

# ENGLISH LANGUAGE ARTS

## MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORK ENGLISH LANGUAGE ARTS

### *Maryland Common Core State Curriculum Framework*

#### *Writing* *Grades Kindergarten through 2*

June 2011



## Maryland Common Core State 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 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).

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English Language Arts

Standards for Writing (W)

<b>Cluster:</b> Text Types and Purposes		
<b>W1 CCR Anchor Standard</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>W1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is.....</i> )	<b>W1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (SC, 1)	<b>W1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
Introduce the topic or name the book they are writing about.	Introduce the topic or name the book they are writing about and state an opinion.	Introduce the topic or book they are writing about and state an opinion.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With modeling and support, apply the prewriting and planning stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic or book</li> <li>◦ establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story</li> <li>◦ develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply the prewriting and planning stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic or book</li> <li>◦ establish or build upon a personal schema of a topic or book</li> <li>◦ gather information on a specific topic (See MD SLM PK-1 2A1.)</li> <li>◦ use common characteristics/attributes to begin to understand relationships</li> <li>◦ form an opinion based on prior knowledge and information provided</li> </ul> </li> <li>• Develop a simple sentence that states the topic and gives an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the prewriting and planning stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic or book</li> <li>◦ establish or build upon a personal schema of a topic or book</li> <li>◦ gather information on a specific topic (See MD SLM 2-3 2A1.)</li> <li>◦ form an opinion based on prior knowledge and information provided</li> </ul> </li> <li>• Develop a clear, focused topic sentence that states a point of view or opinion.</li> </ul>
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<b>W1 CCR Anchor Standard</b>		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>W1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is.....</i>) cont'd from p. 1</p>	<p><b>W1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (SC, 1)  cont'd from p. 1</p>	<p><b>W1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. cont'd from p. 1</p>
State an opinion on a topic or book.	Supply a reason that supports the opinion.	Supply reasons that support the opinion.
<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>	<b>Essential Skills and Knowledge</b>
<ul style="list-style-type: none"> <li>• With promoting and support,               <ul style="list-style-type: none"> <li>◦ form an opinion and express a preference.</li> <li>◦ express an opinion orally or using drawing, dictation, or writing to respond to a prompt (See CCSS K SL1.)</li> <li>◦ produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify facts and opinions.</li> <li>• Provide a reason to support an opinion.</li> <li>• Draft a simple sentence or sentences to express an opinion and reason.               <ul style="list-style-type: none"> <li>◦ Use common, proper, and possessive nouns (CCSS1 L1.b)</li> <li>◦ Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my</i>). (CCSS 1 L1.d)</li> <li>◦ Use frequently occurring <i>conjunctions</i> (e.g., <i>and, but, or, so, because</i>) (CCSS 1 L1.g)</li> <li>◦ Use end punctuation for sentences (CCSS 1 L2.b)</li> <li>◦ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS 1 L2.e)</li> </ul> </li> <li>• Produce writing that is legible, including correct formation of manuscript letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between facts and opinions.</li> <li>• Generate reasons to support an opinion using facts, details or text references.</li> <li>• Draft a paragraph or multiple paragraphs to support an opinion.               <ul style="list-style-type: none"> <li>◦ Use reflexive pronouns (e.g., <i>myself, ourselves</i>) (CCSS 2 L1.c)</li> <li>◦ Produce complete simple and compound sentences. (See CCSS 2 L1.f)</li> <li>◦ Use knowledge of language conventions when writing. (See CCSS 2 L3)</li> </ul> </li> <li>• Produce writing that is legible, including the correct formation of cursive letters.</li> </ul>
	cont'd on p. 3	cont'd on p. 3

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Standards for Writing (W)

<b>Cluster: Text Types and Purposes</b>		
<b>W1 CCR Anchor Standard</b>		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
	<p>W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>cont'd from p. 2</p>	<p>W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>cont'd from p. 2</p>
	<p>Provide some sense of closure.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draft a simple sentence that restates the opinion.</li> <li>• Apply the revising and editing stages of the writing process. (See CCSS 1 W5.)             <ul style="list-style-type: none"> <li>◦ Revise to verify a statement of an opinion and a reason.</li> <li>◦ Expand simple complete sentences. (CCSS 1 L1.j)</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (CCSS 1 L2)</li> </ul> </li> <li>• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5. 6; and MD SLM PK-1 5A.)</li> <li>• Produce writing that is legible, including the correct formation of manuscript letters.</li> <li>• Rehearse oral performance of a written product with appropriate fluency.</li> </ul>	<p>Use linking words and phrases (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and explain relationships between ideas, (e.g., cause/effect, examples).</li> <li>• Use appropriate vocabulary to connect opinion and reasons.</li> </ul> <p style="text-align: right;">cont'd on p. 4</p>

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<b>Cluster:</b> Text Types and Purposes		
<b>W1 CCR Anchor Standard</b>		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
		<p><b>W1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>cont'd from p.3</p>
		<p>Provide a concluding statement or section.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draft a concluding sentence that restates the opinion.</li> <li>• Apply the revising and editing stages of the writing process. (See CCSS 2 W5.)             <ul style="list-style-type: none"> <li>◦ Revise to verify a clear statement of opinion supported by a list of reasons.</li> <li>◦ Add relevant details to strengthen writing.</li> <li>◦ Expand and rearrange complete simple and compound sentences. (See CCSS 2 L1.f.)</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L2.)</li> </ul> </li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (See CCSS 2 L2.e.)</li> <li>• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS2 L6; CCSS 2 SL4, 5, 6; and MD SLM 2-3 5A1.d.)</li> <li>• Produce writing that is legible, including correct formation of cursive letters.</li> </ul>

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Standards for Writing (W)

<b>Cluster: Text Types and Purposes</b>		
<b>W2 CCR Anchor Standard</b>		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p><b>W2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>W2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>W2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>Name a topic.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, apply the prewriting stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic or book</li> <li>◦ establish or build upon a personal schema of a topic by attending to a learning experience (e.g. reading of text or hands on experience) to gain knowledge about a topic or text</li> <li>◦ develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing</li> </ul> </li> </ul>	<p>Name a topic.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply the prewriting stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic</li> <li>◦ establish or build upon a personal schema of a topic</li> <li>◦ gather facts from basic print, online, and multimedia resources. (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a.)</li> </ul> </li> <li>• Develop and write a simple introductory sentence that states the topic.</li> </ul>	<p>Introduce a topic.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply the prewriting stage of the writing process:               <ul style="list-style-type: none"> <li>◦ identify the topic</li> <li>◦ establish or build upon a personal schema of the topic</li> <li>◦ gather facts and definitions from basic print or multimedia resources (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a.)</li> </ul> </li> <li>• Develop and write a clear and focused introductory sentence that identifies the topic.</li> </ul>
<p>Supply some facts about the topic.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, identify facts and opinions within a specific source. (MD SLM K-1 3A2.a)</li> <li>• With prompting and support, gather and communicate information related to the topic/text. (See CCSS K W7, CCSS K W8, and MD SLM K-1 2A1.a.)</li> <li>• With prompting and support, participate in shared research on a topic. (See CCSS K W7.)</li> <li>• With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic.               <ul style="list-style-type: none"> <li>◦ Use frequently occurring nouns and verbs (CCSS.K.L.1b)</li> <li>◦ Form regular plural nouns orally by adding /s/ or /es/. (CCSS.K.1c)</li> </ul> </li> <li>• Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</li> </ul>	<p>Supply some facts about the topic.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify facts and opinions within a specific source. (See MD SLM PK-1 3A2.a.)</li> <li>• Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. (See CCSS 2 W6, and MD SLM PK-1 2B1.d.)</li> <li>• Participate in shared research on a topic. (See CCSS 2 W7.)</li> <li>• Write several sentences using the facts that are all related to the topic.               <ul style="list-style-type: none"> <li>◦ Produce complete simple and compound sentences. (CCSS 2 L1.f)</li> <li>◦ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS 1 L2.d)</li> </ul> </li> <li>• Produce writing that is legible, including the correct formation of manuscript letters. <span style="float: right;">cont'd on p. 6</span></li> </ul>	<p>Use facts and definitions to develop points.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between facts and opinions within a specific source. (See MD SLM 2-3 3A2.a.)</li> <li>• Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. (See CCSS 2 W6 and MD SLM 2-3 2B1.d.)</li> <li>• Participate in shared research on a topic. (See CCSS 2 W7)</li> <li>• Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic.               <ul style="list-style-type: none"> <li>◦ Produce complete simple and compound sentences. (See CCSS 2 L1.f)</li> <li>◦ Use knowledge of language and its conventions when writing. (See CCSS 2 L3)</li> </ul> </li> <li>• Produce writing that is legible, including the correct formation of cursive letters. <span style="float: right;">cont'd on p. 6</span></li> </ul>

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Standards for Writing (W)

<b>Cluster: Text Types and Purposes</b>		
<b>W2 CCR Anchor Standard</b>		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
	W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. cont'd from p. 5	W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. cont'd from p. 5
	Provide some sense of closure.	Provide a concluding statement or section.
	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draft a concluding simple sentence.</li> <li>• Apply the revising and editing stages of the writing process. (See CCSS 1 W5.) <ul style="list-style-type: none"> <li>◦ Revise to ensure a topic sentence and facts related to the topic.</li> <li>◦ Expand complete simple sentences. (CCSS 1 L1.j)</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 1 L2.)</li> </ul> </li> <li>• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5, 6; and MD SLM PK-1 5A1.d.)</li> <li>• Produce writing that is legible, including the correct formation of manuscript letters.</li> <li>• Rehearse oral performance of a written product with appropriate fluency.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use information presented and gathered to write an effective conclusion.</li> <li>• Apply the revision and editing stages of the writing process. (See CCSS 2 W5.) <ul style="list-style-type: none"> <li>◦ Revise to verify a clear statement of topic and points developed by related facts and definitions.</li> <li>◦ Expand and rearrange complete simple and compound sentences. (CCSS 2 L1.f)</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L2.)</li> </ul> </li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS 2 L2.e)</li> <li>• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS2 L6; CCSS 2 SL4, 5, 6, and MD SLM 2-3 5A1.d.)</li> <li>• Produce writing that is legible, including the correct formation of cursive letters.</li> <li>• Rehearse oral performance of a written product with appropriate fluency.</li> </ul>



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Standards for Writing (W)

<b>Cluster: Text Types and Purposes</b>		
<b>W3 CCR Anchor Standard</b>		
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Kindergartners:	Grade 1 students:	Grade 2 students:
<p><b>W3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>W3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Recount a single event or several loosely linked events.</p>	<p>Recount two or more appropriately sequenced events.</p>	<p>Recount a well-elaborated event or short sequence of events.</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, apply the prewriting stage of the writing process:               <ul style="list-style-type: none"> <li>◦ identify a single event or several loosely linked events (See CCSS K RL3.)</li> <li>◦ understand the purpose of story structure (e.g., beginning, middle, and end)</li> <li>◦ express through drawing, dictating, and/or legible writing an opening sentence that sets up the story</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply the prewriting stage of the writing process:               <ul style="list-style-type: none"> <li>◦ identify elements of a narrative</li> <li>◦ identify two or more events, characters, and settings (See CCSS 1 RL3.)</li> <li>◦ tell about a series of events in a logical sequence (See CCSS 1 RL 2, CCSS 1 SL4.)</li> </ul> </li> <li>• Draft an opening sentence that introduces the narrative.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply the prewriting and planning stages of the writing process:               <ul style="list-style-type: none"> <li>◦ identify an event or situation</li> <li>◦ identify characters and the problem</li> <li>◦ sequence the events in a logical order</li> </ul> </li> <li>• Draft an opening sentence that introduces the narrative.</li> </ul>
<p>Include some details regarding what happened.</p>	<p>Include some details regarding what happened.</p>	<p>Include details to describe actions, thoughts, and feelings.</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, experience narrative text to use as model to generate personal narratives.</li> <li>• With prompting and support, apply knowledge of story structure.               <ul style="list-style-type: none"> <li>◦ Produce complete simple sentences. (CCSS K L1.f)</li> <li>◦ Use frequently occurring nouns and verbs. (CCSS K L1.b)</li> </ul> </li> <li>• With prompting and support, listen to, discuss and use elaborative/descriptive language; rich language (i.e., multiple words for same noun and/or verb, adjectives, adverbs).</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of story structure.               <ul style="list-style-type: none"> <li>◦ Produce complete simple sentences. (CCSS 1 L1.j)</li> <li>◦ Use verbs to convey a sense of past, present, and future. (CCSS 1 L1.e)</li> <li>◦ Use frequently occurring adjectives. (CCSS 1 L1.f)</li> <li>◦ Use determiners (e.g., articles demonstratives). (CCSS 1 L1.h)</li> <li>◦ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS 1 L2.e)</li> </ul> </li> <li>• Produce writing that is legible, including the correct formation of manuscript letters.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of story structure.</li> <li>• Include details that personalize the experience (thoughts, actions, and feelings). (See CCSS 2 W8.)               <ul style="list-style-type: none"> <li>◦ Produce complete simple and compound sentences. (CCSS2 L1.f)</li> <li>◦ Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS 2 L1.e)</li> <li>◦ Form and use frequently occurring irregular plural nouns. (CCSS 2 L1.b)</li> <li>◦ Use knowledge of language conventions when writing. (CCSS 2 L3)</li> </ul> </li> <li>• Produce writing that is legible, including the correct formation of cursive letters.</li> </ul>
<p>cont'd on p. 8</p>	<p>cont'd on p. 8</p>	<p>cont'd on p. 8</p>

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<b>W3 CCR Anchor Standard</b>		
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Kindergartners:	Grade 1 students:	Grade 2 students:
<p><b>W3</b> Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. cont'd from p. 7</p>	<p><b>W3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. cont'd from p. 7</p>	<p><b>W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. cont'd from p. 7</p>
<p>Tell about the events in the order in which they occurred.</p>	<p>Use temporal words to signal event order.</p>	<p>Use temporal words to signal event order.</p>
<p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End)</li> <li>• With prompting and support students will tell/represent events in a meaningful sequence (See CCSS K RL2, CCSS K SL4.)</li> </ul>	<p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance and support, define and identify temporal words.</li> <li>• Use words and phrases acquired through conversations and being read to. (CCSS 1 L6)</li> <li>• Write sentences in a meaningful order using temporal words to identify the sequence.</li> </ul>	<p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Define and identify temporal words.</li> <li>• Use words and phrases acquired through conversations, reading and being read to. (See CCSS 2 L6)</li> <li>• Write sentences in a meaningful order using temporal words to signal the sequence.</li> </ul>
<p>Provide a reaction.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With prompting and support, reflect on personal experiences to contribute to personal reactions.</li> <li>• Dictate, draw, or developmentally appropriately write response to text such as response logs and journals.</li> <li>• Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</li> </ul>	<p>Provide some sense of closure.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draft a concluding sentence that brings resolution to the story.</li> <li>• Apply the revising and editing stages of the writing process. (See CCSS 1 W5.)                             <ul style="list-style-type: none"> <li>◦ Revise to ensure that elements of a narrative are present and events are sequenced.</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 1 L2)</li> </ul> </li> <li>• Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS 1 L6; CCSS 1 SL5, 6, and MD SLM PK-1 5 A1.d.)</li> </ul>	<p>Provide a sense of closure.</p> <p><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draft a conclusion that resolves the narrative.</li> <li>• Apply the revision and editing stages of the writing process. (See CCSS 2 W5.)                             <ul style="list-style-type: none"> <li>◦ Revise to ensure that the elements of a narrative are incorporated.</li> <li>◦ Edit to correct errors in capitalization, punctuation, and spelling. (See CCSS 2 L1, 2.)</li> </ul> </li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS 2 L2.e)</li> <li>• Prepare the final product for presentation and/or publication. (See CCSS 2 L6; CCSS 2 SL4, 5, 6, and MD SLM 2-3 5A1.d.)</li> <li>• Produce writing that is legible, including the correct formation of cursive letters.</li> <li>• Rehearse oral performance of a written product with appropriate fluency.</li> </ul>

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Standards for Writing (W)

<b>Cluster: Production and Distribution of Writing</b>		
<b>W4 CCR Anchor Standard</b>		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<b>W4</b> (Begins in grade 3)	<b>W4</b> (Begins in grade 3)	<b>W4</b> (Begins in grade 3)

<b>Cluster: Production and Distribution of Writing</b>		
<b>W5 CCR Anchor Standard</b>		
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>W5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <ul style="list-style-type: none"> <li>• With prompting and support, follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS K SL1.a.)</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS K SL2.)</li> <li>• With prompting and support, identify how language choices in writing and speaking affect thoughts and feelings:             <ul style="list-style-type: none"> <li>◦ use sensory details to expand ideas</li> <li>◦ identify and use new words to communicate feelings</li> <li>◦ acquire and use new vocabulary</li> </ul> </li> <li>• With prompting and support, use effective details, words, and figurative language in the student's own composing.             <ul style="list-style-type: none"> <li>◦ use descriptive words to expand and improve student's own writing</li> </ul> </li> </ul>	<p><b>W5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <ul style="list-style-type: none"> <li>• Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS 1 SL1.a.)</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS 1 SL2.)</li> </ul>	<p><b>W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.</p> <p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <p>See W1, W2, W3, and W7 of CCSC Framework for specific application.</p> <ul style="list-style-type: none"> <li>• Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion). (See CCSS 2 SL1.a.)</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS 2 SL2.)</li> </ul>

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Standards for Writing (W)

<b>Cluster: Production and Distribution of Writing</b>		
<b>W6 CCR Anchor Standard</b>		
<b>Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</b>		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>W6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>	<p><b>W6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>
<ul style="list-style-type: none"> <li>• See W1, W2, W3, and W7 in CCSC Framework for specific application.</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM K-1 2B1.d)</li> <li>• With guidance, use technology to record and organize data/information. (See MD SLM K-1 3C1.f, MD TL 1 1A.)</li> <li>• With guidance, use technology to present findings/conclusions in a variety of formats. (See MD SLM K-1 5A1.d, MD TL 1 4B1.)</li> <li>• With prompting and support, contribute to a shared writing experience.</li> <li>• Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</li> </ul>	<ul style="list-style-type: none"> <li>• See W1, W2, W3, and W7 in CCSC Framework for specific application.</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B1.d)</li> <li>• With guidance, use technology to record and organize data/information. (See MD SLM PK-1 3C1.f, MD TL 1 1A.)</li> <li>• With guidance, use technology to present findings/conclusions in a variety of formats. (See MD SLM PK-1 5A1.d, MD TL 1 4B1.)</li> <li>• Contribute to a learning community. (MD SLM PK-1 5A1.d)</li> </ul>	<ul style="list-style-type: none"> <li>• See W1, W2, W3, and W7 in CCSC Framework for specific application.</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM 2-3 2B1.d)</li> <li>• Use technology to record and organize data/information. (See MD SLM 2-3 3 C1.f, MD TL 2 1A.)</li> <li>• With guidance, use technology to present findings/conclusions in a variety of formats. (See MD SLM 2-3 5A1.d.)</li> <li>• Contribute to a learning community. (MD SLM 2-3 5A1.d)</li> </ul>

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Standards for Writing (W)

<b>Cluster: Research to Build and Present Knowledge</b>		
<b>W7 CCR Anchor Standard</b>		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
<p><b>W7</b> Participate in shared research and writing projects (e.g./ explore a number of books by a favorite author and express opinions about them).</p>	<p><b>W7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.</p>	<p><b>W7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (SC, 2)</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p>
<ul style="list-style-type: none"> <li>• With guidance and support from adults, identify an assigned or personal information need (topic to research) (See MD SLM 1B1)</li> <li>• With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM 1B3)</li> <li>• With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM PK-1 21.a)</li> <li>• With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c)</li> <li>• <b>With guidance and support from adults, use a variety of formats to prepare the findings/conclusions of the information need (topic to research).</b> (See MD SLM PK-1 5A1.)</li> <li>• <b>With prompting and support, contribute to a learning community.</b> (See MD SLM PK-1 5A1.d)</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance, identify an assigned or personal information need. (MD SLM PK-1 1B1)</li> <li>• <b>Formulate and refine questions to meet an information need.</b></li> <li>• With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM PK-1 21.a)</li> <li>• With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c)</li> <li>• With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM PK-1 1B3)</li> <li>• <b>Prepare the final product for presentation and/or publication in a variety of formats.</b> (See CCSS 1 L6; CCSS 1 SL5, 6, and MD SLM PK-1 5 A1.d.)</li> <li>• <b>Produce writing that is legible, including the correct formation of manuscript letters.</b></li> <li>• Contribute to a learning community. (MD SLM PK-1 5A1.d)</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance, identify an assigned or personal information need. (MD SLM 2-3 1B1)</li> <li>• <b>Formulate and refine questions to meet an information need.</b></li> <li>• With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM 2-3 21.a)</li> <li>• With guidance, use technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c)</li> <li>• With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM 2-3 1B3).</li> <li>• <b>Prepare the final product for presentation and/or publication in a variety of formats.</b> (See CCSS 2 L6; CCSS 2 SL5, 6, and MD SLM 2-3 5A1.d.)</li> <li>• <b>Produce writing that is legible, including the correct formation of cursive letters.</b></li> <li>• Contribute to a learning community. (MD SLM 2-3 5A1.d)</li> </ul>

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Standards for Writing (W)

<b>Cluster: Research to Build and Present Knowledge</b>		
<b>W8 CCR Anchor Standard</b>		
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Kindergartners:	Grade 1	Grade 2
<p><b>W8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>W8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>W8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, use prior knowledge to formulate questions to meet an information need. (See MD SLM PK-1 2B.d.)</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B.d)</li> <li>• With guidance and support from adults, record data/information in a variety of formats.</li> <li>• With guidance and support from adults, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b)</li> <li>• With guidance, explain the idea of giving credit to sources of information. (MD SLM PK-1 3C2.a)</li> <li>• With prompting and support, compose text using revising and editing strategies of effective writers and speakers               <ul style="list-style-type: none"> <li>◦ prepare writing for display by revising and editing using rules, such as capital letters and periods</li> </ul> </li> <li>• Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge to formulate and refine questions to meet an information need. (See MD SLM PK-1 B3.a)</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B.d)</li> <li>• With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c)</li> <li>• Record data/information in a variety of formats.</li> <li>• With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b)</li> <li>• With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 1 2B1.)</li> <li>• With guidance, explain the idea of giving credit to sources of information. (MD SLM PK-1 3C2.a)</li> <li>• With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (MD SLM 1 3C1.e)</li> </ul>	<p style="text-align: center;"><b>Essential Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge to formulate and refine questions to meet an information need. (See MD SLM 2-3 B3.a)</li> <li>• With guidance, select print, online, and multimedia sources. (MD SLM 2-3 2B.d)</li> <li>• With guidance, use technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c)</li> <li>• Record data/information in a variety of formats.</li> <li>• With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM 2-3 4B1.b)</li> <li>• With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 2 2B1.)</li> <li>• With guidance, explain the idea of giving credit to sources of information. (MD SLM 2-3 3C2.a)</li> <li>• With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (MD SLM 2 3C1.e)</li> </ul>

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Standards for Writing (W)

<b>Cluster:</b> Research to Build and Present Knowledge		
<b>W9 CCR Anchor Standard</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
W9 (Begins in grade 4)	W9 (Begins in grade 4)	W9 (Begins in grade 4)

<b>Cluster:</b> Range of Writing		
<b>W10 CCR Anchor Standard</b> 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.		
<b>Kindergartners:</b>	<b>Grade 1 students:</b>	<b>Grade 2 students:</b>
W10 (Begins in grade 3)	W10 (Begins in grade 3)	W10 (Begins in grade 3)