**GRADE 5- Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard 1:**  Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** | | |
| **Grade 4:** Write opinion pieces  on topics or texts, supporting a  point of view with reasons and  information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  d. Provide a concluding statement or section related to the opinion presented. | **Grade 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **a. 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.**  **b. Provide logically ordered reasons that are supported by facts and details.**  **c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**  **d. Provide a concluding statement or section related to the opinion presented.** | **Grade 6:** Write arguments to support claim(s) with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  **e.** Provide a concluding statement or section that follows from the argument presented. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural and Application)** |
| * Persuasion and argument * Difference between relevant and irrelevant evidence * Opinion/position * Reason(s) (e.g., claims, support) * Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) * Logical argument * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background) * Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument) * Awareness of audience * Organizational pattern/ structure * Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition, consequently, specifically) * How to use linking/transition words (e.g., on the other hand) to show relationship * Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) * How to avoid unsupported reasons * Format choices (e.g., letters [business and friendly], simple editorial, advertisements) * Effective conclusion (e.g., one that begins to move beyond summary, call to action, *next step*) | * Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | * Identify an issue in a topic or text * Distinguish the pros and cons * Select an opinion/ position * Develop an opinion/ position /claim * Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides * acknowledge the opposing point of view * differentiating between relevant and irrelevant reasons/evidence * using an appropriate variety of reasons/evidence * addressing the needs of the audience * prioritizing the reasons/evidence * Select an appropriate writing format * Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: * introducing a topic or text * stating an opinion * creating an organizational structure in which related ideas are grouped to support the writer’s purpose * providing logically ordered reasons that are supported by facts and details * acknowledging alternate or opposing claim(s) * providing a concluding statement or section related to the opinion/position presented * Linking opinion/position and reasons using words, phrases, and clauses * Using linking/transition words that show relationships |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 5)**  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. | | |

**GRADE 5- Text Types and Purposes**

**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard 2:**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** | | |
| **Grade 4:**  Write  informative/explanatory  texts to examine a topic and  convey ideas and  information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; 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 categories of information using words and phrases (e.g., another, for example, also, because).  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. | **Grade 5: 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**. | **Grade 6:** Write informative/  explanatory texts to examine a  topic and convey ideas,  concepts, and information  through the selection,  organization, and analysis of  relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural and Application)** |
| * Informative/explanatory writing * Topic * Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) * Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) * Formatting devices (e.g., headings, bold print, italics, captions, bullets) * Graphics (e.g., charts, tables, drawings) * Multimedia * Domain-specific vocabulary * Style (e.g., formal, informal, specific to audience) * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis) * Awareness of audience * Linking /Transition words, phrases, clauses (e.g., in contrast, especially) * Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) * Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue) | * Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. * Good authors use informative/explanatory writing to communicate information related to real-world tasks. * Good authors use model/example texts to guide them as they compose informative/expository texts. * Good readers and writers write to make meaning of what they read. | * Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment * Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples * differentiating between relevant and irrelevant information * addressing the needs of the audience * generating new ideas and/or perspectives * avoiding plagiarism * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write informative/   explanatory texts to examine a topic and convey ideas and information clearly by   * engaging the reader with an introduction/ hook that presents the topic * introducing the topic clearly providing a general observation and focus * grouping related information logically * addressing the needs of the audience * developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic * linking ideas within and across categories and information using words, phrases, and clauses * using formatting devices to aid comprehension when appropriate * using precise language and domain-specific vocabulary to inform about or explain the topic * providing a concluding statement or section that follows from the information or explanation presented |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 5)**  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. | | |

**GRADE 5- Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard 3:**  Write narratives to develop real or imagined experiences or events using effective technique, well-  chosen details, and well-structured event sequences. | | |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** | | |
| **Grade 4:** 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 dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases 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. | **Grade 5: 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.** | **Grade 6:** Write narratives to  develop real or imagined  experiences or events using  effective technique, relevant  descriptive details, and well-  structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  **e.** Provide a conclusion that follows from the narrated experiences or events. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural and Application)** |
| * Narrative writing * Topic * Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) * Characters * Characters responses to situations * Narrator * Dialogue * Elaboration * Awareness of audience * Description * Reaction/response (e.g., Why was the event important? How did the event make you feel?) * Organizational pattern(s) (e.g., chronological,   reflective, flashback)   * Relevant, concrete details/examples * Difference between relevant and irrelevant details * Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) * Transitional words and phrases * Sequence of events * Closure/ending/conclusion * Forms (e.g., short stories, journals, poems, personal essays) | * Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader. * Good authors use model/example texts to guide them as they compose their own narrative pieces. * Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. | * Select/identify real or imagined experiences or event(s) to tell about * Select/identify details about an event(s) and people * differentiating between relevant and irrelevant details * addressing the needs of the audience * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write narratives to   develop real or imagined  experiences or events using  effective technique,  descriptive details, and clear  event sequences by   * orienting the reader by establishing a situation and introducing a narrator and/or characters; * organizing an event sequence that unfolds naturally * using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations * using a variety of transitional words, phrases, and clauses to manage the sequence of events * using concrete words and phrases and sensory details to convey experiences and events precisely * providing a conclusion that follows from the narrated experiences or events |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 5)**  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. | | |