

Common Core Standards for ELA/Literacy
Writing Standards: Grade 5

Standard	How do you <i>teach</i> this standard?	How do you <i>assess</i> this standard?
Text Types and Purposes		
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., <i>consequently</i> , <i>specifically</i>).		
d. Provide a concluding statement or section related to the opinion presented.		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		

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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., <i>in contrast</i> , <i>especially</i>).		
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.		
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		

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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.		
Production and Distribution of Writing 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.)		

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a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.		
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.		
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.		
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
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.		

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
a. Apply <i>grade 5 Reading standards</i> 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 <i>grade 5 Reading standards</i> 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]”).		
Range of Writing		
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.		
Responding to Literature		
11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.		

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