

Common Core Alignment

X	Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

WRITING STANDARDS

Text Types and Purposes									
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]									
Lesson	1	2	3	4	5	6	7	8	
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. [W.5.2a]									
Lesson	1	2	3	4	5	6	7	8	
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]									
Lesson	1	2	3	4	5	6	7	8	
Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). [W.5.2c]									
Lesson	1	2	3	4	5	6	7	8	
Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]									
Lesson	1	2	3	4	5	6	7	8	
Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]									
Lesson	1	2	3	4	5	6	7	8	

Production and Distribution of Writing

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.)

[W.5.5]

Lesson

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Research to Build and Present Knowledge

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. [W.5.8]

Lesson

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Range of Writing

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. [W.5.10]

Lesson

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WRITING STANDARDS

Text Types and Purposes									
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]									
Lesson	1	2	3	4	5	6	7	8	
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. [W.5.1a]									
Lesson	1	2	3	4	5	6	7	8	
Provide logically ordered reasons that are supported by facts and details. [W.5.1b]									
Lesson	1	2	3	4	5	6	7	8	
Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). [W.5.1c]									
Lesson	1	2	3	4	5	6	7	8	
Provide a concluding statement or section related to the opinion presented. [W.5.1d]									
Lesson	1	2	3	4	5	6	7	8	

Production and Distribution of Writing									
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.) [W.5.5]									
Lesson	1	2	3	4	5	6	7	8	

Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]

Lesson	1	2	3	4	5	6	7	8	
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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. [W.5.8]

Lesson	1	2	3	4	5	6	7	8	
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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]

Lesson	1	2	3	4	5	6	7	8	
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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]”). [W.5.9a]

Lesson	1	2	3	4	5	6	7	8	
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Range of Writing

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. [W.5.10]

Lesson	1	2	3	4	5	6	7	8	
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WRITING STANDARDS

Text Types and Purposes									
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]									
Lesson	1	2	3	4	5	6	7	8	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.5.3a]									
Lesson	1	2	3	4	5	6	7	8	
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]									
Lesson	1	2	3	4	5	6	7	8	
Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c]									
Lesson	1	2	3	4	5	6	7	8	
Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d]									
Lesson	1	2	3	4	5	6	7	8	
Provide a conclusion that follows from the narrated experiences or events. [W.5.3e]									
Lesson	1	2	3	4	5	6	7	8	

Production and Distribution of Writing

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.) **[W.5.4]**

Lesson	1	2	3	4	5	6	7	8
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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.) **[W.5.5]**

Lesson	1	2	3	4	5	6	7	8
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Range of Writing

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. **[W.5.10]**

Lesson	1	2	3	4	5	6	7	8
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Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]									
Lesson	1	2	3	4	5	6	7	8	
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. [W.5.1a]									
Lesson	1	2	3	4	5	6	7	8	
Provide logically ordered reasons that are supported by facts and details. [W.5.1b]									
Lesson	1	2	3	4	5	6	7	8	
Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). [W.5.1c]									
Lesson	1	2	3	4	5	6	7	8	
Provide a concluding statement or section related to the opinion presented. [W.5.1d]									
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[W.5.5]

Lesson	1	2	3	4	5	6	7	8	
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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. [W.5.6]

Lesson	1	2	3	4	5	6	7	8	
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Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]

Lesson	1	2	3	4	5	6	7	8	
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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]

Lesson	1	2	3	4	5	6	7	8	
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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]”). [W.5.9b]

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Research to Build and Present Knowledge

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