

Grade 5 Writing Standards – New California Common Core Standards

Source: www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp

Text Types and Purposes		
5. W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
5. W 1a.	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.	
5. W 1b.	Provide logically ordered reasons that are supported by facts and details.	
5. W 1c.	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	
5. W 1d.	Provide a concluding statement or section related to the opinion presented.	
5. W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
5. W 2a.	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.	
5. W 2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
5. W 2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	
5. W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
5. W 2e.	Provide a concluding statement or section related to the information or explanation presented.	
5. W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
5. W 3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
5. W 3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
5. W 3c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
5. W 3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
5. W 3e.	Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing		
5. W 4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.)	
5. W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
5. W 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.	

These are the California Common Core writing and language standards from the CDE website reformatted and coded with checkbox by Knox Education . They are available on our website at knoxeducation.com inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

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Research to Build and Present Knowledge		
5. W 7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
5. W 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.	
5. W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
5. W 9a.	Apply <i>grade 5 Reading standards</i> 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]”).	
5. W 9b.	Apply <i>grade 5 Reading standards</i> 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]”).	
Range of Writing		
5. W 10.	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.	
Language: Conventions of Standard English		
5. L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
5. L 1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
5. L 1b.	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	
5. L 1c.	Use verb tense to convey various times, sequences, states, and conditions.	
5. L 1d.	Recognize and correct inappropriate shifts in verb tense.*	
5. L 1e.	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	
5. L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5. L 2a.	Use punctuation to separate items in a series.*	
5. L 2b.	Use a comma to separate an introductory element from the rest of the sentence.	
5. L 2c.	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	
5. L 2d.	Use underlining, quotation marks, or italics to indicate titles of works.	
5. L 2e.	Spell grade-appropriate words correctly, consulting references as needed.	

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Language: Knowledge of Language		
5. L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
5. L 3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
5. L 3b.	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	
Language: Vocabulary Acquisition and Use		
5. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.	
5. L 4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
5. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	
5. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <u>and to identify alternate word choices in all content areas.</u>	
5. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5. L 5a.	Interpret figurative language, including similes and metaphors, in context.	
5. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
5. L 5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
5. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	