

Grade 5 Writing Standards



OHIO

Writing Foundations

Standard Code	Standard	Top Score Writing Lessons
WF.5.1	Write fluently and legibly in manuscript and/or cursive. a. Write legibly to communicate and support sustained composition across tasks. b. Place text elements correctly on the page (e.g., headings, titles, paragraph indentations).	17 (handwriting legibility not addressed)
WF.5.2	Encode words, aligned with scope and sequence of adopted HQIM, such as: a. Multisyllabic words using knowledge of syllable types b. Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes c. High-frequency words, using morphological structures	Teacher-directed expectation
WF.5.3	Write in complete sentences to demonstrate knowledge of conventions. a. Use varied pronouns and their antecedents correctly in composing and revising writing (e.g., Eddie played his guitar; Sarah and Megan played their instruments.) b. Use subject-verb agreement correctly when composing and revising writing. c. Use verb tenses to convey various times, sequences, states, and conditions. d. Recognize and correct shifts in verb tense, including subject-verb agreement. e. Use perfect verb tenses to compose and revise writing (e.g., I have finished my work. She has finished her work.) f. Use correlative conjunctions correctly when composing and revising writing (e.g., You can have either cake or pie for dessert).	Grammar: Days 27-30, 35-36, 45-58, 73-74, 91-94

Writing

Standard Code	Standard	Top Score Writing Lessons
W.5.1	Write opinion pieces that include: a. An introduction with a clear topic; b. A stated opinion; c. Logically ordered reasons supported by facts and details; d. A concluding statement; e. Organizational structure to support the writer's purpose; f. Linking words, phrases, and clauses; g. Precise language and/or domain-specific vocabulary; h. Sentence variety; and i. Grade-level spelling.	49-74 (spelling not addressed)
W.5.2	Write informative/explanatory pieces that include: a. An introduction with a clear topic and focus; b. Facts, definitions, concrete details, quotations, and examples to develop the topic; c. A concluding statement; d. Organizational structure to support the writer's purpose; e. Linking words, phrases and clauses; f. Precise language and domain-specific vocabulary; g. Sentence variety; and h. Grade-level spelling.	1-48 (spelling not addressed)

Writing (continued)

Standard Code	Standard	Top Score Writing Lessons
W.5.3	Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation with a narrator and/or characters; c. Dialogue, description, and pacing to develop experiences and events; d. A conclusion; e. Organizational structure to support the writer's purpose; f. Transitional words, phrases, and clauses; g. Precise language and sensory details; h. Sentence variety; and i. Grade-level spelling.	75-89 (spelling not addressed)
W.5.4	Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	1-110
W.5.5	With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	10, 19, 21, 43, 45, 47, 69, 71, 73, 83, 87, 89
W.5.6	With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	—
W.5.7	Engage in independent research projects that investigate different aspects of a topic by: a. Using multiple sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.	—
W.5.8	Use relevant information from personal experiences or sources to: a. Take notes; b. Summarize or paraphrase information; and c. Provide a list of sources.	1-74, 98 (source list not addressed)
W.5.9	Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.	31-39, 57-65, 98
W.5.10	Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	1-110