

**WRITING Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

<i>Text Type and Purposes</i>	
<b>Core Cluster</b>	W.5.1.a-d Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
<b>Essential Elements</b>	EE.W.5.1.a-d Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can introduce a topic or text and write an opinion about it on my own. 3. I can introduce a topic or text and write an opinion about it. 2. I can choose a topic or text and write an opinion about it. 1. I can identify an opinion about a text or topic.

<i>Text Type and Purposes</i>	
<b>Core Cluster</b>	W.5.1.b-d Write opinion pieces on topics or texts, supporting a point of view with reasons. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<b>Essential Elements</b>	EE.W.5.1.b-d Write opinions about topics or text. b. Provide reasons to support the opinion. c. Not applicable d. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can provide reasons to support an opinion. 3. I can list reasons to support an opinion. 2. I can identify a reason to support an opinion. 1. I can agree or disagree with an opinion.

**WRITING Anchor Standard 2:** Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<i>Text Type and Purposes</i>	
<b>Core Cluster</b>	W.5.2.a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>Essential Elements</b>	EE.W.5.2.a-e Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can introduce a topic and organize illustration or other multimedia related to it on my own. 3. I can introduce a topic and organize illustration or multimedia. 2. I can introduce a topic and select illustration or multimedia. 1. I can select illustrations related to a topic.

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.5.2.b-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<b>Essential Elements</b>	EE.W.5.2.b-e Write to share information supported by details. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Not applicable e. Not applicable
<b>I Can Learn Level 4</b>	4. I can put details in order to support the topic.
<b>I Can Learn Level 3</b>	3. I can provide facts, details or other information related to the topic.
<b>I Can Learn Level 2</b>	2. I can select facts, details, or other information related to the topic.
<b>I Can Learn Level 1</b>	1. I can identify objects, artifacts or other information related to the topic.

**WRITING Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<b>Essential Elements</b>	EE.W.5.3.a-e Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence. b. Not applicable c. Not applicable d. Not applicable e. Not applicable
<b>I Can Learn Level 4</b>	4. I can write a topic sentence followed by three or more events in sequence.
<b>I Can Learn Level 3</b>	3. I can introduce an experience followed by three or more events in sequence.
<b>I Can Learn Level 2</b>	2. I can introduce an experience followed by two or more events in sequence.
<b>I Can Learn Level 1</b>	1. I can participate in shared writing about a personal experience.

**WRITING Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>Essential Elements</b>	EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose.
<b>I Can Learn Level 4</b>	4. I can produce organized writing that is appropriate to a wide variety of tasks, purposes, and audiences.
<b>I Can Learn Level 3</b>	3. I can produce organized writing that is appropriate to a task, purpose, and audience.
<b>I Can Learn Level 2</b>	2. I can produce writing that is appropriate to a task, purpose, and audience.
<b>I Can Learn Level 1</b>	1. I can produce group writing that is appropriate to a task, purpose, and audience.

Grade 5 Writing Essential Elements “I Can” Statements

**WRITING Anchor Standard 5:** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Essential Elements</b>	EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
<b>I Can Learn Level 4</b>	4. I can plan and revise my own writing using the editing process.
<b>I Can Learn Level 3</b>	3. I can plan and revise my own writing by adding more information.
<b>I Can Learn Level 2</b>	2. I can add more information to my writing.
<b>I Can Learn Level 1</b>	1. I can write.

**WRITING Anchor Standard 6:** *Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<b>Essential Elements</b>	EE.W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
<b>I Can Learn Level 4</b>	4. I can use technology to produce and publish writing while working in a group.
<b>I Can Learn Level 3</b>	3. I can use technology to produce writing while working in a group.
<b>I Can Learn Level 2</b>	2. I can use technology to produce writing.
<b>I Can Learn Level 1</b>	1. I can use technology to communicate.

**WRITING Anchor Standard 7:** *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>Essential Elements</b>	EE.W.5.7 Conduct short research projects using two or more sources.
<b>I Can Learn Level 4</b>	4. I can conduct a short research project using three or more sources.
<b>I Can Learn Level 3</b>	3. I can conduct a short research project using two or more sources.
<b>I Can Learn Level 2</b>	2. I can conduct a short research project using a source.
<b>I Can Learn Level 1</b>	1. I can participate with a group using multiple sources to conduct a short research project.

**WRITING Anchor Standard 8:** *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>Essential Elements</b>	EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.
<b>I Can Learn Level 4</b>	4. I can gather and sort information on a topic from print or digital sources into categories.
<b>I Can Learn Level 3</b>	3. I can gather and sort information on a topic from print or digital sources into given categories.
<b>I Can Learn Level 2</b>	2. I can gather information on a topic from print or digital sources.
<b>I Can Learn Level 1</b>	1. I can participate in gathering information on a topic from print or digital sources.

**WRITING Anchor Standard 9:** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.5.9.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
<b>Essential Elements</b>	EE.W.5.9.a-b Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).
<b>I Can Learn Level 4</b>	4. I can use three or more details in my writing to compare and contrast two characters in a story.
<b>I Can Learn Level 3</b>	3. I can use two or more details in my writing to compare and contrast two characters in a story.
<b>I Can Learn Level 2</b>	2. I can write a detail to describe a character in a story.
<b>I Can Learn Level 1</b>	1. I can communicate a detail about a character.
<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points]”).
<b>Essential Elements</b>	EE.W.4.9.b Recall information from literary and informational text to support writing. b. Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”).
<b>I Can Learn Level 4</b>	4. I can write three or more facts to support a topic from informational text.
<b>I Can Learn Level 3</b>	3. I can write two or more facts to support a topic from informational text.
<b>I Can Learn Level 2</b>	2. I can write a fact to support a topic from informational text.
<b>I Can Learn Level 1</b>	1. I can communicate a fact to support a topic from informational text.

**WRITING Anchor Standard 10:** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

<b>Range of Writing</b>	
<b>Core Cluster</b>	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
<b>Essential Elements</b>	EE.W.5.10 Write routinely for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 4</b>	4. I can write routinely with details for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 3</b>	3. I can write routinely for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 2</b>	2. I can write routinely for a variety of tasks, purposes, and audiences using graphic organizers.
<b>I Can Learn Level 1</b>	1. I can communicate routinely for a variety of tasks, purposes, and audiences.