**Grade Five Writing Standards**

**Text Types and Purposes**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W.5.1a** 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.

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

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

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

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.5.2a** 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.

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

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

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

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

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

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

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

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

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

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

**Production and Distribution of Writing**

**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.)

**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 here.)

**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.

**Research to Build and Present Knowledge**

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

**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.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9a** 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]”).

**W.5.9b** 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]”)

**Range of Writing**

**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.