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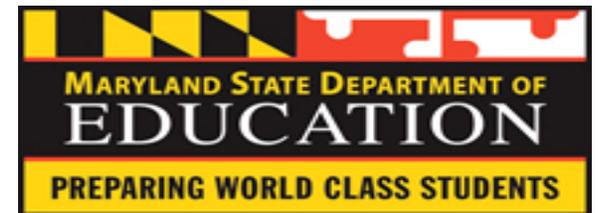
MARYLAND COLLEGE AND CAREER READY CURRICULUM FRAMEWORK
ENGLISH LANGUAGE ARTS

*Maryland College and Career
Ready Curriculum Framework*

❑ *Writing*
 Grades 9 and 10
 Grades 11 and 12

August 2014

MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

Maryland College and Career Ready Curriculum
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 Common Core State 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 Common Core State 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

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 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (SC, 9-10)	**W.1a** 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.
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Conduct a self-analysis of strengths and weaknesses as a writer of argument and adjust the writing process accordingly. (See CCSS W.9-10.5)
• Narrow and refine the focus of a grade-appropriate complex topic.
  ○ Analyze the topic to target information gathering.
  ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.
  ○ (See CCSS W.9-10.4 and W.9-10.5; See also MD SLM 1.B.3)
• Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.9-10.4, SL.9-10.1a, SL.9-10.4)
  ○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.7, RI.9-10.8; See also MD SLM 2.0, 3.0, 4.0)
  ○ Evaluate information to determine sufficiency and relevancy.
  ○ Establish clear relationships among claim(s), counterclaims, reasons, and evidence.
  ○ Logically sequence claims, counterclaims, reasons, and evidence.
	• Conduct a self-analysis of strengths and weaknesses as writers of argument and adjust the writing process accordingly. (See CCSS W.11-12.5)
	• Narrow and refine the focus of a grade-appropriate complex topic.
	  ○ Analyze the topic to target information gathering.
	  ○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position. (See CCSS W.11-12.4, W.11-12.5; See also MD SLM 1.B.3)
	• Choose, apply and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.11-12.4, SL.11-12.1a, SL.11-12.4)
	  ○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8; See also MD SLM 2.0, 3.0, 4.0)
	  ○ Evaluate information to determine sufficiency and relevancy.
	  ○ Analyze the significance of opposing claims while determining which claims best support the argument. (See CCSS W.11-12.7, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8; See also MD SLM 4.0)
	  ○ Logically sequence and distinguish claims, counterclaims, reasons, and evidence.

W.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (SC, 9-10)	**W.1b** 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)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Attend to audience knowledge, interest, and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS W.9-10.4, W.9-10.5, SL.9-10.4; See also MD SLM 4.0	• Attend to audience knowledge, interest and concern. • Use rhetorical appeals effectively. • Refute opposing positions and opinions fairly. • See CCSS W.11-12.4, W.11-12.5, SL.11-12.4; See also MD SLM 4.0

*Refer to Common Core *Language Progressive Skills, by Grade*

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 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1c 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. (SC, 9-10)	**W.1c** 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)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Manipulate language and integrate ideas effectively. (See CCSS L.9-10.3) - Use a wide range of academic and domain-specific vocabulary. (CCSS L.9-10.6 - Use words, phrases, and clauses appropriately to link the major sections of the text (See CCSS L.9-10.1b and L.7.1c*) - Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.9-10.3) - Use parallel structure (CCSS L.9-10.1a) - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a) - Use a colon to introduce a list or quotation (CCSS L.9-10.2b) - Use a consistent style, tone, voice, and mood (See CCSS L.6.3b* and L.8.1d*) (See also CCSS W.9-10.5)	- Manipulate language appropriately and integrate ideas effectively. (See CCSS L.11-12.3) - Use a wide range of academic and domain-specific vocabulary. (CCSS L.11-12.6) - Use words, phrases, and clauses appropriately and effectively to link the major sections of the text. (See CCSS L.11-12.1 also reference L.7.1c* and L.9-10.1b*) - Vary syntax as needed to create cohesion and clarity. (See CCSS L.11-12.3a) - Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1a, L.11-12.1b, L.11-12.3) - Use parallel structure (See CCSS L.9-10.1a*) - Use a consistent style, tone, voice, and mood (See CCSS L.6.3b*, L.8.1d*) - See also CCSS W.11-12.5

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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 9-10 students:	**Grade 11-12 students:**
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 9-10)	**W.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Integrate quotations and citations into a written text. (See CCSS L.9-10.3 and W.9-10.8; See also MD SLM 5.0) - Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W.9-10.4, W.9-10.5, L.9-10.3; also reference L.3.3a*, L.7.3a*) - Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c) - Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.9-10.8; See also MD SLM 3.c.2, SLM 5.0) - Use a standard format for citations (See CCSS L.9-10.3a and W.9-10.8; See also MD SLM 3.c.2, SLM 5.0) - Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.9-10.5). Edit for: - Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b*) - Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) - Appropriate pronoun usage (See L.6.1c*, L.6.1d*) - Complete sentences (See CCSS L.4.1f*) - Shifts in verb tense (See CCSS L.5.1d*)	- Integrate quotations and citations into a written text. (See CCSS L.11-12.3 and W. 11-12.8; See also MD SLM 5.0) - Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W.11-12.4, W.11-12,5, L.11-12.3; also reference L.3.3a*, L.7.3a*) - Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.11-12.4c) - Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3 and W.11-12.8; See also MD SLM 3.c.2, SLM 5.0) - Use a standard format for citations (See CCSS L.11-12.3a and W.11-12.8; See also MD SLM 3.c.2, SLM 5.0) - Observe hyphenation conventions. (CCSS L.11-12.2a) - Apply the editing phase of the writing process independently. (See CCSS L.11-12.3a and W.11-12.5). Edit for: - Spelling, capitalization, and punctuation (See CCSS L.11-12.2, L.4.3b*) - Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) - Appropriate pronoun usage (See L.6.1c*, L.6.1d*) - Complete sentences (See CCSS L.4.1f*) - Shifts in verb tense (See CCSS L.5.1d*)
W.1e Provide a concluding statement or section that follows from and supports the argument presented. (SC, 9-10)	**W.1e** Provide a concluding statement or section that follows from and supports the argument presented. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Write relevant, concise, and effective conclusions (See CCSS W.9-10.4, W.9-10.5) - 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 , W.9-10.5, W.9-10.6, SL.9-10.4, SL.9-10.5, SL.9-10.6	- Write relevant, concise, and effective conclusions (See CCSS W.11-12.4, W.11-12.5) - Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.11-12.3.a, W.11-12.5, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)

*Refer to Common Core *Language Progressive Skills, by Grade*

Standards for Writing (W)

• See also MD SLM 5.0	• See also MD SLM 5.0

Cluster: Text Types and Purposes

W.2 CCR Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 9-10 students:	Grade 11-12 students:
W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (SC, 9-10)	**W.2a** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS W. 9-10.5) - Narrow and refine the focus of a grade-appropriate complex topic. - Analyze the topic to target information gathering. - Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS W.9-10.4, W.9-10.5) - Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information (See CCSS W. 9-10.4, SL. 9-10.1a, SL.9-10.4) - Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.8) - Evaluate information to determine sufficiency and relevancy. - Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.9-10.3) - See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0	- Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS W.11-12.5) - Narrow and refine the focus of a grade-appropriate complex topic. - Analyze the topic to target information gathering. - Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS W.11-12.4, W.11-12.5) - Attend to audience's need by establishing and maintaining an organizational structure where information and ideas build and flow logically. (See CCSS W.11-12.4, W.11-12.5) - Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.8) - Evaluate information to determine sufficiency and relevancy. - Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.11-12.3) - See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0, SLM 5.0

*Refer to Common Core *Language Progressive Skills, by Grade*

Standards for Writing (W)

Cluster: Text Types and Purposes

W.2 CCR Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 9-10 students:	Grade 11-12 students:
W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.2b 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. (SC, 9-10)	**W.2b** 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)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS W.9-10.4, W.5) • Integrate paraphrases and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.8) • Integrate quotations and citations appropriately into written text. (See CCSS L.9-10.3 and W.8) • See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0	• Attend to audience knowledge, interest, and concern. • Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS W.11-12.4, W.5) • Integrate paraphrases and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12 and W.8) • Integrate quotations and citations appropriately and effectively into a written text. (See CCSS L.11-12.3 and W.8) • See also MD SLM 1.B.3, SLM 2.0, SLM 3.0, SLM, 4.0
W.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (SC, 9-10)	**W.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Manipulate language, use transitions, and integrate ideas effectively. (See CCSS L. 9-10.3) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L. 9-10.1, L.3) • Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS L.9-10.1b and L.7.1c*) • Use parallel structure (CCSS L.9-10.1a) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a) • Use a colon to introduce a list or quotation (CCSS L.9-10.2b) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*)	• Manipulate language, use transitions, and integrate ideas effectively. (See CCSS L.11-12.3) • Vary syntax as needed to create cohesion and clarity. (See CCS L.11-12.3a) • Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.11-12.1b, L.3) • Observe hyphenation conventions. (CCSS L.11-12.2a) • Use and punctuate phrases and clauses appropriately and effectively to link major sections of the text. (See CCSS L.11-12.1; also reference L.7.1c* and L.9-10.1b*) • Use parallel structure (See CCSS L.9-10.1a*) • Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*)

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Standards for Writing (W)

Cluster: Text Types and Purposes	
W.2 CCR Anchor Standard Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Grade 9-10 students:	**Grade 11-12 students:**
W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic. (SC, 9-10)	**W.2d** Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6) • Demonstrate an understanding of word relationships, meaning, and function in different contexts. (See CCSS L.9-10.3, L.5) • Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words (See CCSS L.11-12.3, L.5) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c)	• Use a wide range of academic and domain-specific vocabulary. (See CCSS L.11-12.6) • Demonstrate a sophisticated use of figurative language and understanding of nuances of meanings of words (See CCSS L.11-12.3, L.5) • Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.11-12.4c)
W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 9-10)	**W.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*)
 • Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCS SL. 9-10.3 and W.8; See also MD SLM 3.c.2, SLM 5.0)
 • Use a standard format appropriately for citations. (See CCSS 9-10 L3a and W.8)
 • Apply the editing phase of the writing process independently (See CCSS L. 9-10 .3a and W.5).
 Edit for:
   o Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b*)
   o Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)
   o Appropriate pronoun usage (See L.6.1c, L.6.1d*)
   o Complete sentences (See CCSS L.4.1f*)
   o Shifts in verb tense (See CCSS L.5.1d*)
	• Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W.11-12.4, W.5, L.3; also reference, L.3.3a*, L.7.3a*)
	 • Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3 and W.8; See also MD SLM 3.c.2, SLM 5.0)
	 • Use a standard format appropriately for citations. (See CCSS L.11-12.3a and W.8)
	 • Apply the editing phase of the writing process independently (See CCSSL. 11-12.3a and W.5)
	 Edit for:
	   o Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b*)
	   o Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)
	   o Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d*)
	   o Complete sentences (See CCSS L.4.1f*)
	   o Shifts in verb tense (See CCSS L.5.1d*)

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Standards for Writing (W)

Cluster: Text Types and Purposes

W.2 CCR Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 9-10 students:	Grade 11-12 students:
W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.2f 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). (SC, 9-10)	**W.2f** 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). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write relevant, concise, and effective conclusions. (See CCSS W 9-10.4, W.5) • 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 , W.5, W.6, SL.4, SL.5, SL.6) • See also MD SLM 5.0	• Write relevant, concise, and effective conclusions (See CCSS W.11-12 W.4, W.5) • Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.11-12.3.a, W.5, W.6, SL.4, SL.5, SL.6) • See also MD SLM 5.0

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 9-10 students:	Grade 11-12 students:
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	**W.3a** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**

• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS W.9-10.5)
• Narrow and refine the focus of a grade-appropriate complex topic.
  o Analyze the topic to target information gathering.
  o Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose. (See CCSS W. 9-10 .4)
• Develop an engaging introduction that presents the conflict/problem/situation, point of view(s) and narrator/characters. (See CCSS W.9-10.4, W.5)
• Choose transitions and details appropriately to create a smooth progression of experiences or events. (See CCSS W. 9-10.4, W.5)
	• Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS W.11-12.5)
	• Narrow and refine the focus of a grade-appropriate complex topic.
	  o Analyze the topic to target information gathering.
	  o Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.11-12.4)
	• Develop an engaging introduction that uses effective narrative techniques. (See CCSS W .11-12.4, W.5)
	• Select well-chosen, appropriate, and effective details to create a smooth progression of experiences or events. (See CCSS W.11-12.4, W.5)

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Standards for Writing (W)

Cluster: Text Types and Purposes	
W3CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..	
Grade 9-10 students:	**Grade 11-12 students:**
W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**W.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS W.9-10.4, W.5) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS W.9-10.4, W.5) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS W.9-10.4, W.5) • Use and punctuate dialogue and dialect appropriately. (See CCSS L.9-10.3)	• Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS W.11-12.4, W.5) • Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS W. 11-12.4, W.5) • Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS W. 9-10.4, W.5) • Use and punctuate dialogue and dialect appropriately. (See CCSS L.11-12.3)
W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**W.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. (See CCSS W.9-10.4, L.3) • Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. (See CCSS L. 9-10.1b) • Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L. 9-10.1, L.3) • Use parallel structure (CCSS L .9-10.1a) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a) • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*)	• Sequence, build, and integrate events that effectively support and advance the plot of the narrative. (See CCSS W.11-12.4, L.3) • Use words, phrases, and clauses appropriately to build a particular tone and/or mood. (See CCSS L.11-12.1) • Use words, phrases, and clauses effectively to transition and link plot shifts and changes and to build toward a conclusion, resolution, or outcome. (See CCSS L. 11-12.1; also reference L.7.1c and L.9-10.1b*) • Vary syntax as needed to create cohesion and clarity. (See CCSS L.11-12.3a) • Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.1b, L.3) • Use parallel structure (See CCSS L. 9-10.1a*) • Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*)

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Standards for Writing (W)

Cluster: Text Types and Purposes	
W3CCR Anchor Standard Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade 9-10 students:	**Grade 11-12 students:**
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**W.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) - Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS L. 9-10.5) - Apply the editing phase of the writing process independently (See CCSS L. 9-10.3a and W.5) . Edit for: - Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b*) - Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) - Appropriate pronoun usage (See L.6.1c*, L.6.1d*) - Complete sentences (See CCSS L.4.1f*) - Shifts in verb tense (See CCSS L.5.1d*) - Use a wide range of academic and domain-specific vocabulary. (CCSS L.9-10.6) - Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c)	- Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS W.11-12.4, W.5, L.3; also reference L.3.3a*, L.7.3a*) - Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS L.11-12.5) - Observe hyphenation conventions. (CCSS L. 11-12.2a) - Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5). Edit for: - Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b*) - Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*) - Appropriate pronoun usage (See L.6.1c*, L.6.1d*) - Complete sentences (See CCSS L.4.1f*) - Shifts in verb tense (See CCSS L.5.1d*) - Use a wide range of academic and domain-specific vocabulary. (CCSS L .11-12.6) - Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L .11-12.4c)
W.3e : Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**W.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
- Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS W. 9-10.4, W.5) - Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.	- Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative. (See CCSS W. 11-12.4, W.5) - Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.

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Standards for Writing (W)

(See CCSS L.9-10 3.a , W.5, W.6, SL.4, SL.5, SL.6; See also MD SLM 5.0)	(See CCSS L.11-12.3.a, W.5, W.6, SL.4, SL.5, SL.6; See also MD SLM 5.0)

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 9-10 students:	**Grade 11-12 students:**
W4 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.) (SC, 9-10)	**W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3, W7, SL1a, and SL4 of CCSC Framework for specific application. • See also MD SC standard SLM 5.0	• See Grades 11-12: W1, W2, W3, W7, SL1a, and SL4 of CCSC Framework for specific application. • See also MD SC standard SLM 5.0
W5 CCR Anchor Standard 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.	
Grade 9-10 students:	**Grade 11-12 students:**
W5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) (SC, 9-10)	**W5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
See Grades 9-10: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.	See Grades 11-12: W1, W2, W3, W7, and SL4 of CCSC Framework for specific application.
W6 CCR Anchor Standard Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
Grade 9-10 students:	**Grade 11-12 students:**
W6 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. (SC, 9-10)	**W6** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, TL 5.0, TL 6.0	• See Grades 11-12: W1, W2, W3, W7, and SL5 of CCSC Framework for specific application. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, TL 5.0, TL 6.0

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Standards for Writing (W)

Topic/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 9-10 students:	**Grade 11-12 students:**
W7 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. (SC, 9-10)	**W7** 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. • Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (See MD SLM 1.0) • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0) • Find, generate, record, and organize information relevant to the information need in an ethical manner. (See MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0) • 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) • See MD TL 5.0, TL 6.0	• See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. • Define a problem, formulate questions, and refine either or both meet a personal and/or assigned information need. (See MD SLM 1.0) • Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (See MD SLM 2.0) • Find, generate, record, and organize information relevant to the information need in an ethical manner (See MD SLM 3.0) • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. (See MD SLM 4.0) • 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) • See MD TL 5.0, TL 6.0
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 9-10 students:	**Grade 11-12 students:**
W8 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. (SC, 9-10)	**W8** 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 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. (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. (See also MD SLM 3.0) • 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) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an	• See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. • Find, generate, record, and organize information relevant to the research purpose in an ethical manner. (See also MD SLM 3.0) • 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) • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an

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Standards for Writing (W)

ethical manner. (See also MD SLM 5.0)	ethical manner. (See also MD SLM 5.0)

W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Grade 9-10 students:	**Grade 11-12 students:**
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9a Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (SC, 9-10)	**W.9a** Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level print, non-print, and digital literary text(s).	• See CCSS Grades 11-12: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. • Write in response to grade-level print, non-print, and digital literary text(s).
W.9b Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (SC 9-10)	**W.9ab** Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). (SC, 11-12)
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See CCSS Grades 9-10: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level print, non-print, and digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (See also MD SLM 4.0)	• See CCSS Grades 11-12: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. • Write in response to grade-level print, non-print, and digital informational text(s). • Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (See also MD SLM 4.0)

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 9-10 students:	**Grade 11-12 students:**
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 tasks, purposes, and audiences.	**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 tasks, purposes, and audiences.
Essential Skills and Knowledge	**Essential Skills and Knowledge**
• See Grades 9-10: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.	• See Grades 11-12: W1, W2, W3 and W7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.

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