varied transitions to link the major sections of the text and clarify the relationships among ideas/concepts.</li> <li>✓ Use appropriate formatting of headings and graphics. (See CCSS – L.9-10.3)</li> </ul> </li> <li>○ Integrate quotations, paraphrases, and summarizations of source material. (See CCSS L.9-10.3)</li> </ul> </li> <li>• Use a standard format appropriately for citations. (See CCSS L.9-10.3a)</li> <li>• Write relevant, concise, and effective conclusions that integrate key components of the explanation and provides reinforcement for the explanation.</li> <li>• Apply the editing phase of the writing process independently. (See CCSS L.9-10.3a)</li> <li>• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS WHST.9-10.6, L.9-10.3.a , SL.4, SL.5, SL.6)</li> <li>• See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0</li> </ul>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<b>CCR Anchor Standard #3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<p><b>WHST.9-10.3</b> <i>Not applicable as a separate requirement.</i></p> <p>(Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise descriptions of the step-by-step procedures they use in investigations or technical work that others can replicate them and (possible) reach the same results. Students must also be able to write detailed and accurate observations made during an investigation or while testing a design.)</p>	<p><b>WHST.11-12.3</b> <i>Not applicable as a separate requirement.</i></p> <p>(Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise descriptions of the step-by-step procedures they use in investigations or technical work that others can replicate them and (possible) reach the same results. Students must also be able to write detailed and accurate observations made during an investigation or while testing a design.)</p>
<b>Cluster: Production and Distribution of Writing</b>	
<b>CCR Anchor Standard #4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Establish the purpose and audience of the writing piece.</li> <li>• Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1.a, SL.9-10.4)</li> <li>• See Grades 9-10: WHST 1, WHST 2, WHST 3, WHST 7, SL1.a, and SL4 of CCSC Framework for specific application.</li> <li>• See also MD SC standard SLM 5.0</li> </ul>	<ul style="list-style-type: none"> <li>• Establish the purpose and audience of the writing piece.</li> <li>• Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1.a, SL.9-10.4)</li> <li>• See Grades 9-10: WHST 1, WHST 2, WHST 3, WHST 7, SL1.a and SL.4 of CCSC Framework for specific application.</li> <li>See also MD SC standard SLM 5.0</li> </ul>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<b>CCR Anchor Standard #5</b> 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.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.5</b> 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.	<b>WHST.11-12.5</b> 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.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Revise for clarity and effective organization of evidence and/or information.</li> <li>• Edit for Standard English grammar and usage when writing and speaking.               <ul style="list-style-type: none"> <li>○ Use complete sentences. (See CCSS L.4.1f*)</li> <li>○ Use correct spelling, capitalization, and punctuation, (See CCSS L.9-10.2; see also CCSS L.4.3b* and CCSS L.4.1f*)</li> </ul> </li> <li>• See Grades 9-10: WHST 1, WHST 2, WHST 3, WHST 7, and SL.4 of CCSC Framework for specific application.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise for clarity and effective organization of evidence and/or information.</li> <li>• Edit for Standard English grammar and usage when writing and speaking.               <ul style="list-style-type: none"> <li>○ Use complete sentences. (See CCSS L.4.1f*)</li> <li>○ Use correct spelling, capitalization, and punctuation. (See CCSS L.9-10.2; see also CCSS L.4.3b* and CCSS L.4.1f*)</li> </ul> </li> <li>• See Grades 11-12: WHST 1, WHST 2, WHST 3, WHST 7, and SL.4 of CCSC Framework for specific application.</li> </ul>
<b>CCR Anchor Standard #6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.6</b> 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.	<b>WHST.11-12.6</b> 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.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Apply and/or adapt the MD Technology Literacy State Standards to the writing process as appropriate for different writing tasks, purposes, and audiences.</li> <li>• Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students."</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (See CCSS SL.8.5)</li> <li>• Use network resources effectively and efficiently. (See MTSSL 8 1A1.a.)</li> <li>• Use technology responsibly to enhance learning, collaboration, and communication. (See MTLSS 8 2A1, 2B1, 2B2, 2B3, 3A1, 3B1, 3C1, 4A1, 4B1.)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and/or adapt the MD Technology Literacy State Standards to the writing process as appropriate for different writing tasks, purposes, and audiences.</li> <li>• Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students."</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (See CCSS SL.8.5)</li> <li>• Use network resources effectively and efficiently. (See MTLSS 8 1A1.a.)</li> <li>• Use technology responsibly to enhance learning, collaboration, and communication. (See MTLSS 8 2A1, 2B1, 2B2, 2B3, 3A1, 3B1, 3C1, 4A1, 4B1.)</li> </ul>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<ul style="list-style-type: none"> <li>• Use technology to locate, evaluate, and organize information. (See MTLSS 8 5A1, 5B1.)</li> <li>• Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions. (See MTLSS 8 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)</li> <li>• See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, MTLSS 5.0, TL 6.0.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to locate, evaluate, and organize information. (See MTLSS 8 5A1, 5B1.)</li> <li>• Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions. (See MTLSS 8 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)</li> <li>• See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, MTLSS 5.0, MTLSS 6.0</li> </ul>
<b>Cluster: Research to Build and Present Knowledge</b>	
CCR Anchor Standard #7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
WHST.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.	WHST.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.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Define a problem, formulate questions, and refine a problem and/or question as it relates to a particular scientific or technical issue or event. (See MD SLM 1.0)</li> <li>• Identify, locate, evaluate, and select scientific and technical sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0)</li> <li>• Find, generate, record, and organize information relevant to the needed information in an ethical manner. (See MD SLM 3.0)</li> <li>• Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0)</li> <li>• 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. (See MD SLM 5.0)</li> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Define a problem, formulate questions, and refine as it relates to a particular scientific or technical issue or event. (See MD SLM 1.0)</li> <li>• Identify, locate, evaluate, and select scientific and technical sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0)</li> <li>• Find, generate, record, and organize information relevant to the needed information in an ethical manner (See MD SLM 3.0)</li> <li>• Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0)</li> <li>• 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. (See MD SLM 5.0)</li> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>

**Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects**

**Grades 9-12**

<ul style="list-style-type: none"> <li>• See CCSS Grades 9-10: WHST 1, WHST 2, WHST 7, SL2, RST.5, RST.7, and RST.8 for specific application.</li> <li>• See MTLSS 5.0, TL 6.0</li> </ul>	<ul style="list-style-type: none"> <li>• See CCSS Grades 11-12: WHST 1, WHST 2, WHST 7, SL2, RST.5, RST.7, and RST.8 for specific application.</li> <li>• See MTLSS 5.0, TL 6.0</li> </ul>
<b>CCR Anchor Standard #8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.8</b> 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.	<b>WHST.11-12.8</b> 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 specific 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.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• Find, generate, record, and organize scientific and technical source material relevant to the research purpose in an ethical manner. (See also MD SLM 3.0)</li> <li>• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. (See also MD SLM 4.0)</li> <li>• 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. (See also MD SLM 5.0)</li> <li>• Cite evidence and information accurately and appropriately. (See CCSS L.9-10.3a; See also MD SLM 5.0)</li> <li>• See CCSS Grades 9-10: WHST1, WHST 2, WHST 7, SL2, RST8, and RST.9 for specific application.</li> </ul>	<ul style="list-style-type: none"> <li>• Find, generate, record, and organize scientific and technical source material relevant to the research purpose in an ethical manner. (See also MD SLM 3.0)</li> <li>• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. (See also MD SLM 4.0)</li> <li>• 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. (See also MD SLM 5.0)</li> <li>• Cite evidence and information accurately and appropriately. (See CCSS L.9-10.3a; See also MD SLM 5.0).</li> <li>• See CCSS Grades 11-12: WHST 1, WHST 2, WHST 7, SL2, RST.8, and RST .9 for specific application</li> </ul>



Maryland Common Core State Curriculum Framework  
Standards for Writing Standards in Science and Technical Subjects

Grades 9-12

<b>CCR Anchor Standard #10</b> Draw evidence from literary or informational texts to support analysis, reflection and research.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.	<b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>Write in response to grade-level print, non-print, and digital informational text(s) with an emphasis on comparison and contrast, cause and effect, as well as contextual analysis in the scope of science and technical subjects.</li> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Write in response to grade-level print, non-print, and digital informational text(s) with an emphasis on comparison and contrast, cause and effect, as well as contextual analysis in the scope of science and technical subjects.</li> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>
<b>Cluster: Range of Writing</b>	
<b>CCR Anchor Standard #10</b> 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.	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
<b>WHST.9-10.10</b> - Write routinely over extended time frames (time for 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.	<b>WHST.11-12.10</b> - Write routinely over extended time frames (time for 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.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>See Grades 9-10: WHST 1, WHST 2, WHST 3 and WHST 7 of CCSC Framework for specific application.</li> <li>With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.</li> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>See Grades 11-12: WHST 1, WHST 2, WHST 3 and WHST 7 of CCSC Framework for specific application.</li> <li>With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.</li> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>