

Missouri Writing and Language Standards

GRADE 5



Writing 1

Apply a writing process to develop a text for the audience and purpose.

Standard		Top Score Writing Lessons
<p>A</p> <p>Prewriting 6-12 Correlation Writing 2A</p>	<p>Follow a writing process to plan a first draft by:</p> <ol style="list-style-type: none"> selecting a genre appropriate for conveying the purpose to an intended audience formulating questions related to the topic accessing prior knowledge or building background knowledge related to the topic using a prewriting strategy 	<p>Lessons 1-3, 23-26, 49-52, 75-76, 96-97</p>
<p>B</p> <p>Draft 6-12 Correlation Writing 2A</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <ol style="list-style-type: none"> choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre establishing and supporting the main idea with an overall topic sentence at, or near, the beginning of the first paragraph categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure restating the overall main idea in the concluding statement addressing an appropriate audience, organization, and purpose 	<p>Lessons 5-14, 27-41, 53-67, 77-85, 93, 99-101, 105-106</p>
<p>C</p> <p>Revise/Edit 6-12 Correlation Writing 3A</p>	<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ol style="list-style-type: none"> develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice edit for language conventions 	<p>Lessons 19, 21, 43, 45, 47, 69, 71, 73, 87, 89, 90, 94-95, 103</p>
<p>D</p> <p>Produce/Publish and Share Writing 6-12 Correlation Writing 2A</p>	<p>With assistance from adults/peers:</p> <ol style="list-style-type: none"> use technology, including the Internet, to produce and publish writing demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting 	<p>Teacher-directed</p>

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Writing 2

Compose well-developed writing texts for audience and purpose.

	Standard	Top Score Writing Lessons
<p style="text-align: center;">A</p> <p style="text-align: center;">Opinion/ Argumentative 6-12 Correlation Writing 2A</p>	<p>Write opinion texts that:</p> <ol style="list-style-type: none"> a. introduce a topic or text being studied, using an introductory paragraph b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using the student's original language except when using a direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	<p>Lessons 53-68, 70, 72, 74, 95, 107, 109, 111</p>
<p style="text-align: center;">B</p> <p style="text-align: center;">Informative/ Explanatory 6-12 Correlation Writing 2A</p>	<p>Write informative/ explanatory texts that:</p> <ol style="list-style-type: none"> a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose e. contain information using the student's original language except when using direct quotations from a source f. use transition words to connect ideas within and across categories of information g. use text structures when useful h. create a concluding paragraph related to the information 	<p>Lessons 27-42, 44, 46, 48, 108, 110, 112</p>
<p style="text-align: center;">C</p> <p style="text-align: center;">Narrative/Literary 6-12 Correlation Writing 2A</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	<p>Lessons 77-86, 88</p>



Writing 3

Gather, analyze, evaluate, and use information from a variety of sources.

Standard		Top Score Writing Lessons
<p>A</p> <p>Research Process 6-12 Correlation Writing 1A</p>	<p>Apply research process to:</p> <ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. formulate and refine an open-ended research question c. follow guidelines for collecting and recording information d. select relevant resources, literary and informational e. assess relevance, accuracy, and reliability of the information in print and digital sources f. convert graphic/visual data into written notes g. differentiate between paraphrasing and plagiarism when using ideas of others h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria i. record bibliographic information from sources according to a standard format 	<p>Text sets and digital curriculum</p>

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Language 1

Communicate using conventions of the English language.

Standard		Top Score Writing Lessons
<p>A</p> <p>Grammar 6-12 Correlation Writing 3A</p>	<p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection b. use relative pronouns and relative adverbs c. use pronouns consistently across a text d. use and correct verb tenses e. produce a variety of complex sentences in writing 	<p>Grammar Lessons 1-58</p>
<p>B</p> <p>Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A</p>	<p>In the written text:</p> <ul style="list-style-type: none"> a. write legibly b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words yes and no e. use italics when keyboarding titles of books, magazines, and newspapers f. use underlining when writing titles of books, magazines, and newspapers g. use quotation marks when writing titles of stories, songs, poems, articles h. use apostrophes in singular nouns to show possession i. write apostrophes in regular plural nouns to show possession j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context 	<p>a./b./c./d./f. Incorporated into daily writing lessons and teacher-led videos</p> <p>Grammar Lessons 1-58</p> <p>e. Teacher-directed</p> <p>g./j. Not addressed</p>