

ELA – WRITING (CURRICULUM)

Grade 5 – Priority Standards/Eligible Content

Writing Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples.

Priority Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.1.2

- E05.B-C.2.1.2 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CC.1.2.5 - 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.
- CC.1.2.5 - Provide logically ordered reasons that are supported by facts and details.
- E05.B-K.1 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- E05.B-K.1.1.1 - Provide a concluding statement or section related to the opinion presented.

Priority Standard - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.1.5

Priority Standard - Identify and introduce the topic clearly. CC.1.1.5.D

Assessment Descriptor - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.1.2

- 05.B-K.1.1.3 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.
- CC.1.2.5.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- E05.B-K.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

- E05.B-K.1.1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E05.B-K.1.1.1. Establish and maintain a formal style.
- E05.B-K.1.1.2 Provide a concluding statement or section related to the information or explanation presented.

Assessment Descriptor - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E05.B-K.1.1.2

- E05.B-K.1.1.3 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.
- CC.1.2.5.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- E05.B-K.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- E05.B-K.1.1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E05.B-K.1.1.1. Establish and maintain a formal style.
- E05.B-K.1.1.2 Provide a concluding section related to the information or explanation presented.

Assessment Descriptor - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences E05.B-K.1.1.3

- CC.1.2.5.C Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- E05.B-K.1 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
- E05.B-K.1.1 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- E05.B-K.1.1.1 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E05.B-K.1.1.2 Provide a conclusion that follows from the narrated experiences or events.

Assessment Descriptor - Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

- E05.B-C.2 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure
- E05.B-C.2.1 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- E05.B -C.2.1.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

- E05.B-C.2.1.2 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- CC.1.2.5.E Establish and maintain a formal style.
- E05.B-C.2 Provide a concluding section related to the analysis presented.

Priority Standard - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension E05.B-C.2.1

Anchor Descriptor - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. E05.B-C.2.1.2

- CC.1.2.5.F Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
- E05.B-V.4 Provide logically ordered reasons that are supported by facts and details.
- E05.B-V.4.1 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- E05.B-V.4.1.1 Establish and maintain a formal style.
- E05.B-V.4.1.2 Provide a concluding section related to the opinion presented.

Anchor Descriptor - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.2.5.G

- E05.B-C.3 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
- E05.B-C.3.1 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- E05.B-C.3.1.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- E05.B-C.3.1.2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E05.B-C.3.1.3 Establish and maintain a formal style.
- CC.1.2.5.H Provide a concluding section related to the information or explanation presented.

Anchor Descriptor - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. E05.B-C.3

- E05.B-C.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- E05.B-C.3.1.1 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

- E05.B-C.3.1.2 Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- E05.B-C.3.1.3 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.2.5.J Provide a conclusion that follows from the narrated experiences or events.

Anchor Descriptor - Draw evidence from literary or informational texts to support analysis, reflection, and/or research E05.B-C.3.1

- E05.B-C.3.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
- E05.B-C.3.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E05.B-C.3.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- E05.B-C.3.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- CC.1.2.5.J Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E05.B-V.4 Establish and maintain a formal style.
- E05.B-V.4.1 Provide a concluding section related to the analysis presented.

Priority Standard - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension E05.B-V.4.1.1

Anchor Descriptor - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.1.2.5.K

- E05.B-V.4 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E05.B-V.4.1 Provide logically ordered reasons that are supported by facts and details.
- E05.B-V.4.1.1 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- E05.B-V.4.1.2 Establish and maintain a formal style.
- CC.1.2.5.L Provide a concluding section related to the opinion presented.

Anchor Descriptor - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.3

- CC.1.3.5 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
- CC.1.3.5.A Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- E05.A-K.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- E05.A-K.1.1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E05.A-K.1.1.1 Establish and maintain a formal style.
- E05.A-K.1.1.2 Provide a concluding section related to the information or explanation presented.

Anchor Descriptor - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. E05.A-K.1.1.3

- E05.B-C.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- E05.B-C.3.1.1 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
- E05.B-C.3.1.2 Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- E05.B-C.3.1.3 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.2.5.J Provide a conclusion that follows from the narrated experiences or events.

Anchor Descriptor - Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

- E05.B-C.2 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure
- E05.B-C.2.1 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- E05.B-C.2.1.1 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- E05.B-C.2.1.2 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- CC.1.2.5.E Establish and maintain a formal style.
- E05.B-C.2 Provide a concluding section related to the analysis presented.

Priority Standard - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. E05-A-C.2

Anchor Descriptor - Demonstrate command of the conventions of standard English grammar and usage. E05.A-C.2.1.1

- E05.E.1.1.3 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- E05.E.1.1.4 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- E05.E.1.1.5 Use verb tense to convey various times, sequences, states, and conditions.
- E05.E.1.1.6 Use verb tense to convey various times, sequences, states, and conditions.
- CC.1.4.5.L Recognize and correct inappropriate shifts in verb tense.
- E05.D.1 Use correlative conjunctions (e.g., either/or, neither/nor).
- E05.D.1.1 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E05.D.1.1.1 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- E05.C.1.3.2 Ensure subject-verb and pronoun-antecedent agreement.
- E05.C.1.3.4 Use punctuation to separate items in a series.
- E05.C.1.3.5 Use a comma to separate an introductory element from the rest of the sentence.
- E05.E.1 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?)
- E05.E.1.1 Use underlining, quotation marks, or italics to indicate titles of works.
- E05.E.1.1.1 Spell grade-appropriate words correctly.
- E05.C.1.3.5 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.)
- E05.C.1 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.)

Priority Standard - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.1.3.5.B

- CC.1.2.5.C Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- E05.B-K.1 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- E05.B-K.1.1 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- E05.B-K.1.1.1 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E05.B-K.1.1.2 Provide a conclusion that follows from the narrated experiences or events.

Priority Standard - Evidence-Based Analysis of Text CC.1.4.5.E

- CC.1.2.5.D Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

- I E05.B-C.2 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation,
- and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- E05.B-C.2.1.1 Link ideas within and across categories of information using words, phrases, and clauses
- (e.g., in contrast, especially)
- CC.1.2.5.E Establish and maintain a formal style.
- E05.B-C.2 Provide a concluding section related to the analysis presented.

Speaking and Listening

Priority Standard - Speaking and Listening: Students present appropriately in individuals or in group discussions. E05.C.1.1.4

Comprehension and Collaboration

Priority Standard - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. E05.C.1.2

Presentation of Knowledge and Ideas

Priority Standard - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. E05.C.1.2.3

Priority Standard - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. E05.C.1.2.5