



# **Workshop: Developing a Shared Understanding of Standards-Aligned Student Writing**

OPTIC: Online Platform for Teaching and Informed Calibration

Facilitator's Guide

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## Workshop Overview

[OPTIC: The Online Platform for Teaching and Informed Calibration](#) provides educators with an opportunity to calibrate their perceptions of effective, standards-aligned instructional practice, student writing, and high-quality feedback. This guide outlines a sample protocol for conducting calibration training using OPTIC’s Student Writing Samples. Participants in these trainings may include, but are not limited to, administrators, evaluators, educator preparation supervisors, mentors, instructional coaches, teachers, and teacher candidates.

OPTIC’s Student Writing Samples enable participants to view samples of student writing, score the student writing relative to standards in the [Massachusetts English Language Arts and Literacy Curriculum Framework](#), and respond to written prompts to capture takeaways from the assessment of the student work sample and recommendations for future instructional strategies.

Massachusetts PK-12 districts, schools, and educator preparation programs can use OPTIC’s Student Writing Samples in the following ways:

**Calibration** is the result of ongoing, intentional collaboration of groups of educators to come to a shared understanding of what standards-aligned student writing looks like, and to establish and maintain consistency in aspects of development, supervision, and evaluation processes that include analyzing evidence, providing feedback, and using professional judgment to assess student work.

- ✓ **Examining perceptions of standards-aligned student writing:** Participants read a sample of student work, analyze alignment to grade-level [ELA/Literacy standards](#), discuss potential differences in perceptions, and build a collective understanding of the characteristics and “look fors” of effective, standards-aligned student writing. Groups may choose to focus on writing samples from a particular grade, analyze a range of writing samples to deepen understanding of the progression of standards across grade levels, or sequence the trainings in a strategic learning progression based on evolving priorities and goals.
- ✓ **Norming around effective instructional strategies in response to student writing:** After reading and scoring student writing relative to specific ELA/Literacy standards, participants respond to written prompts intended to capture important takeaways from the student writing sample and suggestions for instructional strategies or shifts a teacher might implement in response to the student’s work. Participants then review and discuss responses from others in their group as well as participants from across the state in order to unpack and norm around effective instructional shifts a teacher might make to foster standards-aligned writing skills.

This workshop guide supports facilitators to plan and deliver an OPTIC Student Writing Sample workshop in a whole-group setting or by having participants complete the task individually before coming together for a calibration discussion. For additional instructions on getting started with using the platform, see [Appendix I](#) or the [Administrator’s User Guide](#).

## About OPTIC's Student Writing Samples

**OPTIC's Student Writing Samples** are authentic, unedited examples of student writing from the [Writing Standards in Action](#) collection. Student writers attended Massachusetts public schools in urban, suburban, and rural districts across the state. Although this collection was originally put together to demonstrate high-quality student writing across grade levels, individual samples on OPTIC vary in their alignment to specific grade-level standards and should not necessarily be considered exemplars of the specific standards to which they're tagged in this platform.

**Standards-aligned writing** reflects proficiency not only in the Writing Standards but also in the intertwining Language Standards. Standards for the writing samples were selected based on two of the three text types and purposes of writing called for in the Writing Standards which students primarily engage in daily: opinion/argument and informative/explanatory. The Writing standards focus on development, organization, and style, and the Language standards address the technical aspects of language, such as conventions, and "language as a matter of craft, style, and informed choice among alternatives." More information about the Writing and Language standards can be found in the [Massachusetts English Language Arts and Literacy Curriculum Framework](#).

## Facilitator Preparation

### New to OPTIC? To get started:

- Visit <http://www.ma-optic.com> to **register** for an account.
- From the homepage, use the Main Menu (the three bars on the top left of the window) to navigate to **My Groups**.
- Click (+) to **Create a Group** of the participants in your training.
- Enter the name of your group (e.g. MHS Leadership Team) and click **Create**. You will then be asked to enter participant email addresses. Adding members to the group will automatically send them an invitation to join the group.  
*NOTE: You only need to create a group once. Once created, you can assign one or more calibration tasks to all or some of the group members and edit group membership as necessary.*

Follow these steps to plan and prepare for a calibration training workshop using OPTIC’s Student Writing Samples:

- 1) **Determine your objective** for the calibration training. This workshop is divided into two parts that can be adapted and delivered multiple times throughout a school year as part of a sustained professional development plan:

Professional Development Objective	
Part 1: Calibration around <b>Standards-Aligned Student Writing</b>	Define as a team the characteristics of effective, standards-aligned student writing in a particular grade level.
Part 2 ( <i>optional</i> ): Calibration around <b>Effective Instructional Strategies in Response to Student Writing</b>	Identify and norm as a team around effective instructional strategies or shifts a teacher might implement in response to the student writing sample.

- 2) **Select a calibration task.** Use the “My Stuff” tab to browse student writing tasks. Select a task for your group targeted to a specific grade level or learning standard. For each student writing sample task, participants will be required to score the writing sample in relation to selected Writing and Language standards. If facilitators choose to implement Part 2 of this workshop, participants will also be required to respond to three written prompts.

**In selecting a calibration task**, consider your goals: Are you reinforcing common expectations related to specific Writing and Language standards? Building consensus on what effective, standards-aligned student writing looks like at a particular grade level? Developing educators’ skill in identifying effective instructional strategies and shifts in response to student writing?

Student writing sample calibration tasks can be selected by grade level, type of writing, or learning standard.

- 3) **Assign the task.** Once you have selected a task, you can assign it directly from the task details page or through the “Calibration” tab of the Main Menu. To assign a task, you will select a due date and then identify whether participants will complete the written prompts as well as the standards scoring, based on your objective(s) for the training.

Required Calibration Task Scoring Guides	
Part 1: Calibration around <b>Standards-Aligned Student Writing</b>	<ul style="list-style-type: none"> <li>• Student Work Scoring Guides (based on the Massachusetts English Language Arts and Literacy Curriculum Framework)</li> </ul>
Part 2 ( <i>optional</i> ): Calibration around <b>Effective Instructional Strategies in Response to Student Writing</b>	<ul style="list-style-type: none"> <li>• MA Student Writing Sample Reflection Prompts</li> </ul>

*NOTE: Once you assign the task, the platform will automatically send an email to group members inviting them to begin reading and scoring the student writing sample task.*

- 4) **Prepare the *What to Look For* handout.** Using the template provided in [Appendix IV](#), copy and paste the task title and Writing and Language standards associated with the calibration task you chose.

5) **Gather the materials/technology needed:**

- ✓ WiFi
- ✓ Projector/Screen
- ✓ Laptops for all participants
- ✓ Chart paper/markers for small-group work
- ✓ Copies of the *What to Look For* handout

Prior to starting the workshop, confirm that all participants have registered in the platform and joined the group. View and monitor the status of group members by going to the “Calibration” tab of the platform, opening the task, and viewing the list of assignees.

If they did not receive an email from TeachForward inviting them to your group, they may join directly by visiting <http://www.ma-optic.com>.

## Workshop Guide - Part 1: Standards-Aligned Student Writing

In Part 1 of this workshop, participants read a student writing sample with a focus on how well the student work aligns to specific standards from the Massachusetts English Language Arts and Literacy Curriculum Framework. Together, participants discuss potential differences in perceptions and build a collective understanding of the characteristics and “look fors” of effective, standards-aligned student writing.

Part 1 of this workshop is divided into five sections for a total time allocation of **90 minutes** whole-group (or 30 minutes pre-work + 60 minutes whole-group). Part 1 may serve as a stand-alone workshop or it may be combined with [Part 2: Effective Instructional Strategies in Response to Student Writing](#).

### I. Workshop Introduction (5 min.)

### II. Warm Up (15 min.)

### III. Reading and Scoring (30 min.)

*NOTE: This section may be completed as pre-work before the group session.*

### IV. Calibration Discussion (35 min.)

### V. Part 1 Closing (5 min.)

## I. Workshop Introduction (5 min.)

- Share the goals of today’s workshop:
  - ✓ Assess the degree to which a student writing sample demonstrates grade-level proficiency according to selected Writing and Language standards.
  - ✓ Develop and refine a shared understanding of effective, standards-aligned student writing.
  - ✓ *If [Part 2](#) is included as part of this workshop:*
    - Norm around collective takeaways from the group's assessment of the student writing sample.
    - Identify and norm around effective instructional practices or shifts a teacher should implement in response to the student’s demonstrated work.
- Provide an overview of the agenda for the workshop.

## II. Warm Up (15 min.)

- Instruct participants to read the Writing and Language standards associated with the student writing sample, including any subcomponents of each standard (e.g., for a writing sample associated with standard W.1.5, participants read standard W.1.5 *and* subcomponents W.1.5.a and W.1.5.b). Subcomponents of each standard associated with the student writing samples can be found in [Appendix III](#).
- Using the *What to Look For* handout (see [Appendix IV](#)), participants will work in pairs or small groups to identify 2-3 “look fors” for each Writing and Language standard associated with the task. “Look fors” are features of student writing that you would expect to see as evidence of effective, standards-aligned work.
- Chart responses as a whole group, highlighting common responses. As a group, narrow down to the 2-3 most critical “look fors” for each Writing and Language standard.



### III. Reading and Scoring (30 min.)

Use or adapt the following instructions to guide participants as they read and score the student writing sample in OPTIC. Participants may either complete this section individually during the whole-group session or as pre-work.

- Today, we will be reading a student writing sample in which [*insert brief context, e.g. a 3<sup>rd</sup> grade student introduced a topic of his or her choosing, stated an opinion about the topic, and developed reasons to support the opinion*]. After reading the writing sample, please complete the following calibration task. This is expected to take approximately [*time estimate, depending on the length and complexity of the writing sample*] minutes.
- Log-in to OPTIC by visiting [www.ma-optic.com](http://www.ma-optic.com). Register for an account if you have not yet done so.
- Once logged in, you will see an invitation to join our group and to complete a calibration task.
- To start the task, open the assigned calibration task. Read the brief description of the student work sample, and familiarize yourself again with the relevant Writing and Language standards. Then select “Begin.”
- As you read the student writing sample, note evidence of learning related to the Writing and Language standards associated with the task. You may do so by “tagging” text and other features of the writing sample.
- After you have finished reading and tagging the student writing sample, select “Score Work.” You will be prompted to assess the extent to which the student writing is at, above, or below each grade level standard on a six-point scale. You may provide a rationale for each score.
- *If Part 2 is included in this workshop:* Once you have scored the student writing sample relative to the Writing and Language standards, respond to the three written prompts:
  - Based on the grade-level standards, what is one major strength of this student’s work?
  - Based on the grade-level standards, what is one aspect of this student’s work that you would prioritize for growth? Why?
  - Based on this area for growth, what is one instructional strategy you would recommend?
- Once you’re finished, select “Submit.”

#### Facilitator’s Notes:

- Each student writing sample in OPTIC is one example of an individual student’s performance on a writing assignment. Participants will not have additional context about the student, the assignment, or the teacher’s past instruction and feedback to the student. Additionally, the writing samples are not necessarily exemplars of standards-aligned student writing. Participants should focus on what they read in the student work sample to calibrate with their colleagues on what effective, standards-aligned writing does, and does not, look like.
- Provide participants with an appropriate amount of time to complete the task independently. This may range from 20-40 minutes, depending on the length and complexity of the student writing sample.
- While participants are completing the scoring portion of the task, the facilitator can monitor their completion status by opening the task from the “Calibration” page and selecting the Assignees tab.
- For additional support in navigating the platform, please refer to the [Administrator User Guide](#), which includes more detailed instructions and screenshots.

## IV. Calibration Discussion (35 min.)

- Project the Results page. Briefly discuss initial takeaways from the data as a group (5 min.).
  - The blue circle indicates your own score and the green circles represent the consensus score. The larger the circle, the greater the consensus around that score. Reflecting on the *range* of scores, how calibrated are you as a group?
  - Use the “Analyze by” filter to view and compare results by role, school or organization, and with the state as a whole. Are there differences in how you interpret practice by individual roles or schools? Do you interpret grade-level, standards-aligned writing differently than others across the state?
- Break into pairs or small groups to dive deeper into the results. Participants should spend a few minutes reviewing the evidence tagged by their colleagues on the student writing sample (20 min.).
  - What evidence did you use to arrive at your assessment of standards-aligned student writing?
  - Are there differences in judgments within your group? If so, why?
  - As a small group, what is your consensus about whether this student writing sample meets, exceeds, or falls short of each grade-level standard?
- Debrief as a whole group (10 min.).
  - What scores did each group land on? What evidence did you use?
  - Is there variation in our scores? Why? What are the implications of these variations in the way we interpret the quality of student writing?
  - Was there evidence in the student writing sample of the “look fors” that we identified in the warm-up? Would you refine those “look fors” further after reading the writing sample?

## V. Part 1 Closing (5 min.)

- Recap key takeaways from Part 1 of this workshop.
  - How calibrated was the team with regards to perceptions of effective, standards-aligned student writing?
  - Is there one particular standard that you'd like to revisit to refine your collective understanding?
  
- *If Part 2 is not included as part of this workshop:* Calibration is a process, not a one-time activity. Successful calibration work unfolds over multiple sessions within a given year.
  - How can this platform be used again to continue the calibration process?

Options for follow-up training may include:

    - ✓ Revisiting related Writing and Language standards with a student writing sample from another grade level;
    - ✓ Conducting an additional training with different Writing and Language standards;
    - ✓ Conducting training within or across departments or roles to deepen common expectations around standards-aligned student writing;
    - ✓ Using Part 2 of this workshop to delve into calibration around effective instructional strategies in response to student writing.

## Workshop Guide - Part 2 (optional): Effective Instructional Strategies in Response to Student Writing

In Part 1 of this workshop, groups calibrated around expectations for standards-aligned student writing. Part 2 of this workshop builds on Part 1 by 1) facilitating a discussion of collective takeaways from the student writing sample and 2) providing an opportunity for participants to norm around effective instructional strategies in response to the student's demonstrated work.

In Part 2, participants respond to three prompts about their assessment of the student writing sample itself and the instructional strategy or shifts that would be responsive to this assessment. Participants then review and discuss responses from others in their group as well as other OPTIC users from across the state.

Part 2 of this workshop is divided into three sections for a total time allocation of **55 minutes** whole-group.

- I. **Part 2 Introduction (5 min.)**
- II. **Calibration Discussion (45 min.)**
- III. **Closing (5 min.)**

### I. Part 2 Introduction (5 min.)

- Revisit the goals of Part 2 of this workshop, which were also provided in the Workshop Introduction at the beginning of the session:
  - ✓ Norm around collective takeaways from the group's assessment of the student writing sample.
  - ✓ Identify and norm around the most effective instructional practices or shifts a teacher might implement in response to the student's demonstrated work.

### II. Calibration Discussion (45 min.)

- Participants begin by norming around collective takeaways from the writing sample using responses to the first two written prompts. The first written prompt asks participants to reflect on one major strength of the writing sample, while the second prompt asks for one aspect of the student's work that might be prioritized for growth.
  - Participants individually review all group members' responses to the first two written prompts. (5 min.)
  - In small groups, write 1-2 collective takeaways about the writing sample's strengths based on the group's responses to the first written prompt. Repeat this process with the second prompt to write 1-2 collective takeaways about the writing sample's areas of growth. (10 min.)
  - Debrief as a whole group. (10 min.)

- After establishing collective takeaways from the group’s assessment of the student writing sample, participants identify and norm around the most effective instructional practices or shifts a teacher should implement in response to the student’s demonstrated work. This discussion focuses on responses to the third written prompt, which solicits recommendations for instructional strategies in response to the writing sample.
  - Participants individually review all group members’ responses to the third written prompt. (5 min.)
  - In small groups, use the group’s responses to select the most effective instructional strategy or strategies to address the writing sample’s areas of growth. (5 min.)
  - Debrief as a whole group. (10 min.)

### III. Closing (5 min.)

- Recap key takeaways from Part 2 of this workshop.
  - How calibrated was the team with regards to assessments of the writing sample’s strengths and areas of growth?
  - How did this calibration process inform instructional strategies and shifts that can be implemented in the classroom?
  - What aspects of this workshop can teachers replicate to promote standards-aligned writing amongst their students? What supports are necessary to assist teachers with this process?
- Calibration is a process, not a one-time activity. Successful calibration work unfolds over multiple sessions within a given year.
  - How can this platform be used again to continue the calibration process?

Options for follow-up training may include:

  - ✓ Revisiting related Writing and Language standards with a student writing sample from another grade level;
  - ✓ Conducting an additional training with different Writing and Language standards;
  - ✓ Conducting training within or across departments or roles to deepen common expectations around standards-aligned student writing.

# Appendix I: Quick Guide to Getting Started with OPTIC's Student Writing Samples

The following summarizes the steps for getting started in the platform. For more detailed guidance on navigating the platform, please see the [Administrator's User Guide](#). For more detailed guidance on facilitating training workshops, please see the full [Workshop Facilitator's Guide](#).

- **Step 1.** Go to [www.ma-optic.com](http://www.ma-optic.com) and register for an account.
- **Step 2.** (Optionally) View the video tutorial for an overview of the platform or exit the tutorial.
- **Step 3.** To schedule a calibration session, you will first need to create a group of participants. Go to the Plus (+) menu (top right corner) and select Manage Groups. Select the Plus menu again to create a group. Adding participants to the group will send them an automatic email invitation to register (if new to the platform) and join the group.
- **Step 4.** Determine an [objective](#) for the training: calibrating around perceptions of standards-aligned student writing, high-quality feedback, or both.
- **Step 5.** Browse calibration tasks by going to the Menu (the Three Bar icon in the upper left corner) and selecting "My Stuff." Click on the Filter link to sort by grade-level or subject. Click on a task to view more details or preview the content. Designate favorites (click the Heart icon) to save and return to later.
- **Step 5.** Determine whether you want participants to read and score the student writing sample in advance of or during the session.
- **Step 6.** From the Home page, click the Plus menu on the top right corner and select Assign a Calibration Task. Choose a task and select the activities you'd like participants to complete. If you want to wait until the meeting to score, we recommend assigning the calibration task right before the meeting. If participants are scoring in advance, we recommend assigning early to provide sufficient time to complete the task. Once you assign a task, it will be listed on the Calibration page (go to the Menu and select Calibration to navigate there).
- **Step 7.** During the session, go to the Calibration page and open the assigned task. You will see two tabs: Assignees and Task. Click "Assignees" to monitor participants' task completion, and click "Task" to view and project the student writing sample.
- **Step 8.** After reading the student writing sample, participants click "Begin," then "Score Work" to enter scores and/or feedback. You may stop projecting your screen until you are ready to share in Step 10.
- **Step 9.** Monitor and view results. You may see the status of each member completing the task by clicking "Assignees."
- **Step 10.** View results by clicking the "View Results" link. You may project the results to facilitate the discussion. Click "Results" to view the score ranges, noting the option on the top left to view the report by group, organization, or role. Click "Feedback" to view the group's written feedback.

## Appendix II: OPTIC’s Student Writing Samples

The following appendix lists OPTIC’s student writing samples and the Writing and Language standards to which each sample is tagged. For more detailed information about the tagged Writing and Language standards, please see [Appendix III: Tagged Writing and Language Standards in OPTIC’s Student Writing Samples](#).

Title in OPTIC’s Calibration Library	Tagged Standards		
	Writing	Language	
Kindergarten   ELA   Student Work   Opinion Essay	W.K.1	L.K.2	
Kindergarten   ELA   Student Work   "How To" Book	W.K.2	L.K.2	
Grade 1   ELA   Student Work   Opinion Essay	W.1.1	L.1.1	L.1.2
Grade 1   ELA   Student Work   Informational Essay	W.1.2	L.1.1	L.1.2
Grade 2   ELA   Student Work   Group Research Project - Sample 1	W.2.2	L.2.1	L.2.2
Grade 2   ELA   Student Work   Group Research Project - Sample 2	W.2.2	L.2.1	L.2.2
Grade 3   ELA   Student Work   Opinion Essay	W.3.1	L.3.2	L.3.3
Grade 3   ELA   Student Work   Biography	W.3.2	L.3.1	
Grade 4   ELA   Student Work   Opinion Essay	W.4.1	L.4.1	
Grade 4   ELA   Student Work   Essay	W.4.2	L.4.1	L.4.3
Grade 5   ELA   Student Work   Essay	W.5.1	L.5.1	L.5.2
Grade 5   ELA   Student Work   Research Report	W.5.1	L.5.2	L.5.3
Grade 6   ELA   Student Work   Letter to an Author	W.6.1	L.6.1	L.6.3
Grade 6   ELA   Student Work   Short Research Essay	W.6.2	L.6.1	L.6.2
Grade 7   ELA   Student Work   Short Research Project	W.7.1	L.7.1	L.7.2
Grade 7   ELA   Student Work   Response to a Text-Based Question	W.7.2	L.7.1	L.7.2
Grade 8   ELA   Student Work   Letter to the Editor	W.8.1	L.8.1	L.8.2
Grade 8   ELA   Student Work   Letter to an Author	W.8.2	L.8.1	L.8.2
Grade 9   ELA   Student Work   Literary Analysis	W.9-10.1	L.9-10.1	L.9-10.3
Grade 10   ELA   Student Work   Explanation by Categorization	W.9-10.2	L.9-10.1	L.9-10.3
Grade 11   ELA   Student Work   Argument	W.11-12.2	L.11-12.1	L.11-12.2
Grade 12   ELA   Student Work   Poem	W.11-12.2	L.11-12.1	L.11-12.3

## Appendix III: Tagged Writing and Language Standards in OPTIC’s Student Writing Samples

The following appendix lists the Writing and Language standards tagged to student writing samples from each grade level in OPTIC. The purpose of this section is to clarify the full scope of what each tagged standard entails as participants and facilitators calibrate around what constitutes high-quality, standards-aligned instruction. The tagged standards and their subcomponents listed here can also be found in the [MA Curriculum Framework for English Language Arts and Literacy](#).

Use the table below to navigate to tagged standards for a specific grade level:

<a href="#">Kindergarten</a>	<a href="#">Grade 3</a>	<a href="#">Grade 6</a>	<a href="#">Grades 9-10</a>
<a href="#">Grade 1</a>	<a href="#">Grade 4</a>	<a href="#">Grade 7</a>	<a href="#">Grades 11-12</a>
<a href="#">Grade 2</a>	<a href="#">Grade 5</a>	<a href="#">Grade 8</a>	

Kindergarten	
Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that 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> ).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
Language Standards	
Conventions of Standard English	
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Print upper- and lowercase letters.</li> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>Write numbers 0–20.</li> </ol>



## Grade 1

### Writing Standards

W.1.1	Write opinion pieces that 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.
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

### Language Standards

#### Conventions of Standard English

L.1.1	<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b></p> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"><li>Produce and expand simple and compound sentences.</li><li>Demonstrate understanding that a question is a type of sentence.</li><li>Use singular and plural nouns with matching verbs in sentences.</li><li>Use verbs in sentences to convey a sense of past, present, and future.</li></ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"><li>Use common, proper, and possessive nouns.</li><li>Use personal, possessive, and indefinite pronouns.</li><li>Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</li></ol>
L.1.2	<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ol style="list-style-type: none"><li>Print legibly all upper- and lowercase letters.</li><li>Use end punctuation for sentences.</li><li>Capitalize the names of months and people.</li><li>Use commas in dates and to separate individual words in a series.</li><li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Write numerals up to 120; understand that numbers are also written as words; write words for numbers from one to ten.</li></ol>

## Grade 2

### Writing Standards

**W.2.2** Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### Language Standards

#### Conventions of Standard English

- L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- Sentence Structure and Meaning*
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
  - Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
- Word Usage*
- Use collective nouns and frequently occurring irregular plural nouns.
  - Use reflexive pronouns.
  - Form and use the past tense of frequently occurring irregular verbs.
- L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Print upper- and lowercase letters legibly and fluently.
  - Capitalize holidays, product names, and geographic names.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
  - Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).

## Grade 3

### Writing Standards

<b>W.3.1</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b> <ol style="list-style-type: none"><li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li><li>Provide reasons that support the opinion.</li><li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li><li>Provide a concluding statement or section.</li></ol>
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<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> <ol style="list-style-type: none"><li>Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.</li><li>Develop the topic with facts, definitions, and details.</li><li>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li><li>Provide a concluding statement or section.</li></ol>
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### Language Standards

#### Conventions of Standard English

<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"><li>Produce, expand, and rearrange complete simple, compound, and complex sentences.</li><li>Ensure subject-verb and pronoun-antecedent agreement.</li><li>Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.</li><li>Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.</li><li>Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.</li></ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"><li>Use abstract nouns.</li><li>Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.</li></ol>
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<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ol style="list-style-type: none"><li>Write legibly and fluently by hand, using either printing or cursive handwriting.</li><li>Capitalize appropriate words in titles.</li><li>Use commas in addresses.</li><li>Use commas and quotation marks in dialogue.</li><li>Form and use possessives.</li><li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.&gt;").</li><li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ol>
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#### Knowledge of Language

<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <ol style="list-style-type: none"><li>Choose words and phrases for effect.</li><li>Recognize and observe differences between the conventions of spoken and written English.</li></ol>
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## Grade 4

### Writing Standards

<b>W.4.1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b> <ol style="list-style-type: none"><li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.</li><li>Provide reasons that are supported by facts and details.</li><li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li><li>Provide a concluding statement or section related to the opinion presented.</li></ol>
<b>W.4.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> <ol style="list-style-type: none"><li>Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li><li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</li></ol>

### Language Standards

#### Conventions of Standard English

<b>L.4.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"><li>Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.</li><li>Correctly use frequently confused words (e.g., their/there).</li><li>Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.</li><li>Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</li><li>Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</li></ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"><li>Form and use progressive verb tenses.</li></ol>
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#### Knowledge of Language

<b>L.4.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <ol style="list-style-type: none"><li>Choose words and phrases to convey ideas precisely.</li><li>Choose punctuation for effect.</li><li>Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).</li></ol>
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## Grade 5

### Writing Standards

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| <b>W.5.1</b> | <b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b> <ol style="list-style-type: none"><li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.</li><li>Provide logically ordered reasons that are supported by facts and details.</li><li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li><li>Provide a concluding statement or section related to the opinion presented.</li></ol> |
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### Language Standards

#### Conventions of Standard English

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|--------------|--|
| <b>L.5.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"><li>Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.</li><li>Recognize and correct inappropriate shifts in verb tense.</li><li>Use active and passive verbs, choosing between them depending on the overall meaning of the sentence</li></ol> <p><i>Word Usage</i></p> <ol style="list-style-type: none"><li>Form and use perfect verb tenses.</li></ol>  |
| <b>L.5.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ol style="list-style-type: none"><li>Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.</li><li>Use punctuation to separate items in a series.</li><li>Use a comma to separate an introductory element from the rest of the sentence.</li><li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</li><li>Use underlining, quotation marks, or italics to indicate titles of works.</li><li>Spell grade-appropriate words correctly, consulting references as needed.</li></ol> |

#### Knowledge of Language

- |              |  |
|--------------|--|
| <b>L.5.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <ol style="list-style-type: none"><li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li></ol> |
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## Grade 6

### Writing Standards

<b>W.6.1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> <ul style="list-style-type: none"><li>a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.</li><li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>e. Provide a concluding statement or section that follows from the argument presented.</li></ul>
<b>W.6.2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> <ul style="list-style-type: none"><li>a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li></ul>

### Language Standards

#### Conventions of Standard English

<b>L.6.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"><li>a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.</li><li>b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.</li><li>c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li></ul>
<b>L.6.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"><li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li><li>b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</li></ul>

#### Knowledge of Language

<b>L.6.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <ul style="list-style-type: none"><li>a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</li><li>b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</li></ul>
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## Grade 7

### Writing Standards

<b>W.7.1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> <ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>
<b>W.7.2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> <ul style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>

### Language Standards

#### Conventions of Standard English

<b>L.7.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"><li>a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.</li><li>b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).</li><li>c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.</li><li>d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.</li></ul>
<b>L.7.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"><li>a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).</li><li>b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</li></ul>

## Grade 8

### Writing Standards

<b>W.8.1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b> <ol style="list-style-type: none"><li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.</li><li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
<b>W.8.2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> <ol style="list-style-type: none"><li>Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ol>

### Language Standards

#### Conventions of Standard English

<b>L.8.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ol style="list-style-type: none"><li>Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.</li><li>Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.</li></ol>
<b>L.8.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ol style="list-style-type: none"><li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li><li>Use an ellipsis to indicate an omission.</li><li>Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</li></ol>



## Grades 9-10

### Writing Standards

<b>W.9-10.1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> <ol style="list-style-type: none"><li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li><li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
<b>W.9-10.2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> <ol style="list-style-type: none"><li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li><li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ol>

### Language Standards

#### Conventions of Standard English

<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Sentence Structure, Variety, and Meaning</i></p> <ol style="list-style-type: none"><li>Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.</li><li>Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li><li>Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.</li></ol>
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#### Knowledge of Language

<b>L.9-10.3</b>	<b>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.</b> <ol style="list-style-type: none"><li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</li><li>Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).</li></ol>
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## Grades 11-12

### Writing Standards

<b>W.11-12.2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> <ul style="list-style-type: none"><li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li><li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ul>
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### Language Standards

#### Conventions of Standard English

<b>L.11-12.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> <p><i>Word Usage</i></p> <ul style="list-style-type: none"><li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li></ul>
<b>L.11-12.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"><li>a. Observe hyphenation conventions.</li><li>b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</li></ul>

#### Knowledge of Language

<b>L.11-12.3</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"><li>c. Observe hyphenation conventions.</li><li>d. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</li></ul>
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## Appendix IV: What to Look For Handout

**Instructions for the Facilitator:** Fill in this template with the Writing and Language standards (and subcomponents of each standard, if applicable) tagged to the student writing sample. These may be found in [Appendix III](#) or in the [Massachusetts English Language Arts and Literacy Curriculum Framework](#). Print and provide copies to participants to complete the “look fors” during the session.

**Student Writing Sample Title:** [Insert task title]

**Standards from the MA English Language Arts and Literacy Curriculum Framework Addressed:**

- [Insert standard]
- [Insert standard]
- [Insert standard, if applicable]

What would you expect to see in this student writing sample as evidence of **effective, grade-level writing** according to each standard?

Standard	Look Fors:
<p><b>Standard 1:</b> _____ [Insert subcomponents of the standard, if applicable]</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p><b>Standard 2:</b> _____ [Insert subcomponents of the standard, if applicable]</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p><b>Standard 3:</b> _____ [Insert subcomponents of the standard, if applicable]</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>