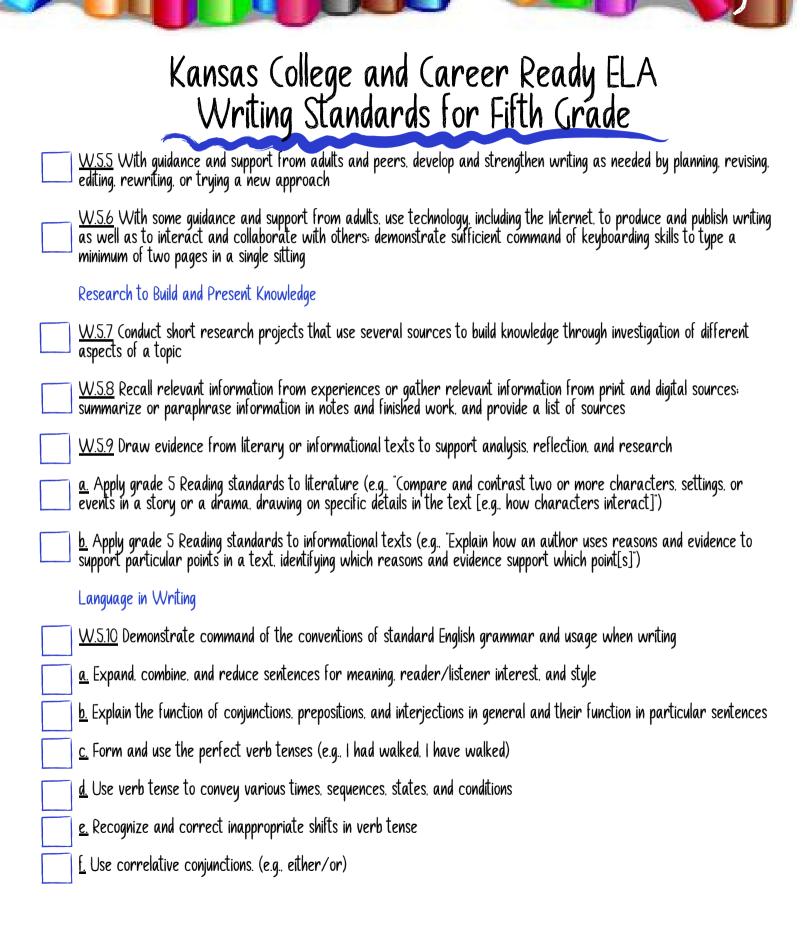
Spark a Mind & Change a Life

## Kansas College and Career Ready ELA Writing Standards for Fifth Grade

Text Types and Purposes

	W.5.1 Write opinion pieces on topics or texts. supporting a point of view with reasons and information
	a. Know the difference between fact and opinion
	<u>b.</u> 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
	<u>c.</u> Provide logically ordered reasons that are supported by facts and details
	<u>d.</u> Link opinion and reasons using words. phrases. and clauses (e.g., consequently, specifically)
	e. Provide a concluding statement or section related to the opinion presented
	$\frac{1}{1000}$ 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
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
	<u>c.</u> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic
	e. Provide a concluding statement or section related to the information or explanation presented.
	<u>W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
	<u>a.</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
	<u>b.</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
	<u>c.</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely
	e. Provide a conclusion that follows from the narrated experiences or events
L	Production and Distribution of Writing
	$\frac{W.5.4}{W.5.4}$ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and



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<u>W.5.11</u> Demonstrate writing	command of the	conventions of	standard English	capitalization.	punctuation, an	nd spelling when	
vvi icing							

- <u>a.</u> Use punctuation to separate items in a series
- b. Use a comma to separate an introductory element from the rest of the sentence
- <u>c.</u> 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, Sam?)
- d. Use underlining, quotation marks, or italics to indicate titles of works
- e. Spell grade-appropriate words correctly. consulting reference materials as needed

## Range of Writing

- <u>W.5.12</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time Trames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- <u>W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- <u>a.</u> Know the difference between fact and opinion
- $\Box$  <u>b.</u> 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
- <u>c.</u> Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)