



# California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website [cde.ca.gov](http://cde.ca.gov), in Appendix C of the Common Core Standards for English Language Arts.

## Grade 5

These documents are also available on our website [www.knoxeducation.com](http://www.knoxeducation.com) along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.



# Writing Standards for Grade 5

## WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>5W 1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<input type="checkbox"/>	<b>5W 1a.</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.
<input type="checkbox"/>	<b>5W 1b.</b>	Provide logically ordered reasons that are supported by facts and details.
<input type="checkbox"/>	<b>5W 1c.</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<input type="checkbox"/>	<b>5W 1d.</b>	Provide a concluding statement or section related to the opinion presented.

## Informative/Explanatory



## WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>5W 2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<input type="checkbox"/>	<b>5W 2a.</b>	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.
<input type="checkbox"/>	<b>5W 2b.</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<input type="checkbox"/>	<b>5W 2c.</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<input type="checkbox"/>	<b>5W 2d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic
<input type="checkbox"/>	<b>5W 2 e.</b>	Provide a concluding statement or section related to the information or explanation presented.

## Narrative



## WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	<b>5W 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<input type="checkbox"/>	<b>5W 3a.</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<input type="checkbox"/>	<b>5W 3b.</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<input type="checkbox"/>	<b>5W 3c.</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<input type="checkbox"/>	<b>5W 3d.</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<input type="checkbox"/>	<b>5W 3 e.</b>	Provide a conclusion that follows from the narrated experiences or events.

## Opinion/Argument

## Informative/Explanatory

## Narrative



## WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
<b>Production and Distribution of Writing</b>		
<input type="checkbox"/>	<b>5W 4.</b>	Produce clear and coherent writing (including <u>multiple-paragraph texts</u> ) 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.)
<input type="checkbox"/>	<b>5W 5.</b>	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.)
<input type="checkbox"/>	<b>5W 6.</b>	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.
<b>Research to Build and Present Knowledge</b>		
<input type="checkbox"/>	<b>5W 7.</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<input type="checkbox"/>	<b>5W 8.</b>	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.
<input type="checkbox"/>	<b>4W 9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<input type="checkbox"/>	<b>4W 9. a.</b>	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]”).
<input type="checkbox"/>	<b>4W 9. b.</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]”).
<b>Range of Writing</b>		
<input type="checkbox"/>	<b>5W 10.</b>	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.

## Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade 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. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

## Acknowledgment

The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

**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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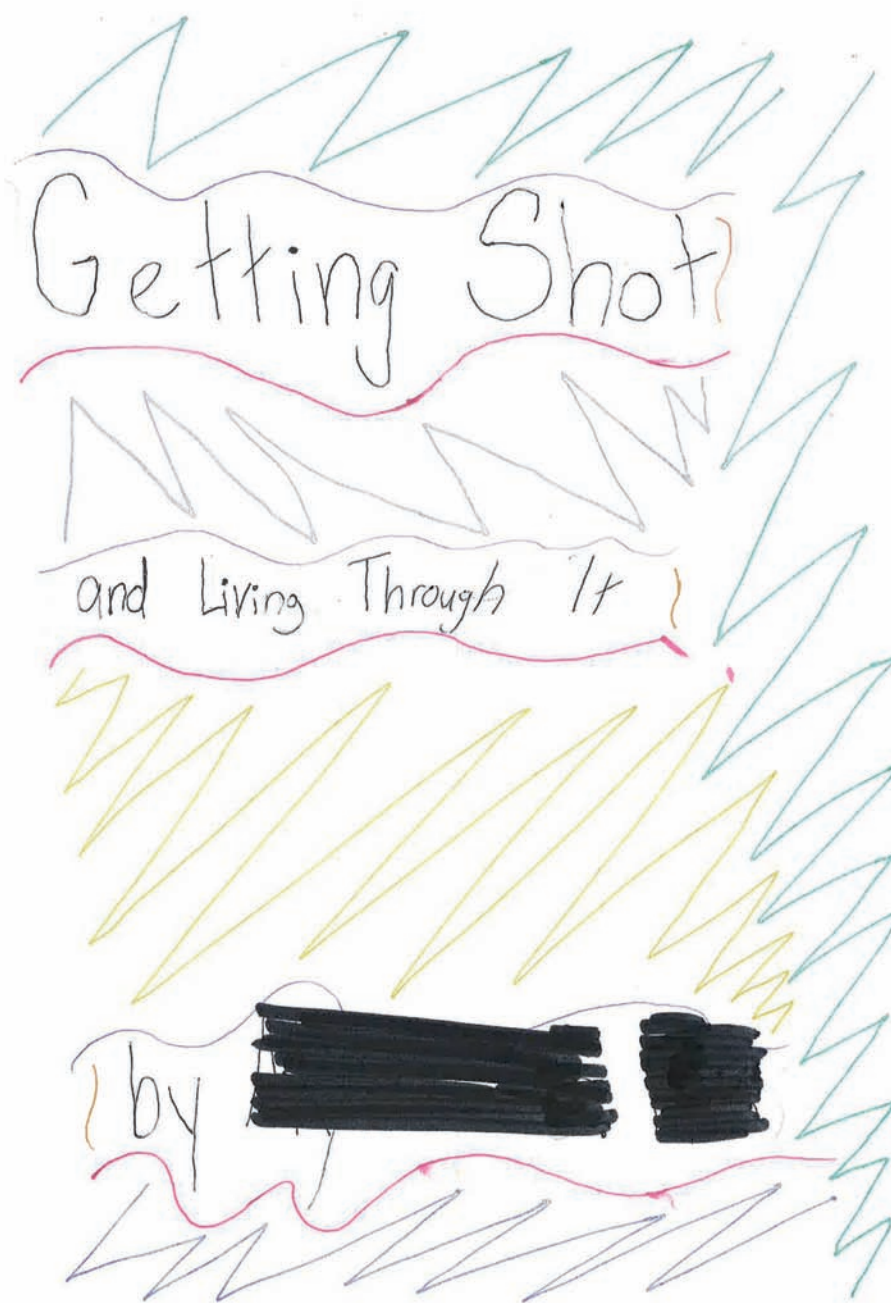
### Annotation

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).**

### Student Sample: Grade 5, Narrative

This narrative was produced in class, and the writer likely received feedback from her teacher and peers.



We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives. Getting shots for malaria and more.

There were many benches all shoved to the right. It was hard to see the color in the murky dark but it seemed to be some sort of faded brown. The room was big, no, huge which gave it all the more reason to be terror bringing. Who knew what would be lurking in the corners: rats, monsters, anything! There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately. Another was the way to the other evil places. With the evil hallway and the evil office. The last door was the most evil, The Shot Room.

The rest of the room was filled with families. Including my family of five. My five year old self,

my three year old brother, and my one year old sister. Then there was my mom and dad. Some of the other children were screeching or crying or not knowing what would happen to them. So they would just be playing. I was in the middle of both. I was playing with fear, playing, knowing what would happen, knowing that the worst moment of my life was coming ever closer. It was like knowing you would be put to sleep, sent to the dementors, waiting to take a ride in the Electric Chair.

I had had shots before. They were not your best friend. After a long while a nurse said, "Alyssa, Trevor, and Taryn, your turn." It was our turn. I got half dragged and I half walked. The door creaked open. It was the room of no return. The door slammed shut. There was no way out. Grown-ups guarding every outway, making sure we couldn't escape. Seeing there was no way out we gave up and went for it.

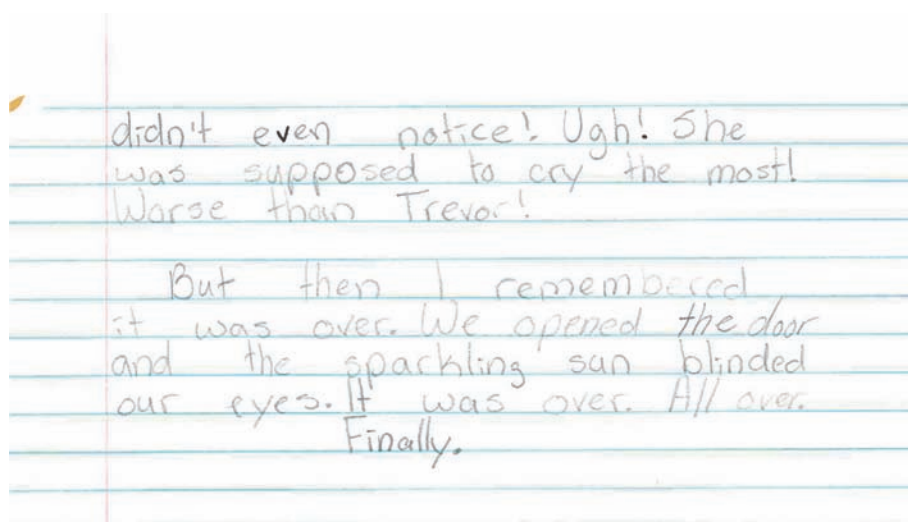


Trevor went first. Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you. He was done. It was my turn (he was still crying so a nurse tried to calm him down).

I was paralyzed with fear, I was death-defyed, I was scared. My mom and dad told me to "just be brave." "Just be brave?!" How could I "just be brave?!" But I had no time to think. It was coming. Just waiting to pounce, just waiting to penetrate my skin! I saw why Trevor had screamed so loud. I couldn't hear anything, I could just see it coming, closer, closer!

It touched, entered my flesh, and fulfilled its job. I started with a whimper then, BOOM! + a loud cry.

When Taryn had her turn she



### Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator.**
  - *We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives.*
- **organizes an event sequence that unfolds naturally and uses a variety of transitional words, phrases, and clauses to manage the sequence of events.**
  - *Trevor went first. . . . It was my turn. . . . When Taryn had her turn . . .*
- **uses narrative techniques to develop experiences and events or show the responses of characters to situations.**
  - Humor through exaggeration: *Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you.*
  - Reporting a character's thoughts: *I was paralyzed with fear, I was death-defyed, I was scared.*
  - Pacing: *It touched, entered my flesh, and fulfilled it's job. I started with a whimper the, BOOM! full blast cry.*
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
  - *We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives.*
  - *There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately.*
  - *The rest of the room was filled with families. Including my family of five. My five year old self, my three year old bother, and my one year old sister.*
- **provides a conclusion that follows from the narrated experiences or events (emphasizing closure by the use of sentence fragments).**
  - *We opened the door and the sparkling sun blinded our eyes. It was over. All over. Finally.*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**