2020 K–12 Minnesota English Language Arts (ELA) Learning Progressions

Writing Strand

The 2020 K–12 Minnesota English Language Arts (ELA) standards in the vertical format show the standards, organized by strand, with their corresponding grade-level benchmarks for grades K–12. These learning progressions allow teachers, school leaders and administrators, and parents and caregivers to see what students should be learning in their grade level in relation to the grade levels above and below.

The 2020 ELA academic standards are organized into three strands: 1) Reading; 2) Writing; and 3) Listening, Speaking, Viewing and Exchanging Ideas (LSVEI). Each strand has a series of anchor standards (e.g., R1, R2), and each anchor standard has one or more grade-level benchmarks with a 4-digit code (e.g., 0.1.1.0).

This document shows the learning progression of the Writing strand from kindergarten through 12th grade, organized by anchor standards and individual benchmarks. Importantly, the standard and benchmark information below is the same as can be found in the primary 2020 K–12 ELA Standards documents—available on the MDE ELA webpage—but is organized in a learning progression format. Please see the corresponding Reading and LSVEI learning progression documents, also available on the MDE ELA webpage.

Writing Anchor Standard 1 (W1)

Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

Grade	Code	Benchmark
K	0.2.1.0	Print many uppercase and lowercase letters.
1	1.2.1.0	Print all uppercase and lowercase letters.
2–12	N/A	Benchmarks end in grade 1.

Grade	Code	Benchmark
K	0.2.1.1	Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.
1	1.2.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2	2.2.1.1	Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns) authentically in writing.
3	3.2.1.1	Use correct punctuation (including commas in series and apostrophes), spelling, capitalization and grammar authentically in writing.
4	4.2.1.1	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization and grammar authentically in writing.

Grade	Code	Benchmark
5	5.2.1.1	Use correct punctuation (including semi-colons and colons), spelling, capitalization and grammar authentically in writing.
6	6.2.1.1	Use correct punctuation (including dashes, hyphens and ellipses), spelling, capitalization and grammar authentically in writing.
7	7.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
8	8.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
9	9.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
10	10.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
11–12	11.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.

Grade	Code	Benchmark
K	0.2.1.2	Demonstrate one-to-one letter-sound correspondence.
1	1.2.1.2	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.
2	2.2.1.2	Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes authentically in writing.
3	3.2.1.2	Apply spelling patterns and rules to spell multi-syllabic words, high-frequency words authentically in writing.
4	4.2.1.2	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin authentically in writing.
5	5.2.1.2	Apply spelling patterns and rules to spell words with French and Latin word origin authentically in writing.
6	6.2.1.2	Apply spelling patterns and rules to spell words with Greek word origin authentically in writing.
7	7.2.1.2	Apply knowledge of word study in spelling academic terms authentically in writing.
8–12	N/A	Benchmarks end in Grade 7.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.2.1.3	Use frequently-occurring nouns, verbs and prepositions in simple sentences authentically in writing.
2	2.2.1.3	Use nouns (common, proper, possessive and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions and prepositions in simple sentences authentically in writing.
3	3.2.1.3	Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female and non-binary gender pronouns) in simple and compound sentences authentically in writing.
4	4.2.1.3	Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences authentically in writing.

Grade	Code	Benchmark
5	5.2.1.3	Use nouns, verbs, adjectives, adverbs (including relative adverbs) and pronouns (including relative pronouns) in sentences authentically in writing, building on skills from previous years.
6	6.2.1.3	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
7	7.2.1.3	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
8	8.2.1.3	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
9	9.2.1.3	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
10	10.2.1.3	Write with command of grammar and mechanics to influence voice and style.
11–12	11.2.1.3	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

Writing Anchor Standard 2 (W2)

Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

Grade	Code	Benchmark
K	0.2.2.1	Write routinely (may include a combination of drawing, dictating and writing), with support and guidance.
1	1.2.2.1	Write routinely, through a combination of writing, drawing and speaking.
2	2.2.2.1	Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).
3	3.2.2.1	Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).
4	4.2.2.1	Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).
5	5.2.2.1	Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).
6	6.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
7	7.2.2.1	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
8	8.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
9	9.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
10	10.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

Grade	Code	Benchmark
11–12	11.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

Grade	Code	Benchmark
K	0.2.2.2	Share personal perspective, identity and voice, verbally or visually.
1	1.2.2.2	Share personal perspective, identity and voice, verbally, visually or in writing.
2	2.2.2.2	Write to express ideas representing personal perspective, identity and voice, as a part of a group.
3	3.2.2.2	Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
4	4.2.2.2	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
5	5.2.2.2	Write to reflect how personal identity has developed over time.
6	6.2.2.2	Write to reflect how personal perspective, identity and voice have developed over time.
7	7.2.2.2	Write to reflect how personal perspective and identity have developed in relation to self and others.
8	8.2.2.2	Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.
9	9.2.2.2	Write to reflect how personal identities and the intersection of identities inform perspective.
10	10.2.2.2	Write to represent personal perspective, identity and voice as a member of a global community.
11–12	11.2.2.2	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

Writing Anchor Standard 3 (W3)

Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

Grade	Code	Benchmark
K	0.2.3.1	Plan and draft writing (may include a combination of drawing, dictating and writing) and revise to strengthen writing in a shared setting.
1	1.2.3.1	Plan, draft and revise to strengthen writing in a shared setting.
2	2.2.3.1	Plan, draft, revise, edit and publish writing, using self-reflection and teacher guidance.
3	3.2.3.1	Plan, draft, revise, edit and publish writing, using self-reflection, guidance and support from peers and educators.
4	4.2.3.1	Plan and draft multiple pieces of writing; self-select which of them to revise, edit and publish.
5	5.2.3.1	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit and publish.
6	6.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

Grade	Code	Benchmark
7	7.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
8	8.2.3.1	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
9	9.2.3.1	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
10	10.2.3.1	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
11–12	11.2.3.1	Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan.

Grade	Code	Benchmark
K–2	N/A	Benchmarks begin in grade 3.
3	3.2.3.2	Use words and phrases for effect, differentiating between conventions of spoken and written English.
4	4.2.3.2	Use words, phrases and punctuation to convey ideas precisely in formal and informal writing contexts.
5	5.2.3.2	Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context.
6	6.2.3.2	Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience.
7	7.2.3.2	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
8	8.2.3.2	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
9	9.2.3.2	Vary word usage and sentence structure for effect, considering audience and context.
10	10.2.3.2	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
11–12	11.2.3.2	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

Writing Anchor Standard 4 (W4)

Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

Grade	Code	Benchmark
K	0.2.4.1	State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.
1	1.2.4.1	Write to state a personal opinion, and provide one or two reasons for the opinion.

Grade	Code	Benchmark
2	2.2.4.1	Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements.
3	3.2.4.1	Write to argue, providing and organizing evidence for supporting points and using linking words and phrases.
4	4.2.4.1	Write to argue, including an introduction and conclusion, building on skills from previous years.
5	5.2.4.1	Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years.
6	6.2.4.1	Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.
7	7.2.4.1	Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.
8	8.2.4.1	Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.
9	9.2.4.1	Write to argue, basing argument and counter-argument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
10	10.2.4.1	Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
11–12	11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.

Grade	Code	Benchmark
K–2	N/A	Benchmarks begin in grade 3.
3	3.2.4.2	Write to persuade, blending opinion and facts that support the opinion.
4	4.2.4.2	Write to persuade, including an introduction and conclusion, building on skills from previous years.
5	5.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.
6	6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
7	7.2.4.2	Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.
8	8.2.4.2	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
9	9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
10	10.2.4.2	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
11–12	11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.

Writing Anchor Standard 5 (W5)

Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

Grade	Code	Benchmark
K	0.2.5.1	Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance.
1	1.2.5.1	Write to inform or explain, identifying a topic and stating facts about the topic.
2	2.2.5.1	Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement.
3	3.2.5.1	Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.
4	4.2.5.1	Write to inform or explain, organizing and presenting ideas clearly, using precise, domain-specific vocabulary and a variety of text structures, and including an introduction and conclusion, building on skills from previous years.
5	5.2.5.1	Write to inform or explain, using precise, domain-specific vocabulary, developing subtopics, and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years.
6	6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
7	7.2.5.1	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
8	8.2.5.1	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
9	9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
10	10.2.5.1	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
11–12	11.2.5.1	Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

Grade	Code	Benchmark
K	0.2.5.2	Verbally or visually respond to a story, with support and guidance.
1	1.2.5.2	Write to respond to a story.
2	2.2.5.2	Write to respond to characters, setting and conflict in a story.
3	3.2.5.2	Write to respond to thoughts and feelings of characters in a literary text.
4	4.2.5.2	Write to respond to the conclusion of a literary text.
5	5.2.5.2	Write to respond to the style, tone and plot of a literary text (e.g., writing personal reactions, analysis, and interpretation of text).
6	6.2.5.2	Write to respond to a literary text, demonstrating understanding of character complexity (e.g., writing personal reactions, analysis, and interpretation of text).
7	7.2.5.2	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
8	8.2.5.2	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).
9	9.2.5.2	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
10	10.2.5.2	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.
11–12	11.2.5.2	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.

Writing Anchor Standard 6 (W6)

Write narratives, poetry and other creative texts with details and effective technique to express ideas.

Grade	Code	Benchmark
K	0.2.6.1	Tell a story about a personal experience or that of a character, verbally, visually or in written form.
1	1.2.6.1	Write to tell a story, creating details about a character and setting.
2	2.2.6.1	Write to tell a story, introducing conflict to a character and setting.
3	3.2.6.1	Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.
4	4.2.6.1	Write to create, developing literary elements including character, setting, conflict and resolution with detail in a variety of literary forms (e.g., poetry, stories, plays).
5	5.2.6.1	Write to create, using basic literary techniques including figurative language, hyperbole and personification to impact style, tone and plot in various literary forms (e.g., poetry, stories, plays).
6	6.2.6.1	Write to create, portraying complexity in characters or self-expression in various literary forms (e.g., complex emotions, motivations, experiences and characters who change over time).
7	7.2.6.1	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

Grade	Code	Benchmark
8	8.2.6.1	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
9	9.2.6.1	Write to create, applying basic and advanced literary techniques, as observed in mentor texts, to various tasks and purposes in various literary forms.
10	10.2.6.1	Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes in various literary forms.
11–12	11.2.6.1	Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, but not limited to, personal or autobiographical essays, building on skills learned in previous years.

Grade	Code	Benchmark
K	0.2.6.2	Correctly order beginning, middle and end of a story, with support and guidance.
1	1.2.6.2	Include details in a written story in an order that makes sense.
2	2.2.6.2	Use words that signal changes in situation in written narratives, poetry or other creative text (e.g., next, surprisingly).
3	3.2.6.2	Use dialogue and descriptive words, in written narratives, poetry or other creative text.
4	4.2.6.2	Describe sensory detail in written narratives, poetry or other creative text.
5	5.2.6.2	Use structure appropriate to chosen style and tone in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes).
6	6.2.6.2	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
7	7.2.6.2	Apply structural elements characteristic of the literary genre in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes).
8	8.2.6.2	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
9	9.2.6.2	Model use of structural elements of mentor texts in written narratives, poetry or other creative text.
10	10.2.6.2	Use structure appropriate to task and purpose in written narratives, poetry or other creative text.
11–12	11.2.6.2	Apply structural elements characteristic of the personal essay or autobiographical essay.

Writing Anchor Standard 7 (W7)

Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

Grade	Code	Benchmark
K	0.2.7.1	Ask questions to participate in shared research and writing projects.
1	1.2.7.1	Ask and answer questions to participate in shared research and writing projects.
2	2.2.7.1	Ask and answer on-topic questions to research background information using resources vetted by teacher.

Grade	Code	Benchmark
3	3.2.7.1	Ask relevant questions to distinguish fact from opinion.
4	4.2.7.1	Ask relevant questions to guide inquiry.
5	5.2.7.1	Formulate questions independently and in collaboration with peers to guide inquiry.
6	6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
7	7.2.7.1	Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
8	8.2.7.1	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
9	9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.
10	10.2.7.1	Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.
11–12	11.2.7.1	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.2.7.2	Plan and conduct research from teacher-recommended sources and share findings in writing, with support and guidance (e.g., encyclopedias, informational texts).
2	2.2.7.2	Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources).
3	3.2.7.2	Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.
4	4.2.7.2	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility and relevance of information, avoiding plagiarism, and share findings in writing.
5	5.2.7.2	Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing.
6	6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
7	7.2.7.2	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
8	8.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
9	9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
10	10.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
11–12	11.2.7.2	Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.

Writing Anchor Standard 8 (W8)

Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

Grade	Code	Benchmark
K	N/A	Benchmarks begin in grade 1.
1	1.2.8.1	Identify which words belong to an author and which words are student's own.
2	2.2.8.1	Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism (e.g., What work is yours? What work is someone else's?).
3	3.2.8.1	Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.
4	4.2.8.1	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.
5	5.2.8.1	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts (e.g., copyright, fair use, creative commons).
6	6.2.8.1	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
7	7.2.8.1	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
8	8.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
9	9.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
10	10.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
11–12	11.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.