Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Create Handwriting Worksheets

Summary: Create and print a PDF where students can practice handwriting each word on the list.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	1.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 – Supply a reason that supports the opinion.
EXPECTATION	1.W1-b.3.	Draft a simple sentence or sentences to express an opinion and reason: Use common, proper, and possessive nouns (CCSS L.1.1b); Use personal, possessive, and indefinite pronouns (e.g., I, me, my) (CCSS L.1.1d); Use frequently occurring conjunctions (e.g., and, but, or, so, because) (CCSS L.1.1g); Use end punctuation for sentences (CCSS L.1.2b); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).
EXPECTATION	1.W1-b.4.	Produce writing that is legible, including correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	1.W1-c.	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 – Provide some sense of closure.
EXPECTATION	1.W1-c.4.	Produce writing that is legible, including the correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.
EXPECTATION	1.W2-b.4.	Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d).
EXPECTATION	1.W2-b.5.	Produce writing that is legible, including the correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	1.W2-c.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Provide some sense of closure.
EXPECTATION	1.W2-c.4.	Produce writing that is legible, including the correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	1.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 – Include some details regarding what happened.
EXPECTATION	1.W3-b.1.	Apply knowledge of story structure: Produce complete simple sentences (CCSS L.1.1j); Use verbs to convey a sense of past, present, and future (CCSS L.1.1e); Use frequently occurring adjectives (CCSS L.1.1f); Use determiners (e.g., articles demonstratives) (CCSS L.1.1h); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).
EXPECTATION	1.W3-b.2.	Produce writing that is legible, including the correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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).
EXPECTATION	1.W7.7.	Produce writing that is legible, including the correct formation of manuscript letters.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Print all upper and lowercase letters.
EXPECTATION	1.L1-a.1.	Develop and strengthen fine motor skills using a variety of activities.
EXPECTATION	1.L1-a.2.	Correctly form all upper and lowercase letters.
EXPECTATION	1.L1-a.3.	Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L2-d.2.	Identify the spellings for frequently occurring irregular words.
EXPECTATION	1.L2-d.3.	Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-e.	Demonstrate command of the conventions of standard English capitalization,

	punctuation, and spelling when writing – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EXPECTATION	Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

Language Arts

Grade 2 - Adopted: 2014

		·
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF3.e.1	Identify and apply the rules for sound-spelling correspondences, including exceptions.
STRAND / TOPIC	MD.W.	Standards for Writing (W)
/ STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	2.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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Supply reasons that support the opinion.
EXPECTATION	2.W1-b.4.	Produce writing that is legible, including the correct formation of cursive letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	2.W1-d.	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
EXPECTATION	2.W1-d.5.	Produce writing that is legible, including correct formation of cursive letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	2.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 – Use facts and definitions to develop points.
EXPECTATION	2.W2-b.5.	Produce writing that is legible, including the correct formation of cursive letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	2.W2-c.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Provide a concluding statement or section.
EXPECTATION	2.W2-c.5.	Produce writing that is legible, including the correct formation of cursive letters.

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	2.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 – Include details to describe actions, thoughts, and feelings.
EXPECTATION	2.W3-b.3.	Produce writing that is legible, including the correct formation of cursive letters.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	2.W3-d.	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 – Provide a sense of closure.
EXPECTATION	2.W3-d.5.	Produce writing that is legible, including the correct formation of cursive letters.
EXPECTATION STRAND / TOPIC / STANDARD		Produce writing that is legible, including the correct formation of cursive letters. Standards for Writing (W)
STRAND / TOPIC		
STRAND / TOPIC / STANDARD TOPIC /		Standards for Writing (W)
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	MD.W.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	MD.W. W7.CCR.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Participate in shared research and writing projects (e.g., read a number of books on a
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	MD.W. W7.CCR. 2.W7. 2.W7.7.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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).
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION STRAND / TOPIC	MD.W. W7.CCR. 2.W7. 2.W7.7.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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). Produce writing that is legible, including the correct formation of cursive letters.
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION STRAND / TOPIC / STANDARD TOPIC /	MD.W. W7.CCR. 2.W7. 2.W7.7.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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). Produce writing that is legible, including the correct formation of cursive letters. Standards for Language (L)
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	MD.W. W7.CCR. 2.W7. 2.W7.7. MD.L.	Standards for Writing (W) Research to Build and Present Knowledge Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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). Produce writing that is legible, including the correct formation of cursive letters. Standards for Language (L) Conventions of Standard English Anchor Standard: Demonstrate command of the conventions of standard English

Language Arts

Grade 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE		Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide a concluding statement or section.
EXPECTATION		Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

PROFICIENCY Ideas and information clearly and accurately through the effective selection, organization, and analysis of content. OBJECTIVE 3.W2-d. Write information/elery Provide a concluding statement or section. EXPECTATION 3.W2-d.4. Prepare the final product for presentation and/or publication, including: using word handwriting is preferable or technology is unavailable; delivering oral presentations (dec CSS W.3-6; CSS S.L.3-4, 6; KD SLW-2-S SAJ). STRAND (TOPIC) DD.W. Standards for Writing (W) TOPIC (J) Text Types and Purposes INDICATOR / PROFICIENCY W3-CCR. Inchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. LEVEL OBJECTIVE 3.WG-d.3. Prepare the final product for presentation and/or publication, including: using word behaviting skills really and legibly when handwriting is preferable or technology is unavailable; delivering or all presentations (dec CSS W.3-G; CSS S.L.3-K, S.S.L, S.S.L, BU AL-3: SAL; MD T.3 38L, 48L). STRAND (TOPIC) DD W Standards for Writing (W) STRAND (TOPIC) DD W	TOPIC / INDICATOR		Text Types and Purposes
EXPECTATIONinformation clearly - Provide a concluding statement or section.'EXPECTATION3.W2-d.Prepare the final product for presentation and/or publication, including: using word processing technology, applying cursive handwriting is skills neatly and fieldby when (tise CCSS W.3.6; CCSS St.3.4, 5, 6; MD SLM 2-3 SA1).STRAND (FOPIC (STANDARD)MD.W.Standards for Writing (W)TOPIC (INDICATOR / NDICATOR / NDICATOR / NDICATOR / NDICATOR / AW3.CCR.Anchor Standard: Write narratives to develop real or imagined experiences or events 	INDICATOR / PROFICIENCY LEVEL	W2.CCR.	ideas and information clearly and accurately through the effective selection,
processing technology: applying cursive handwriting skills neatly and legibly when (See CCSS W.3.6; CCSS W.3.4; S; CM SLM 2-3 SA1). STRAND/TOPIC (STANDARD) UD.X Standards for Writing (W) NOLACADR NIDICATOR W3.CCR. Anchor Standard: Write nerratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. OBJECTIVE 3.W3-d. Write nerratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CEXPECTATION 3.W3-d. Write nerratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a sense of closure. STRAND/TOPIC 4.W3.CCR Anchor Standard: Wite nerratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a sense of closure. STRAND/TOPIC 4.W33 Prepare the final product for presentation andfor publication, including rule is ving working and to interact and collaborate with others. STRAND/TOPIC 4.W- Standard's Use technology is nuavailable, elivering or alp resentations (see CCSS W.3.6; CCSS S.3.5.6; MD SLM 2-3: SA1; MD TL 3 SB1, 4B1). STRAND/TOPIC 4.W- Production and Distribution of Writing NIDICATOR W- Cencer Anchor Standard: Use technol	OBJECTIVE	3.W2-d.	
(FTAND AND Control INDICATOR Text Types and Purposes INDICATOR / INDICATOR / USIGECTIVE 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. LEVEL OBJECTIVE 3.W3-d. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences - Provide a sense of closure. EXPECTATION 3.W3-d.3. Prepare the final product for presentation and/or publication, including: using word processing technology, applying cursive handwriting is in eatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See COSS W3.6; CCSS B.J. ed.), CSJ. ed. Word D.M. D L 3 BL, 4BJ. STRAND TOPIC MD.W Standards for Writing (W) STRAND TOPIC J INDICATOR / PROFICIENCY W6.CCR. Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION 3.W6.10. Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or itechnology is unavailable. OBJECTIVE MD.L Standards for Language (L) STRAND TOPIC MD.L Standard for Language (L) STRAND TOPIC MD.L Standard for Language (L)	EXPECTATION	3.W2-d.4.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations
INDICATOP Water INDICATOP W3.CR Inchor Standard. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. EVEL 3.W3-d.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences - Provide a sense of closure. EXPECTATION 3.W3-d.3. Prepare the final product for presentation and/or publication, including: using word processing technology. splying cursive handwriting skills neatly and legibly when handwriting sis preferable or technology is unavailable; delivering oral presentations (See CCSS W.S.d., S.L.S., S.L.S., MS LM Z-3: SAL; MD TL 3 3BL, 4BL). STRAND (TOPIC) M0.W Standards for Writing (W) TOPIC / INDICATOR / INDI		MD.W.	Standards for Writing (W)
PROFICIENCYusing effective technique, well-chosen details, and well-structured event sequences.DBJECTIVE3.W3-d.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences - Provide a sense of closure.EXPECTATION3.W3-d.3.Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neaty and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCS W 26, CCS SL 24, SL 3, SL 3, SL 3, SL 3, KL 34, MD 1, 23 SL; MD 1,	TOPIC / INDICATOR		Text Types and Purposes
letchnique, descriptive details, and clear event sequences - Provide a sense of closure.EXPECTATION3.W3-d.3.Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.E; CCSS SL.3.4, SL5, SL6; MD SLM 2-3; SA1; MD TL 3 3B1, 4B1).STRAND/TOPIC (STANDARDMD.WStandards for Writing (W)TOPIC / INDICATOR / PROFICIENCY LEVELW6.CCR, Wch.CCR, Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.CBJECTIVE LEVEL3.W6.Wth guidance and support from adults, use technology to produce and publish writing using keyboarding skills) as well as to interact and collaborate with others.STRAND/TOPIC LEVELMD.L.Standards for Language (L)STRAND TOPIC / INDICATORMD.L.Standards for Language (L)STRAND TOPIC / INDICATORMD.L.Standards for Language (L)STRAND TOPIC / INDICATORL2.CCR. Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.COPIC / INDICATOR3.L2-e.1.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling of prade-level frequently occurring irregular words.STRAND TOPIC INDICATOR3.L2-e.2.Modify spelling of base words as needed when adding inflectional endings and suffixes.STRAND TOPIC INDICATOR3.L2-e.4.Anchor Standard English austiled words and for addin	INDICATOR / PROFICIENCY LEVEL	W3.CCR.	
processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, SL5, SL5; MD SLM 2-3: SA1; MD TL 3 3B1, 4B1).STRAND /TOPIC / INDICATORMD.WStandards for Writing (W)TOPIC / INDICATORW6.CCR.Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.COBJECTIVE3.W6.With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.EXPECTATION3.W6.10.Apply cursive handwriting skills to produce neat and legible documents when 	OBJECTIVE	3.W3-d.	technique, descriptive details, and clear event sequences – Provide a sense of
ISTANDARD Constraints TOPIC / INDICATOR Production and Distribution of Writing INDICATOR W6.CCR. Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. OBJECTIVE 3.W6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. EXPECTATION 3.W6.10. Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. STRAND /TOPIC (JINDICATOR MD.L. Standards for Language (L) STANDARO Conventions of Standard English inDICATOR INDICATOR / INDICATOR Conventions of Standard English capitalization, punctuation, and spelling when writing - Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). EXPECTATION 3.L2-e. Modify spelling of base words as needed when adding inflectional endings and suffixes. EXPECTATION 3.L2-e.4. Modify spelling of base words as needed when adding inflectional endings and suffixes. EXPECTATION 3.L2-e.4. Analyze writing models for correct spelling of high-frequency words. STR	EXPECTATION	3.W3-d.3.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations
INDICATORModeINDICATOR / PROFICIENCY LEVELW6.CR.Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.OBJECTIVE3.W6.With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.EXPECTATION3.W6.10.Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.STRAND / TOPIC /STANDARDMD.L.Standards for Language (L)TOPIC / INDICATORL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE EVEL3.L2-e.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing - Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., stiting, smiled, cries, happiness).EXPECTATION3.L2-e.1.Identify the correct spelling for grade-level frequently occurring irregular words.STRAND / TOPIC / STANDARDMD.L.Standards for Language (L)STRAND / Standards for Language (L)Standards for La		MD.W.	Standards for Writing (W)
PROFICIENCY LEVELwriting and to interact and collaborate with others.OBJECTIVE3.W6.With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.EXPECTATION3.W6.10.Apply cursive handwriting is produce neat and legible documents when handwriting is prefrable or technology is unavailable.STRAND / TOPIC / STANDARDMD.L.Standards for Language (L)STRAND / TOPIC / INDICATORMD.L.Standards for Language (L)ROFICENCY LEVELL2.CCR.Anchor Standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-e.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing - Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1.Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC / /STANDARDMD.L.Standards for Language (L)INDICATOR / / STANDARDConventions of Standard EnglishINDICATOR / / PROFICIENCYL2.CCR.Anchor Standard EnglishINDICATOR / / PROFICIENCYConventions of Standard EnglishINDICATOR / / STANDARDDemonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conv	TOPIC / INDICATOR		Production and Distribution of Writing
Image: constraint of the conventions of standard EnglishImage: conventional spelling of the conventional spelling stress of standard EnglishCBJECTIVE3.L2-e.Demonstrate command of the conventional spelling stress of standard english capitalization, punctuation, and spelling when writing - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1Identify the correct spelling for grade-level frequently occurring irregular words.STRAND TOPICMD.L.Standards for Language (L)CAPECTATION3.L2-e.2Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4Analyze writing models for correct spelling of high-frequency words.STRAND TOPICMD.L.Standards for Language (L)STANDARDMD.L.Standards for Language (L)INDICATOR / INDICATOR	INDICATOR / PROFICIENCY LEVEL	W6.CCR.	
handwriting is preferable or technology is unavailable.STRAND /TOPIC /STANDARDMD.L.Standards for Language (L)STANDARDConventions of Standard EnglishINDICATOR / PROFICIENCY LEVELL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-e.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing - Use conventional spelling for high- requency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND /TOPIC /STANDARDMD.L.Standards for Language (L)TOPIC / INDICATORConventions of Standard EnglishINDICATOR 	OBJECTIVE	3.W6.	
ISTANDARDConventions of Standard EnglishTOPIC / INDICATORL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.DBJECTIVE3.L2-e.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1.Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.2.Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC / INDICATORMD.L.Standards for Language (L)INDICATOR / PROFICIENCY LEVELL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Conventions of Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.EXPECTATION3.L2-f.1.	EXPECTATION	3.W6.10.	
INDICATORAnchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.INDICATOR / PROFICIENCY LEVELL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.2Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC (STANDARDMD.L.Standards for Language (L)TOPIC / INDICATOR / PROFICIENCY LEVELConventions of Standard EnglishOBJECTIVE3.L2-f.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.EXPECTATION3.L2-f.Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.<		MD.L.	Standards for Language (L)
PROFICIENCY LEVELcapitalization, punctuation, and spelling when writing.OBJECTIVE LEVEL3.L2-e.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1.Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.2.Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC / INDICATORMD.L.Standards for Language (L)TOPIC / INDICATOR / PROFICIENCYL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations, e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.EXPECTATION3.L2-f.1.Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.	TOPIC / INDICATOR		Conventions of Standard English
punctuation, and spelling when writing – Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).EXPECTATION3.L2-e.1.Identify the correct spellings for grade-level frequently occurring irregular words.EXPECTATION3.L2-e.2.Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC 	INDICATOR / PROFICIENCY LEVEL	L2.CCR.	
EXPECTATION3.L2-e.2.Modify spelling of base words as needed when adding inflectional endings and suffixes.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC / STANDARDMD.L.Standards for Language (L)TOPIC / INDICATORConventions of Standard EnglishINDICATOR / PROFICIENCY LEVELL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, 	OBJECTIVE	3.L2-e.	punctuation, and spelling when writing – Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g.,
suffixes.EXPECTATION3.L2-e.4.Analyze writing models for correct spelling of high-frequency words.STRAND / TOPIC / STANDARDMD.L.Standards for Language (L)TOPIC / INDICATORConventions of Standard EnglishINDICATOR / PROFICIENCY 	EXPECTATION	3.L2-e.1.	Identify the correct spellings for grade-level frequently occurring irregular words.
STRAND / TOPIC / STANDARDMD.L.Standards for Language (L)TOPIC / INDICATORConventions of Standard EnglishINDICATOR / PROFICIENCY LEVELL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.EXPECTATION3.L2-f.1.Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.	EXPECTATION	3.L2-e.2.	
/ STANDARD Conventions of Standard English TOPIC / INDICATOR Conventions of Standard English INDICATOR / PROFICIENCY LEVEL L2.CCR. Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE 3.L2-f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. EXPECTATION 3.L2-f.1. Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.	EXPECTATION	3.L2-e.4.	Analyze writing models for correct spelling of high-frequency words.
INDICATORL2.CCR.Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.OBJECTIVE3.L2-f.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.EXPECTATION3.L2-f.1.Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.		MD.L.	Standards for Language (L)
PROFICIENCY LEVEL capitalization, punctuation, and spelling when writing. OBJECTIVE 3.L2-f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. EXPECTATION 3.L2-f.1. Apply previously learned spelling patterns and generalizations to spell grade- appropriate words correctly.	TOPIC / INDICATOR		Conventions of Standard English
EXPECTATION 3.L2-f.1. Apply previously learned spelling patterns and generalizations correctly.	INDICATOR / PROFICIENCY LEVEL	L2.CCR.	
appropriate words correctly.	OBJECTIVE	3.L2-f.	punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules,
EXPECTATION 3.L2-f.2. Apply knowledge of syllable types to spell multisyllabic words.	EXPECTATION	3.L2-f.1.	
	EXPECTATION	3.L2-f.2.	Apply knowledge of syllable types to spell multisyllabic words.

EXPECTATION 3.L2-f.4. Analyze writing models for correct spelling.

EALECTATION	J.L2-1.4.	Analyze writing models for concer spennig.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	3.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.
EXPECTATION	3.L3-b.2.	Demonstrate conventions of spoken and written English in conversations and writing.

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	4.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
EXPECTATION	4.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	4.W2-e.3.	Prepare the final product for presentation and/or publication, including: using word
	4.02-0.01	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1).
STRAND / TOPIC / STANDARD		processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations
STRAND / TOPIC		processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1).
STRAND / TOPIC / STANDARD TOPIC /		processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). Standards for Writing (W)
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	MD.W.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). Standards for Writing (W) Text Types and Purposes Anchor Standard: Write narratives to develop real or imagined experiences or events
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	MD.W. W3.CCR. 4.W3-e.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). Standards for Writing (W) Text Types and Purposes Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	MD.W. W3.CCR. 4.W3-e. 4.W3-e.3.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). Standards for Writing (W) Text Types and Purposes Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events. Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION STRAND / TOPIC	MD.W. W3.CCR. 4.W3-e. 4.W3-e.3.	processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). Standards for Writing (W) Text Types and Purposes Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events. Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1).

LEVEL		
OBJECTIVE	4.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
EXPECTATION	4.W6.10.	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	4.L2-d.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.
EXPECTATION	4.L2-d.2.	Use knowledge of word structure and word origins to spell grade-appropriate words.
EXPECTATION	4.L2-d.4.	Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words.
EXPECTATION	4.L2-d.5.	Analyze writing models for correct spelling.

Language Arts

Grade 5 - Adopted: 2014

MD.W.	Standards for Writing (W)
	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.
5.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
5.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1).
MD.W.	Standards for Writing (W)
	Text Types and Purposes
W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
5.W2-e.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1).
MD.W.	Standards for Writing (W)
	Text Types and Purposes
W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
	 W1.CCR. 5.W1-d. 5.W1-d.3. W2.CCR. 5.W2-e. 5.W2-e.3. MD.W. W3.CCR.

EXPECTATION	5.W3-e.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	5.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
EXPECTATION	5.W6.10.	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
	MD.L.	
/ STANDARD TOPIC /	MD.L.	Standards for Language (L)
/ STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY		Standards for Language (L) Conventions of Standard English Anchor Standard: Demonstrate command of the conventions of standard English
/ STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	L2.CCR. 5.L2-e.	Standards for Language (L) Conventions of Standard English Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly,
/ STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L2.CCR. 5.L2-e.	Standards for Language (L) Conventions of Standard English Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed. Apply learned spelling patterns and generalizations to spell grade-appropriate words
/ STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	L2.CCR. 5.L2-e. 5.L2-e.1.	Standards for Language (L) Conventions of Standard English Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed. Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.

Language Arts

Grade 6 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	6.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	6.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.6.2e); formation of complete sentences (See CCSS L.6.1f); varying sentence patterns (See CCSS L.6.3a); pronouns written in the proper case (See CCSS L.6.1a); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); frequently confused words (See CCSS L.6.1g); spelling correctly (See CCSS L.6.2b).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	6.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Ensure that pronouns are in the proper case (subjective, objective, possessive).
EXPECTATION	6.L1-a.4.	Spell correctly. (CCSS L.6.2b)
STRAND / TOPIC	MD.L.	Standards for Language (L)

/ STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	6.L2-b.1.	Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.6.6).
EXPECTATION	6.L2-b.2.	Use print, digital resources, and internalized knowledge to support correct spelling.

Language Arts

Grade 7 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	7.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	7.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.7.2e); formation of complete sentences (See CCSS L.7.1f); selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS L.7.1b); frequently confused words (See CCSS L.7.1g); spelling correctly (See CCSS L.7.2b); inappropriate shifts in pronoun number and person (See CCSS L.7.1c).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	7.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	7.L2-b.2.	Use print, digital, and internalized knowledge resources to support correct spelling.

Maryland College and Career-Ready Standards

Language Arts

Grade 8 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	8.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	8.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.8.2e); formation of complete sentences (See CCSS L.8.1f); using verbs in the passive and active voice (See CCSS L.1b.8); frequently confused words (See CCSS L.8.1g); spelling correctly (See CCSS L.8.2c); recognition of inappropriate shifts in pronoun number and person (See CCSS L.8.1c).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC /		Conventions of Standard English

INDICATOR		
INDICATOR / PROFICIENCY LEVEL		Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	8.L2-c.2.	Use print, digital, and internalized knowledge resources to support correct spelling.

Language Arts

Grade 9 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
	9-10.L2- c.2.	Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	9-10.L2- c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	9-10.L2- c.2.	Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).

Maryland College and Career-Ready Standards

Language Arts

Grade 11 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	11-12.L2- b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION		Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.11-12.6).
EXPECTATION	11-12.L2- b.2.	Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.11-12.6).
	Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).

© 2015 EdGate Correlation Services, LLC. All Rights reserved. Contact Us - Privacy - Service Agreement