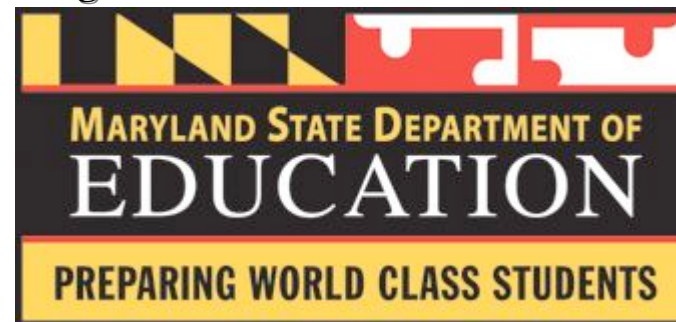


**MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS**

*Maryland College and
Career Ready Curriculum
Framework*

□ *Writing*
Grades 3 through 5

August 2014



Maryland College and Career Ready Curriculum Framework English Language Arts

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 3 students:	Grade 4 students:	Grade 5 students:
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (SC, 3)	W1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (SC, 4)	W1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ◦ gather information on a specific topic (See MD SLM 2-3 2A1, as needed.) ◦ paraphrase when taking notes from sources (See MD SLM 2-3 4A.) ◦ generate a point of view or opinion ◦ brainstorm reasons that support the point of view or opinion (See CCSS W.3.4, W.3.5, W.3.6) • Draft an introduction that <ul style="list-style-type: none"> ◦ establishes the focus with a topic sentence ◦ orients the reader to the topic or text ◦ states a point of view or opinion ◦ anticipates an organizational structure (e.g., one or more paragraphs, as appropriate). (See CCSS W.3.4, W.3.6) 	<ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process, including <ul style="list-style-type: none"> ◦ formulating an opinion ◦ generating support that includes facts and details (See MD SLM 4-5 2A1, as needed.) ◦ paraphrasing when taking notes from sources (See MD SLM 2-3 4A.) ◦ grouping support by categories or ideas ◦ linking the support to the writing purpose (See CCSS 4 W4, W5, W6.) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the topic or text ◦ states the point of view or opinion ◦ addresses an audience and the writing purpose ◦ anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS W.4.4, W.4.6) 	<ul style="list-style-type: none"> • Apply the prewriting and planning stages of the writing process, including <ul style="list-style-type: none"> ◦ formulating an opinion ◦ generating support that includes facts and details (See MD SLM 4-5 2A1, as needed.) ◦ paraphrasing when taking notes from sources (See MD SLM 2-3 4A.) ◦ grouping support logically by categories or ideas ◦ linking the support to the writing purpose (See CCSS W.5.4, W.5.5, W.5.6) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the topic or text ◦ states the point of view or opinion ◦ addresses audience needs and the writing purpose ◦ anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS W.5.4, W.5.6)
W1.b Provide reasons that support the opinion. (SC, 3)	W1.b Provide reasons that are supported by facts and details. (SC, 4)	W1.b Provide logically ordered reasons that are supported by facts and details. (SC, 4)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Differentiate among reasons, opinion(s), and facts. • Organize reasons to best support an opinion (e.g., least to most important, most to least important). • Draft the body to support an opinion or point of view through effective organization of reasons. (See CCSS W.3.4, W.3.6) <p>cont'd on p. 2</p>	<ul style="list-style-type: none"> • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish categories of support organized by ideas and their supporting facts, details, or other information. • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS W.4.4, W.4.6) <p>cont'd on p. 2</p>	<ul style="list-style-type: none"> • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information. • Draft the body to argue an opinion or point of view through effective organization of support. (See CCSS W.5.4, W.5.6) <p>cont'd on p. 2</p>

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Grade 3 students:	Grade 4 students:	Grade 5 students:
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1.b Provide reasons that support the opinion. cont'd from p. 1	W1.b Provide reasons that are supported by facts and details. cont'd from p.1	W1.b Provide logically ordered reasons that are supported by facts and details. cont'd from p.1
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> ◦ Establish the focus of the paragraph/ each paragraph with a topic sentence. ◦ Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance). ◦ Use coordinating and subordinating conjunctions. (CCSS L.3.1h) ◦ Produce simple, compound, and complex sentences. (CCSS L.3.1i) ◦ Use commas in addresses. (CCSS L.3.2b) <ul style="list-style-type: none"> • Recognize and observe differences between the conventions of spoken and written standard English. (CCSS L.3.3b) 	<ul style="list-style-type: none"> ◦ Establish the focus of each paragraph with a topic sentence. ◦ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ◦ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) (CCSS L.4.1a) ◦ Form and use prepositional phrases. (CCSS L.4.1e) <ul style="list-style-type: none"> • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS L.4.3c) 	<ul style="list-style-type: none"> ◦ Establish the focus of each paragraph with a topic sentence. ◦ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ◦ Ensure subject-verb and pronoun-antecedent agreement.* (CCSS L.5.1f) ◦ Correctly use frequently-confused words.* (CCSS L.5.1g) ◦ Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). (CCSS L.5.1e)
W1.c Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons. (SC, 3)	W1.c Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>). (SC, 4)	W1.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Identify and explain relationships, including cause/effect, example. • Apply academic vocabulary to express relationships correctly. (See CCSS L.3.6) • Apply domain-specific vocabulary to clarify ideas. 	<ul style="list-style-type: none"> • Apply an understanding of the relationship between opinion and reasons. • Apply academic vocabulary to express relationships correctly and precisely. (See CCSS L.4.6) • Apply domain-specific vocabulary to clarify ideas. 	<ul style="list-style-type: none"> • Apply an understanding of the relationship between opinion and reasons. • Apply academic vocabulary to express relationships correctly and precisely. (See CCSS L.5.6) • Apply domain-specific vocabulary to clarify ideas.
W1.d Provide a concluding statement or section. (SC, 3)	W1.d Provide a concluding statement or section related to the opinion presented. (SC, 4)	W1.d Provide a concluding statement or section related to the opinion presented. (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.3.4, W.3.6.) cont'd on p. 3	<ul style="list-style-type: none"> • Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.4.4, W.4.6) cont'd on p. 3	<ul style="list-style-type: none"> • Draft a conclusion that paraphrases the opinion or point of view. (See CCSS W.5.4, W.5.6) cont'd on p. 3

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W1.d Provide a concluding statement or section.	W1.d Provide a concluding statement or section related to the opinion presented.	W1.d Provide a concluding statement or section related to the opinion presented.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
cont'd from p. 2 <ul style="list-style-type: none"> • Apply the revision and editing stages of the writing process. (See CCSS W.3.5, W.3.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of opinion supported by a list of reasons ◆ choose words and phrases for effect (See CCSS L.3.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ the use of linking words and phrases (See CCSS W.3.1c) ◆ regular and irregular plural nouns and regular and irregular verbs (See CCSS L.3.1b, d) ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f) ◆ capitalization in titles (See CCSS L.3.2a) ◆ conventional spelling of high-frequency words (See CCSS L.3.2e) ◦ Consult reference materials and spelling patterns and generalizations to check and correct spellings. (CCSS L.3.2f, g) • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.3.6; CCSS 	cont'd from p. 2 <ul style="list-style-type: none"> • Apply the revision and editing stages of the writing process. (See CCSS W.4.5, W.4.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of opinion supported by an organized list of related ideas and reasons ◆ choose words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a; CCSS L.4.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.4.1f) ◆ inappropriate fragments and run-ons* (See CCSS L.4.1f) ◆ capitalization (See CCSS L.4.2a) ◆ frequently confused words* (See CCSS L.4.1g) ◆ punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d) • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.4.6; CCSS 	cont'd from p. 2 <ul style="list-style-type: none"> • Apply the revision and editing stages of the writing process. (See CCSS W.5.5, W.5.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of opinion supported by ideas and reasons presented logically ◆ choose words and phrases for effect and to convey ideas precisely* (See CCSS L.5.3a; CCSS L.5.3a) ◆ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS L.5.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ sentence fragments and run-ons* (See CCSS L.5.1f) ◆ use of a comma to set off an introductory element (See CCSS L.5.2b) ◆ shifts in verb tense* (See CCSS L.5.1d) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2e) • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.5.6; CCSS

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Standards for Writing (W)

SL.3.4, 5, 6; MD SLM 2-3 5A1.)	SL.4.4, 5, 6; MD SLM 4-5 5A1.)	SL.5.4, 5, 6; MD SLM 4-5 5A1.)
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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 3 students:	Grade 4 students:	Grade 5 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (SC, 3)	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (SC, 4)	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (SC, 5)
W2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, 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"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ◦ gather information on a topic (See MD SLM 2-3 2A1, as needed.) ◦ paraphrase when taking notes from sources ◦ group information by topic or idea ◦ identify, select, and/or create supportive text features, as necessary (See CCSS W.3.4, W.3.5, W.3.6, W.3.7.) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the topic ◦ establishes the focus with a topic sentence ◦ presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate). ◦ includes supportive text features, as necessary ◦ handles copyrighted material appropriately (See CCSS W.3.4, W.3.6; MD SLM 2-3: 3C2.) 	<ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ◦ gather information on a topic; synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed.) ◦ paraphrase when taking notes from sources ◦ organize information by paragraphs or sections with topic sentences or controlling ideas ◦ select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.4.4, W.4.5, W.4.6, W.4.7) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the topic ◦ establishes a controlling idea with a topic sentence ◦ organizes information by paragraphs or sections, and ◦ incorporates formatting, text features and/or multimedia effectively ◦ handles copyrighted material appropriately (See CCSS W.4.4, W.4.6; MD SLM 4-5, 3C2.) 	<ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ◦ gather information on a topic; synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed.) ◦ paraphrase when taking notes from sources ◦ formulate a controlling idea or thesis ◦ organize information by paragraphs or sections with topic sentences or controlling ideas ◦ select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.5.4, W.5.5, W.5.6, W.5.7) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the topic ◦ establishes a controlling idea or thesis ◦ follows a logical organizational structure by paragraphs or sections ◦ incorporates formatting, text features and/or multimedia effectively ◦ handles copyrighted material appropriately (See CCSS W.5.4, W.5.6; MD SLM 4-5, 3C2.)
W2.b Develop the topic with facts, definitions, and details.	W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Differentiate between a fact and an opinion. • Differentiate between relevant and irrelevant information when researching a specific topic. 	<ul style="list-style-type: none"> • Differentiate between a paraphrase and a direct quotation. • Differentiate between a concrete detail and a more general or abstract idea 	<ul style="list-style-type: none"> • Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.

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Standards for Writing (W)

cont'd on p. 5	cont'd on p. 5	cont'd on p. 5
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 3 students:	Grade 4 students:	Grade 5 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W2.b Develop the topic with facts, definitions, and details.	W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
cont'd from p. 4 <ul style="list-style-type: none"> • Draft the body to examine a topic with well- organized facts, definitions, and details. (See CCSS W.3.4, W.3.6.) <ul style="list-style-type: none"> ◦ Use coordinating and subordinating conjunctions. (CCSS L.3.1h) ◦ Produce simple, compound, and complex sentences. (CCSS L.3.1i) ◦ Recognize and observe differences between the conventions of spoken and written standard English. (CCSS L.3.3b) 	cont'd from p. 4 <ul style="list-style-type: none"> • Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information. (See CCSS W.4.4, W.4.6) <ul style="list-style-type: none"> ◦ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). ◦ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) (CCSS L.4.1a) ◦ Form and use prepositional phrases. (CCSS L.4.1e) ◦ Use commas and quotation marks to punctuate quotations from a text. (See CCSS L.4.2b) ◦ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS L.4.3c) 	cont'd from p. 4 <ul style="list-style-type: none"> • Draft the body by applying a logical organizational pattern of reasons supported by facts and details. (See CCSS W.5.4, W.5.6) <ul style="list-style-type: none"> ◦ Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order). ◦ Ensure subject-verb and pronoun-antecedent agreement.* (CCSS L.5.1f) ◦ Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (CCSS 5 L1.e) ◦ Correctly use frequently-confused words.* (CCSS L.5.1g)
W2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (SC, 3)	W2.c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). (SC, 4)	W2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Organize information by categories and correctly link ideas within each category. • Apply academic vocabulary to express relationships correctly. (See CCSS L.3.6) • Apply domain-specific vocabulary to clarify information. 	<ul style="list-style-type: none"> • Apply an understanding that information can be categorized in a variety of different ways. • Apply academic vocabulary to express relationships correctly. (See CCSS L.4.6) • Apply domain-specific vocabulary to clarify information. 	<ul style="list-style-type: none"> • Categorized information in a variety of different ways to accomplish different purposes. • Apply academic vocabulary to express relationships correctly. (See CCSS L.5.6.) • Apply domain-specific vocabulary to clarify information.

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Grade 3 students:	Grade 4 students:	Grade 5 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
See W2.d below.	W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 4)	W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
	(See CCSS L.4.3a, L.4.6)	(See CCSS L.5.3.a, L.5.6)
W2.d Provide a concluding statement or section. (SC, 3)	W2.e Provide a concluding statement or section related to the information or explanation presented. (SC, 4)	W2.e Provide a concluding statement or section related to the information or explanation presented. (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions from the information presented. (See CCSS W.3.4, W.3.6) • Apply the revision and editing stages of the writing process. (See CCSS W.3.5, W.3.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of the topic and clearly conveyed ideas and information ◆ choose words and phrases for effect* (CCSS L.4.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ the use of linking words and phrases (See CCSS W.3.1c.) ◆ regular and irregular plural nouns and regular and irregular verbs (See CCSS L.3.1b, d.) ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f) ◆ conventional spelling of high-frequency words (See CCSS L.3.2e) • Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS 3L.3.2f, g.) 	<ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS W.4.4, W.4.6) • Apply the revision and editing stages of the writing process. (See CCSS W.4.5, W.4.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of the topic and clearly conveyed and organized ideas and information ◆ choose words and phrases for effect and to convey ideas precisely* (See CCSS L.4.3a; CCSS L.4.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.4.1f) ◆ inappropriate fragments and run-ons* (See CCSS L.4.1f) ◆ capitalization (See CCSS L.4.2a) ◆ frequently confused words* (See CCSS L.4.1g) ◆ punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d) 	<ul style="list-style-type: none"> • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (See CCSS W.5.4, W.5.6) • Apply the revision and editing stages of the writing process. (See CCSS W.5.5, W.5.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure a clear statement of the topic and clearly conveyed and organized ideas and information ◆ choose words and phrases for effect and to convey ideas precisely* (See CCSS L.5.3a; CCSS L.5.3a) ◆ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS L.5.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ sentence fragments and run-ons* (See CCSS L.5.1f) ◆ use of a comma to set off an introductory element (See CCSS L.5.2b) ◆ shifts in verb tense* (See CCSS L.5.1d) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2e)
cont'd on p. 7	cont'd on p. 7	cont'd on p. 7

**Maryland College and Career Ready Curriculum Framework
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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 3 students:	Grade 4 students:	Grade 5 students:
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W2.d Provide a concluding statement or section. (SC, 3)	W2.e Provide a concluding statement or section related to the information or explanation presented. (SC, 4)	W2.e Provide a concluding statement or section related to the information or explanation presented. (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
cont'd from p. 6	cont'd from p. 6	cont'd from p. 6
<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1.) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1.) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1.)

**Maryland College and Career Ready Curriculum Framework
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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 3 students:	Grade 4 students:	Grade 5 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Apply the prewriting stage of the writing process, e.g., <ul style="list-style-type: none"> ◦ select and narrow an event or situation ◦ identify the characters and the problem ◦ order the events by sequence (See CCSS W.3.4, W.3.5, W.3.6) • Draft an introduction that <ul style="list-style-type: none"> ◦ orients the reader to the narrator and/or the characters ◦ establishes the situation or problem (See CCSS W.3.4, W.3.6.) <ul style="list-style-type: none"> ◆ Apply knowledge of characterization. (See CCSS 3 RL 3.) ◆ Apply knowledge of story structure (e.g., problem and solution). (See CCSS RL.3.5) 	<ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ◦ select and narrow an event or situation ◦ identify the narrator and/or the characters ◦ explain the problem ◦ organize a plausible sequence of events (See CCSS W.4.4, W.4.5, W.4.6) • Draft an introduction that <ul style="list-style-type: none"> ◦ establishes the narrator and/or the characters ◦ orients the reader to the situation or problem ◦ anticipates a logical sequence of events (See CCSS W.4.4, W.4.6.) 	<ul style="list-style-type: none"> • Apply the prewriting stage of the writing process: <ul style="list-style-type: none"> ◦ select and narrow an event or situation ◦ identify the narrator and/or the characters ◦ explain the problem ◦ organize a plausible sequence of events (See CCSS W.5.4, W.5.5, W.5.6) • Draft an introduction that <ul style="list-style-type: none"> ◦ establishes the narrator and/or the characters ◦ orients the reader to the setting ◦ explains the situation or problem ◦ anticipates a logical sequence of events (See CCSS W.5.4, W.5.6)
W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters. (See CCSS W.3.4, W.3.6) <ul style="list-style-type: none"> ◦ Apply knowledge of characterization. (See CCSS RL.3.3.) 	<ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters and setting. (See CCSS W.4.4, W.4.6.) <ul style="list-style-type: none"> ◦ Apply knowledge of characterization and setting. (See CCSS RL.4.3.) 	<ul style="list-style-type: none"> • Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events. (See CCSS W.5.4, W.5.6) <ul style="list-style-type: none"> ◦ Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution). (See CCSS RL.5.3, RL.5.5, RL.5.6)
	cont'd on p. 9	cont'd on p. 9

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Standards for Writing (W)

cont'd on p. 9

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 3 students:	Grade 4 students:	Grade 5 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. cont'd	W3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. cont'd
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
cont'd from p. 8 <ul style="list-style-type: none"> ◦ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.). (See CCSS RL.3.5.) ◦ Form and use the simple verb tenses. (See CCSS L.3.1e) ◦ Form and use comparative and superlative adjectives and adverbs. (See CCSS L.3.1g) ◦ Use commas and quotation marks in dialogue. (CCSS L.3.2c) ◦ Form and use possessives. (CCSS L.3.2d) 	cont'd from p. 8 <ul style="list-style-type: none"> ◦ Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.). ◦ Form and use the progressive verb tenses. (CCSS L.4.1b) ◦ Use commas and quotation marks to indicate direct speech. (See CCSS L.4.2b) 	cont'd from p. 8 <ul style="list-style-type: none"> ◦ Form and use the perfect verb tenses. (See CCSS L.5.1b) ◦ Use verb tenses to convey various times, sequences, states, and conditions. (CCSS L.5.1c) ◦ Use punctuation to separate items in a series.* (CCSS L.5.2a)
W3.c Use temporal words and phrases to signal event order.	W3.c Use a variety of transitional words and phrases to manage the sequence of events.	W3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Apply academic vocabulary to express chronological and sequential relationships correctly. (See CCSS L.3.6) 	<ul style="list-style-type: none"> • Apply academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events. (See CCSS L.4.6) 	<ul style="list-style-type: none"> • Apply academic vocabulary in order to express and control a narrative sequence. (See CCSS L.5.6)
(See W3.d below.)	W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
	<ul style="list-style-type: none"> • Differentiate between specific and concrete, vague and general, and literal and nonliteral language. (See CCSS RL.4.4) • Recognize and use words and phrases that appeal to the senses. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a 	(See CCSS RL.5.4)

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Standards for Writing (W)

cont'd on p. 10	<i>red small bag</i>). CCSS 4 L1.d)	cont'd on p. 10
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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 3 students:	Grade 4 students:	Grade 5 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. cont'd from p. 9	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. cont'd from p. 9	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. cont'd from p. 9
W3.d Provide a sense of closure.	W3.e Provide a conclusion that follows from the narrated experiences or events.	W3.e Provide a conclusion that follows from the narrated experiences or events.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Draft a conclusion that provides an ending to the narrative. (See CCSS W.3.4, W.3.6) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.3.4, W.3.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure that characters and events are clearly described (See CCSS RL.3.3) ◆ ensure that the narrative is organized chronologically and has a clear beginning, middle, and end (See CCSS RL.3.5) ◆ choose words and phrases for effect and for precision* (See CCSS L.3.1c, L.3.3a, L.3.5c) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ temporal words and phrases (See CCSS W.3.3c) ◆ formation and use of simple verb tenses (See CCSS L.3.1e) ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.3.1f) ◆ punctuation of dialogue (See CCSS L.3.2c) ◆ formation and use possessives (CCSS L.3.2d) ◆ conventional spelling of high-frequency words (See CCSS L.3.2e) ◦ Consult reference materials and spelling patterns and generalizations to check and correct spellings. (See CCSS L.3.2f, g) 	<ul style="list-style-type: none"> • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS W.4.4, W.4.6) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.4.4, W.4.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure that characters and events are effectively described ◆ ensure that the narrative is fully developed and logically organized ◆ choose words and phrases to convey ideas precisely* (CCSS L.4.3a) ◆ choose punctuation for effect* (CCSS L.4.3b) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ transitional words and phrases (See CCSS W.4.3c) ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.4.1f) ◆ inappropriate fragments and run-ons* (See CCSS 4 L1.f.) ◆ frequently confused words* (See CCSS L.4.1g) ◆ commas and quotation marks in direct speech (See CCSS L.4.2b) ◆ punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d) 	<ul style="list-style-type: none"> • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (See CCSS .5.W4, W.5.6) • Apply the revision and editing stages of the writing process to the narrative piece. (See CCSS W.5.4, W.5.6) <ul style="list-style-type: none"> ◦ Revise to <ul style="list-style-type: none"> ◆ ensure that the narrative demonstrates full development, logical organization and effective use of language ◆ choose words and phrases to convey ideas precisely* (CCSS L.5.3a) ◆ expand, combine, and reduce sentences for meaning, interest, and style* (See CCSS L.5.3a) ◦ Edit to correct errors in <ul style="list-style-type: none"> ◆ transitional words and phrases (See CCSS W.5.3c) ◆ subject-verb and pronoun-antecedent agreement* (See CCSS L.5.1f) ◆ inappropriate fragments and run-ons* (See CCSS L.5.1f) ◆ frequently confused words* (See CCSS L.5.1g) ◆ spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2d)

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Standards for Writing (W)

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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 3 students:	Grade 4 students:	Grade 5 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3.d Provide a sense of closure.	W3.e Provide a conclusion that follows from the narrated experiences or events.	W3.e Provide a conclusion that follows from the narrated experiences or events.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
cont'd from p. 10	cont'd from p. 10	cont'd from p. 10
<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, SL5, SL6; MD SLM 2-3: 5A1; MD TL 3 3B1, 4b1.) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1.) 	<ul style="list-style-type: none"> • Prepare the final product for presentation and/or publication, including <ul style="list-style-type: none"> ◦ using word processing technology ◦ applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable ◦ delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1).

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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 3 students:	Grade 4 students:	Grade 5 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.) (SC, 3)	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.) (SC, 4)	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.) (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5 of CCSC Framework for specific application.	See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5 of CCSC Framework for specific application.	See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5 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 3 students:	Grade 4 students:	Grade 5 students:
W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) (SC, 3)	W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) (SC, 4)	W5 With 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 5 on pages 28 and 29.) (SC, 5)
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5 of CCSC Framework for specific application.	See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5 of CCSC Framework for specific application.	See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5 of CCSC Framework for specific application.

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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 3 students:	Grade 4 students:	Grade 5 students:
<p>W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>W6 With some guidance and support from adults, 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 one page in a single sitting.</p>	<p>W6 With some guidance and support from adults, 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 two pages in a single sitting.</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 3 1A1c) • Use technology to enhance learning. (MD TL 3 2B1, 2B2, 2B3, 3A1, 3B1, 3C1) • Use technology for communication. (MD TL 3 4A1, 4A2); MD SLM 2-3 4A2) • Use technology to collaborate and to express ideas. (MD TL 3 3B1, 4b1) • Use technology to locate, evaluate, and gather information and/or data. (MD TL 3 5A1; MD SLM 3 C1) • Use and evaluate technology tools to organize information. (MD TL 3 4B1, 5B1) • Use technology to develop strategies to solve problems and make informed decisions. (MD TL 3 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 3 4B1, 5A1, 5A2) • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. 	<ul style="list-style-type: none"> • See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 4 1A1a) • Use technology to enhance learning. (MD TL 4 3A1, 3B1, 3C1) • Use technology for communication. (MD TL 4 4A1, 4A2); MD SLM 3-4 4A2) • Use technology to collaborate and to express ideas. (MD TL 4 3B1, 4B1) • Use technology to locate, evaluate, and gather information and/or data. (MD TL 4 5A1) • Use and evaluate technology tools to organize information. (MD TL 4 5B1) • Use technology to develop strategies to solve problems and make informed decisions. (MD TL 4 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 4 4B1, 5A1, 5A2) • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. 	<ul style="list-style-type: none"> • See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the Basic level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." (10-11) • Apply appropriate posture, hand, arm and fingering positions when keyboarding. (MD TL 5 1A1a) • Use technology to enhance learning. (MD TL 5 3A1, 3B1, 3C1) • Use technology for communication. (MD TL 5 4A1, 4A2); MD SLM 3-4 4A2) • Use technology to collaborate and to express ideas. (MD TL 5 3B1, 4B1) • Use technology to locate, evaluate, and gather information and/or data. (MD TL 5 5A1) • Use and evaluate technology tools to organize information. (MD TL 5 5B1) • Use technology to develop strategies to solve problems and make informed decisions. (MD TL 5 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 5 4B1, 5A1, 5A2) • Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.

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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 3 students:	Grade 4 students:	Grade 5 students:
<p>W7 Conduct short research projects that build knowledge about a topic.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (MD SLM 2-3 1A1; MD TL 3 6A, 6B) • Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 2-3 1B1, 1B2, 1B3) • Locate and evaluate resources. (MD SLM 2-3 2A1) • Use safe practices when online. (MD SLM 2-3 2A2) • Locate and select sources to meet the information need. (MD SLM 2-3 2B1) • Evaluate sources to meet the information need. (MD SLM 2-3 2B2) • Find data and/or information within a variety of sources. (MD SLM 2-3 3A1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.) • Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 2-3 5A1) • Share findings and/or conclusions. (MD SLM 2-3 5A2; MD TL 3 6A5) • Cite a source as appropriate. (MD SLM 2-3 3A2) 	<p>W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (MD SLM 4-5 1A; MD TL 4 6A, 6B) • Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) • Locate and evaluate resources. (MD SLM 4-5 2A1) • Use safe practices when online. (MD SLM 4-5 2A2) • Locate and select sources to meet the information need. (MD SLM 4-5 2B1) • Evaluate sources to meet the information need. (MD SLM 4-5 2B2) • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.) • Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 4-5 5A1) • Share findings and/or conclusions. (MD SLM 4-5 5A2; MD TL 4 6A5) • Differentiate between original and borrowed ideas and cite sources appropriately. (MD SLM 4-5 3A2) 	<p>W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Follow an inquiry process. (MD SLM 4-5 1A1; MD TL 5 6A, 6B) • Define a problem, formulating questions, and refining a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) • Locate and evaluate resources. (MD SLM 4-5 2A1) • Use safe practices when online. (MD SLM 4-5 2A2) • Locate and select sources to meet the information need. (MD SLM 4-5 2B1) • Evaluate sources to meet the information need. (MD SLM 4-5 2B2) • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Paraphrase when taking notes from sources. (See MD SLM 4-5 4A.) • Use a variety of formats to prepare findings/conclusions for sharing. (MD SLM 4-5 5A1) • Share findings and/or conclusions. (MD SLM 4-5 5A2; MD 5 6A5) • Differentiate between original and borrowed ideas and cite sources appropriately. (MD SLM 4-5 3A2)

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

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 3 students:	Grade 4 students:	Grade 5 students:
<p>W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (SC, 3)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.)> • Find data and/or information within a variety of sources. (MD SLM 2-3 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 2-3 3C1) • Paraphrase when taking notes from sources. (See MD SLM 2-3 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 2-3 4A1) • Sort evidence into specified categories. (MD SLM 2-3 4A2) • Synthesize information from within a source. (MD SLM 2-3 4B1) 	<p>W8 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. (SC, 4)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1) • Paraphrase when taking notes from sources to avoid plagiarism. (See MD SLM 2-3 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4A1) • Sort evidence into specified categories. (MD SLM 4-5 4A2) • Generate a list of sources. (MD SLM 4-5 3C2) • Synthesize information within and across sources. (MD SLM 4-5 4B1) 	<p>W8 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. (SC, 5)</p> <p style="text-align: center;">Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). • Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) • Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1) • Paraphrase when taking notes from sources to avoid plagiarism. (See MD SLM 4-5 4A.) • Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4A1) • Sort evidence into specified categories. (MD SLM 4-5 4A2) • Generate a list of sources. (MD SLM 4-5 3C2) • Synthesize information within and across sources. (MD SLM 4-5 4B1)

**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 3 students:	Grade 4 students:	Grade 5 students:
<p>W9 (Begins in grade 4.)</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9.a Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>W9.b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9.a Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W9.b Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
N/A	<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 3 students:	Grade 4 students:	Grade 5 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 appropriate for different writing tasks, purposes, and audiences and time frames. Set personal goals and conference regularly with adults and peers to improve writing. 	<ul style="list-style-type: none"> Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. Set and adjust personal goals and conference regularly with adults and peers to improve writing. 	<ul style="list-style-type: none"> Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. Set and adjust personal goals and conference regularly with adults and peers to improve writing.