

Maryland College and Career Ready Standards for Writing
Clarifications

Maryland State Department of Education
English Language Arts/Literacy
Maryland College and Career-Ready Standards Clarifications



The English Language Arts Department at MSDE facilitated the formation teams of educators from all across the state to participate in writing Clarifications for the Common Core Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement the Maryland College and Career-Ready Standards.

Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the Common Core State Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the Maryland College and Career-Ready Standards Curriculum toolkit.

Standard Ten

W10 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.

Pre-Kindergarten: Begins in grade 3

Kindergarten: Begins in grade 3

Grade One: Begins in grade 3

Grade Two: Begins in grade 3

Grade Three: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

To show proficiency of the skills in this supporting standard a student needs to be provided with many opportunities to write in all content areas. Writing experience should take place in a variety of settings. Extended writings might include research projects, science investigations, reports, etc. Shorter writing pieces might include journal, response to text, quick

writes, letters, etc. Writing products should include opinion, informational and narrative pieces. Writers should write to a variety of readers.

Grade Four: 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.

To show proficiency of the skills in this supporting standard a student needs to be provided with many opportunities to write in all content areas. Writing experience should take place in a variety of settings. Extended writings might include research projects, science investigations, reports, etc. Shorter writing pieces might include journal, response to text, quick writes, letters, etc. Writing products should include opinion, informational and narrative pieces. Writers should write to a variety of readers.

Grade Five: 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.

To show proficiency in these skills, a student needs to write every day for a specific range of tasks purposes and audiences. A student who writes for a specific task, purpose or audience will be prepared to write over extended time frames or shorter time frames.

Grade Six: 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.

To show proficiency of these skills in this standard, students need to write routinely over extended time frames. A longer writing time frame would include time for research, reflection and revision. Shorter writing time frames would include writing tasks during a single sitting, or over a day or two. Students will write for a range of discipline-specific tasks, purposes, and audiences. Students must write every day for a variety of purposes in a variety of forms expand their writing opportunities.

Grade Seven: 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.

To show proficiency of the skills in this standard, students should be able to objectively analyze and reflect on their investigation in order to determine and state its limits as well as additional questions, problems, and possibilities that could lead to a deeper understanding of the original question.

Grade Eight: 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.

To show proficiency of the skills in this standard, students should be able to objectively analyze and reflect on their investigation in order to determine and state its limits as well as additional questions, problems, and possibilities that could lead to a deeper understanding of the original question. Writing should be an ongoing process in the classroom with the overall goals of helping students internalize writing processes and of helping students become increasingly independent writers throughout the year.

Grades Nine and Ten: 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.

To show proficiency of the skills in this standard, students will write for short and prolonged periods of time to accurately meet the requirement of the tasks, purpose and audience while effectively researching, reflecting, and revising. Writing should be an ongoing process in the classroom with the overall goals of helping students internalize writing processes and of helping students become increasingly independent writers throughout the year.

Grades Eleven and Twelve: 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.

To show proficiency of the skills in this standard, students will write for short and prolonged periods of time to accurately meet the requirement of the tasks, purpose and audience while effectively researching, reflecting, and revising. Writing should be an ongoing process in the classroom with the overall goals of helping students internalize writing processes and of helping students become increasingly independent writers throughout the year.