

Writing Standards

GRADE 5



Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

Standard Code	Standard	Top Score Writing Lessons
5.W.1	Write persuasive compositions in a variety of forms that:	Lessons 49-74, 95, 99-100, 105, 107, 109
	a. Clearly present a position in an introductory statement to an identified audience.	Lessons 53-54, 99
	b. Support the position with qualitative and quantitative facts and details from various sources, including texts.	Lessons 56-58, 60-65
	c. Use an organizational structure to group related ideas that support the purpose.	Lessons 51-52, 56, 60-65, 96
	d. Use language appropriate for the identified audience.	Lessons 49-74, 95, 105, 107, 109
	e. Connect reasons to the position using words, phrases, and clauses.	Lessons 55, 67, 94-95
	f. Provide a concluding statement or section related to the position presented. (E)	Lessons 59, 66, 100
5.W.2	Write informative compositions on a variety of topics that:	Lessons 23-48, 92-94, 96-101, 103, 106, 108, 110
	a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.	Lessons 27-28, 99
	b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.	Lessons 30-32, 34-39, 98, 101, 103, 106
	c. Connect ideas within and across categories using transition words (e.g., therefore, in addition).	Lessons 29, 41, 94
	d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension.	Teacher-directed
	e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.	Lessons 23-48, 92-94, 96-101, 103, 106, 108, 110
	f. Provide a concluding statement or section related to the information or explanation presented. (E)	Lessons 33, 40, 100

Writing Standards

GRADE 5



5.W.3	Write narrative compositions in a variety of forms that:	Lessons 75-89
	a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).	Lessons 77-78
	b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.	Lessons 76, 79, 81-82
	c. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Lessons 79, 81, 84-85
	d. Use precise and expressive vocabulary and figurative language for effect.	Lesson 84
	e. Provide an ending that follows from the narrated experiences or events. (E)	Lesson 80
5.W.4	Apply the writing process to:	
	a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.	Lessons 1-4, 10, 19, 21, 23-26, 43, 45, 47, 49-52, 69, 71, 73, 75-76, 83, 87, 89, 90
	b. Use technology to interact and collaborate with others to publish legible documents.	Teacher-directed
5.W.5	Conduct research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia). e. Present the research information, choosing from a variety of sources. (E)	Teacher-directed using text sets

Writing Standards

GRADE 5



5.W.6	Demonstrate command of English grammar and usage, focusing on: a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)	Grammar Slides 17-28, 33-36, 53-60, 89-116, 133-148, 182-189
5.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)	Grammar Slides 1-4, 29-32, 149-164, 190-193