

# English Language Arts Standards » Writing » Grade 5

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## Text Types and Purposes

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**CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**CCSS.ELA-Literacy.W.5.1a** 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.

**CCSS.ELA-Literacy.W.5.1b** Provide logically ordered reasons that are supported by facts and details.

**CCSS.ELA-Literacy.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

**CCSS.ELA-Literacy.W.5.1d** Provide a concluding statement or section related to the opinion presented.

**CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-Literacy.W.5.2a** 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.

**CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

**CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.

**CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

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## Production and Distribution of Writing

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**CCSS.ELA-Literacy.W.5.4** 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.)

**CCSS.ELA-Literacy.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

**CCSS.ELA-Literacy.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

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**CCSS.ELA-Literacy.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.5.9a** 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]”).

**CCSS.ELA-Literacy.W.5.9b** 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]”).

## Range of Writing

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**CCSS.ELA-Literacy.W.5.10** 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.

# English Language Arts Writing Exemplars » Grade 5

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The following are writing samples that illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument/“opinion”, informative/explanatory text, and narrative—in Grade 5. Each sample demonstrates the level of quality required to meet the Writing standards for that grade.

The range of accomplishment reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Each sample includes information about the circumstances under which it was produced. The students attended school in a number of states and districts across the country.

Student Sample: Grade 5, Informative/Explanatory

The informative writing that follows was produced in class.

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about

something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

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### Annotation

The writer of this piece

- introduces the topic clearly, provides a general observation and focus, and groups related information logically.
  - *Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.*
- develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - *He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.*
  - *Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.*
  - *In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.*
- links ideas within and across categories of information using words, phrases, and clauses.
  - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- uses precise language and domain-specific vocabulary to inform about or explain the topic.
  - *Roald Dahl uses a lot of similes.*
  - *I have noticed that the plot or the main problem of the story . . .*
  - *All the characters . . .*
- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).