

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 Eight

**W8 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.**

**Pre-Kindergarten: With modeling and support from adults, recall information from experiences or information from provided sources to answer a question.**

To show proficiency of skills in this standard, the students should be able to answer a specific, focused question relating to a topic from teacher read alouds, field trips, illustrations and/or photographs, and personal experiences. This can be achieved through teacher modeling using think-alouds and shared writing. Students should be given the opportunity to turn and talk to share responses to a question. The students answer a question with dictated responses, drawings and use of inventive writing to answer a specific question.

**Kindergarten: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

To show proficiency of skills in this standard, the students should be able to collect information relating to a topic. The topics could come from teacher read alouds, field trips, illustrations and/or photographs, and personal experiences.

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Generating questions related to the topic is an important step in gathering information. At this young age, the teacher should:

1. Model using think-alouds and shared writing how to generate questions and organize information using an organizer such as a **KWL** chart.
2. Give students the opportunity to turn and talk to share student generated questions about a chosen topic.
3. Use shared writing to record student questions on a **KWL** chart.
4. Model how to write an exemplary answer to questions shared.
5. Have select students dictate responses to questions and record exemplary responses on a class chart.

Once the teacher has modeled the proper way to generate and answer questions about a specific topic, the students should be required to write a one sentence response to a question. The sentence should include proper capitalization, punctuation and spelling of grade level sight words.

**Grade One: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

To show proficiency of the skills in this standard, the teacher will support students with activating prior knowledge about experiences in school and out of school (field trips, family vacations, guest speakers, etc.) and gathering information from various sources such as: books students have read or have been read to them, tapes, magazines, interviews, CDs, Internet, etc. to answer teacher or student generated questions.

Teacher can support students by working together to complete a K-W-L chart and providing opportunities for students to “turn and talk”. The teacher can also model the task by using his/her own experience.

Students should write related sentences or a paragraph that answers the generated questions with relevant details in order to describe the experience.

**Grade Two: Recall information from experiences or gather information from provided sources to answer a question.**

To show proficiency of the skills in this standard, the student will activate prior knowledge about experiences in school and out of school (field trips, family vacations, guest speakers, etc.) and gather information from various sources such as: books they have read or have had read to them, tapes, magazines, interviews, CDs, Internet, etc. to answer generated questions.

Students can complete a K-W-L chart.

Students should write related sentences or a paragraph that answers the generated questions with relevant details in order to describe the experience.

**Grade Three: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

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To show proficiency of the skills in this supporting standard a student needs to be able to integrate their background knowledge and experiences with information they find in print and digital sources on a certain topic (See clarification for Writing Standard 7). Using tools such as graphic organizers, students take brief notes and sort them into categories provided by the teacher or developed through class discussions.

**Grade Four: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

To show proficiency of the skills in this supporting standard a student needs to be able to integrate background knowledge and experiences related to the topic (See clarification for Writing Standard 7). with applicable information they find in print and digital sources. Using tools such as graphic organizers students take notes, determine categories and sort information appropriately. Students need to create a list of print and digital resources used in their research.

**Grade Five: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

To show proficiency of these skills in this standard, a student needs to recall relevant information from experiences or gather relevant information from print and digital sources. The student must access prior knowledge about the topic while combining past experience with information found in print or digital resources. The writer will summarize or paraphrase information in notes and finished work. Summarizing includes retelling the information in the student's own words, focusing on the most important information, and including the main idea. Paraphrasing includes a restatement in the student's own words that stays true to the ideas, tone, and general length of the original passage. The writer must also provide a list of resources used during research.

**Grade Six: 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.**

To show proficiency of these skills in this standard a student needs to gather relevant information from multiple print and digital sources. The student is required to assess the credibility of each source, which is, determining the legitimacy of the source. The student will ask questions that determine creditability such as, "Is it fact, opinion, or something else?" Some other questions to consider are: "Who created the source?" which determines authorship; "Why was the source created?" which determines purpose; "Who or what is the target audience and how do you know?" which determines audience; "Who paid for the resource?" which determines economics; "Who might benefit from the message," which determines impact; "What kinds of actions might be taken in response to the message?" which determines response; and "What are the ideas, values, information and points of view?" which determines content. The writer will

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quote or paraphrase the data and conclusions of others while avoiding plagiarism. Quoting is defined as using the exact words from a source with appropriate citations, and paraphrasing is defined as restatement in one's own words that stays true to the ideas, tone, and general length of the original passage. The student must provide basic bibliographic information for sources used, including: title, author, copyright date, publishing house, and page numbers or chapters if using only a portion of the text.

**Grade Seven: 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.**

When gathering information from digital sources, students should now be able to use search engines efficiently to narrow and refine their searches for the most relevant results. Students will use search terms vocabulary and searching strategies to reduce the possibility of retrieving irrelevant or inaccurate information. In addition to the evaluation of a source's credibility, 7<sup>th</sup> graders should now analyze the accuracy of each source so they can extract the most relevant information for their topic. Students must be able to accurately attribute this information to its source by using a standard format for in-text and bibliographic citation.

**Grade Eight: 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.**

When gathering information from digital sources, students should now be able to use search engines efficiently to narrow and refine their searches for the most relevant results. Students will use search terms vocabulary and searching strategies to reduce the possibility of retrieving irrelevant or inaccurate information. In addition to the evaluation of a source's credibility, 8<sup>th</sup> graders should now analyze the accuracy of each source so they can extract the most relevant information for their topic. Students must be able to accurately attribute this information to its source by using a standard format for in-text and bibliographic citation.

**Grades Nine and Ten: Gather relevant information from multiple authoritative print and digital sources, using 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.**

To show proficiency of the skills in this standard, students will gather relevant information from multiple authoritative print and digital sources. To accomplish this task, students must determine credibility of authorship of text. Students must effectively use advanced searches and assess the usefulness of each source in answering the research question. Students then must integrate information gained through research into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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**Grades Eleven and Twelve: Gather relevant information from multiple authoritative print and digital sources, using searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**

To show proficiency of the skills in this standard, students will gather information from various sources and determine the validity for the purpose, task, and audience; integrate all information without relying on one source or plagiarizing and properly citing