

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 Four**

**W4 Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**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: 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.)**

To show proficiency of the skills in this supporting standard a student needs to, with adult support insure that the content of the piece as well as its structure are appropriate to the type and purpose of the writing. For additional information refer to the clarifications for Writing Standards 1-3.

**Grade Four: 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.)**

To show proficiency of the skills in this supporting standard a student needs to insure that the content of the piece as well as its structure are appropriate to the type and purpose of the writing as well as the intended reader. For additional information refer to the clarifications for Writing Standards 1-3.

**Grade Five: 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.)**

To show proficiency of these skills in this standard, a student needs to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. The writer must perform to the task and form of writing assigned. The author's purpose may include persuading (arguing), informing, entertaining, or teaching the reader a lesson. The audience is the writer's intended reader. Use of a graphic organizer may benefit the writer in identifying the task, purpose, and audience. Steps should be taken to ensure that the task is meaningful and relevant, based on text the writer has read.

**Grade Six: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

To show proficiency of these skills in this standard, a student needs to choose an organization and style that are appropriate to the purpose for writing. For example, a less formal style may be used when writing to entertain an audience, while a more formal style is used when crafting an argumentative essay. A writer adapts his/her style by deliberately choosing specific words and phrases to communicate a particular message. Attention is also paid to sentence length, sentence structure, active or passive verbs, and imagery. The way the writer reveals an attitude or stance toward the topic, events, or characters should also be appropriate.

**Grade Seven: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

Grades 7 – Clear & Unambiguous

**Grade 8: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-2 above.)**

Clear & Unambiguous

**Grades Nine and Ten: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-2 above.)**

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will adhere to the expectations of argument, explanatory, and narrative writing as described in the Common Core.

**Grades Eleven and Twelve: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-2 above.)**

To show proficiency of the skills in this standard, students will  
Investigate topics using a variety of sources  
Narrow or broaden the topic as needed for an assignment  
Combine information from multiple sources  
Maintain notes, works cited, and bibliographies  
Answer a complex question or solve a problem through research