CLUSTER: TEXT TYPES AND PURPOSES

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

W 5.1: 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. 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.

Essential Skills:

3.1.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.

- **Apply the prewriting and planning stages of the writing process to:**
  - Formulate an opinion.
  - Generate support that includes facts and details.
  - Paraphrase when taking notes from sources.
  - Group support by categories or ideas.
  - Link the support to the writing purpose.

- **Draft an introduction that:**
  - Orients the reader to the topic or text.
  - Sates the point of view or opinion.
  - Addresses an audience and the writing purpose.
  - Anticipates an organizational structure (e.g., several paragraphs as appropriate).

5.1.b Provide logically ordered reasons that are supported by facts and details.

- **Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.**
- **Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.**

- **Draft the body to argue an opinion or point of view through effective organization of support.**
- **Establish the focus of each paragraph with a topic sentence.**
- **Organize paragraphs effectively (e.g., list, cause/effect, order of importance).**
- **Correctly use frequently-confused words.**
- **Use correlative conjunctions (e.g., *either/or, neither/nor*).**

5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

- **Apply an understanding of the relationship between opinion and reasons.**
- **Apply academic vocabulary to express relationships correctly.**
- **Apply domain-specific vocabulary to clarify ideas.**

5.1.d Provide a concluding statement or section related to the opinion presented.

- **Draft a conclusion that paraphrases the opinion or point of view.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of opinion supported by a list of related ideas and reasons presented logically.
    Choose words and phrases for effect and to convey ideas precisely.
    Expand, combine, and reduce sentences for meaning, interest, and style.

  - **Edit to correct errors in:**
    Sentence fragments and run-ons.
    Use of a comma to set off an introductory element.
    Shifts in verb tense.
    Spelling of grade-appropriate words, consulting references as needed.

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Standards for Writing: Grade 5

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

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

W 5.2: 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. 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.

Essential Skills:

5.2.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.

- **Apply the prewriting and planning stages of the writing process to:**
  - Gather information on a specific topic; synthesize information from within and across sources.
  - Paraphrase when taking notes from sources.
  - Formulate a controlling idea or thesis.
  - Organize information by paragraphs or sections with topic sentences or controlling ideas.
  - Select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary.

- **Draft an introduction that**:
  - Establishes a controlling idea or thesis.
  - Orients the reader to a topic or text.
  - Follows a logical organizational structure by paragraphs or sections.
  - Incorporates formatting, text features and/or multimedia effectively.
  - Handles copyrighted material appropriately.

5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **Draft the body by applying a logical organizational pattern of reasons supported by facts and details.**
  - Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.
  - Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
  - Ensure subject-verb and pronoun-antecedent agreement.
  - Use correlative conjunctions (e.g., *either/or, neither/nor*).
  - Correctly use frequently confused words.
  - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - Form and use prepositional phrases.
  - Use commas and quotation marks to punctuate quotations from a text.

5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

- **Categorize information in a variety of different ways to accomplish different purposes.**
- **Apply academic vocabulary to express relationships correctly.**
- **Apply domain-specific vocabulary to clarify information.**

5.2.d Use precise language and domain specific vocabulary to inform about or explain the topic.

5.2.e Provide a concluding statement or section related to the information or explanation presented.

- **Draft a conclusion that draws inferences or conclusions or make generalizations from the information presented.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of the topic and clearly conveyed ideas and information.
    Choose words and phrases for effect and to convey ideas precisely.
    Expand, combine, and reduce sentences for meaning, interest and style.
  - **Edit to correct errors in:**
    Sentence fragments and run-ons.

Use of commas to set off introductory elements.
Shifts in verb tense.
Spelling of grade-appropriate words, consulting references as needed.

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

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

W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

Essential Skills:

5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- **Apply the prewriting and planning stages of the writing process to:**
  - Select and narrow an event or situation.
  - Identify the narrator and/or characters.
  - Organize a plausible sequence of events.
  - Explain the problem.

- **Draft an introduction that**:
  - Orients the reader to the situation or problem.
  - Establishes the narrator and/or characters.
  - Anticipates a logical sequence of events. (See CCSS 4)

5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

- **Draft the body using a plausible sequence of events and effective descriptions of characters, setting and events.**
  - Apply knowledge of characterization, events, and setting.
  - Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising actions, climax, falling action, resolution, etc).
  - Form and use the perfect verb tenses.
  - Use punctuation to separate items in a series.

5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- **Apply academic vocabulary to express and control a narrative sequence of events**.

5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

- **Differentiate between specific and concrete, vague and general, and literal and non-literal language.**
- **Recognize and use words and phrases that appeal to the senses.**
- **Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).**

5.3.e Provide a conclusion that follows from the narrated experiences or events.

- **Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure that the narrative demonstrates full development, logical organization and effective use of language.
    Choose words and phrases to convey ideas precisely.
    Expand, combine, and reduce sentences for meaning, interest, and style.

  - **Edit to correct errors in:**
    Transitional words and phrases.
    Subject-verb and pronoun-antecedent agreement.
    Inappropriate fragments and run-ons.
    Frequently confused words.

Punctuation of compound sentences joined by a coordinating conjunction.
Spelling of grade-appropriate words, consulting references as needed.

- **Prepare the final product for presentation and/or publication:**
  - Using word processing technology.
  - Applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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.)

a. **Produce text that explores a variety of cultures and perspectives.**

Essential Skills:

See CCSS 3 W1, W2, W3, W7; SL1, 4, and 5 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5.)

Essential Skills:

- **With guidance and support from peers and adults, plan writing specific to topic.**
- **With guidance and support from peers and adults, revise writing to ensure full development, organization and effective use of language.**
- **With guidance and support from peers and adults, edit writing to correct errors**

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

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

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.*

Essential Skills:

- **Apply computer literacy and keyboarding skills**
- **Apply appropriate posture, hand, arm and fingering positions when keyboarding.**
- **Use technology to enhance learning.**
- **Use technology for communication.**
- **Use technology to collaborate and to express ideas.**
- **Use technology to locate, evaluate, and gather information and/or data.**
- **Use and evaluate technology tools to organize information.**
- **Use technology to develop strategies to solve problems and make informed decisions.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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

W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Essential Skills:

- **Follow an inquiry process.**
- **Define a problem, formulate questions, and refine a problem and/or question.**
- **Locate and evaluate resources.**
- **Use safe practices when online.**
- **Locate and select sources to meet the information need.**
- **Find data and/or information within a variety of sources.**
- **Paraphrase when taking notes from sources.**
- **Use a variety of formats to prepare findings/conclusions for sharing.**
- **Share findings and/or conclusions.**
- **Differentiate between original and borrowed ideas and cite sources appropriately.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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.

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.

Essential Skills:

- **Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).**
- **Find data and/or information within a variety of sources.**
- **Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).**
- **Paraphrase when taking notes from sources to avoid plagiarism.**
- **Evaluate and analyze the quality, accuracy, and sufficiency of notes.**
- **Sort evidence into specified categories.**
- **Generalize a list of sources.**
- **Synthesize information from within and across sources.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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

W 5.9: 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. 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 point[s]").

Essential Skills:

- **Write in response to grade-level print, non-print, and digital literary or informational text(s).**

Benchmarks:

CLUSTER: RANGE OF 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.

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.

Essential Skills:

- **Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.**
- **Set and adjust personal goals and conference regularly with adults and peers to improve writing.**

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W 5.11: Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

Essential Skills:

- **Create original writing piece.**
- **Illustrate social, historical, and/or cultural features in writing piece.**

Benchmarks: