

## **Common Core State Standards in Writing**

*The following Common Core State Standards are measured in Grade 5 Writing:*

- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.

- 5.W.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.)
- 5.W.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.
- 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]”),
  - 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[s]”).

## **Common Core State Standards in Language**

*The following Common Core State Standards are measured in Grade 5 Language:*

- 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.
  - Use correlative conjunctions (e.g., either/or, neither/nor).
- 5.L.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed.

- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  
- 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  
- 5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).