



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
- b. 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
- c. 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)
- e. Provide a concluding statement or section related to the opinion presented
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- a. 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
- c. 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.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- c. 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

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

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- W.5.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
 - a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].")
 - b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].")

Language in Writing

- W.5.10 Demonstrate command of the conventions of standard English grammar and usage when writing
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
 - b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
 - c. Form and use the perfect verb tenses (e.g., I had walked, I have walked)
 - d. Use verb tense to convey various times, sequences, states, and conditions
 - e. Recognize and correct inappropriate shifts in verb tense
 - f. Use correlative conjunctions. (e.g., either/or)

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- W.5.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - a. Use punctuation to separate items in a series
 - b. Use a comma to separate an introductory element from the rest of the sentence
 - c. 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

- W.5.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- 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
 - b. 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
 - c. 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*)