

Grade: 5	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p>W1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer’s purpose. Provide <u>logically ordered</u> reasons that are supported by facts and details. Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>). Provide a concluding statement or section related to the opinion presented. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements³ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. <p>Organization</p> <ul style="list-style-type: none"> The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. <p>Clarity of Language</p> <ul style="list-style-type: none"> The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.
<p>W2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	

³ Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<p>W3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	
<p>W4</p>	<p>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.)</p>	
<p>W5</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.)</p>	
<p>W6</p>	<p>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 <u>two pages</u> in a single sitting.</p>	
<p>W7</p>	<p>Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.</p>	
<p>W8</p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u>, and provide a list of sources.</p>	
<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <u>grade 5</u> 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]”). Apply <u>grade 5</u> 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]”).	
W10	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.	