

CCSS	Grade 5 Writing Standards	
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓
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.	✓
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	✓
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	✓
W.5.1d	Provide a concluding statement or section related to the opinion presented.	✓
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓
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.	✓
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	✓
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	✓
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓
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.	✓
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	✓
<b>W.5.4</b>	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.)	✓
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards.)	✓
<b>W.5.6</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>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	✓
<b>W.5.8</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.	✓
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
W.5.9a	Apply <i>grade 5 Reading standards</i> 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.5.9b	Apply <i>grade 5 Reading standards</i> 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>W.5.10</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.	✓

# Common Core Writing to Texts

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# Introduction

## What Is the Common Core?

The Common Core State Standards are an initiative by states to set shared, consistent, and clear expectations of what students are expected to learn. This helps teachers and parents know what they need to do to help students. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that young people need for success in college and careers.

If your state has joined the Common Core State Standards Initiative, then teachers are required to incorporate these standards into their lesson plans. Students need targeted practice in order to meet grade-level standards and expectations, and thereby be promoted to the next grade.

## What Does It Mean to Write to Texts?

One of the most important instructional shifts in the Common Core State Standards is writing to texts, or sources. What exactly does this mean? Haven't standardized assessments always used reading texts as a springboard to writing? Yes, but the required writing hasn't always been **DEPENDENT** on the key ideas and details in a text.

A prompt that is non-text-dependent asks students to rely on prior knowledge or experience. In fact, students could likely carry out the writing without reading the text at all. The writing does not need to include ideas, information, and key vocabulary from the text.

Writing to texts requires students to analyze, clarify, and cite information they read in the text. The writing reveals whether students have performed a close reading, because it is designed to elicit ideas, information, and key vocabulary from the text as well as students' own evidence-based inferences and conclusions. These are all skills that prepare them for the grades ahead, college, the workplace, and real-world applications in their adult daily lives.

An example of a passage with non-text-dependent and text-dependent sample prompts is provided on page 3.

## Sample Passage

### Simple and Compound Machines

1. A simple machine is a tool that does work with one movement. Like all machines, a simple machine makes work easier. It has few or no moving parts and uses energy to do work. A lever, a wedge, a screw, a pulley, a wheel and axle, and an inclined plane are all simple machines.
2. You use simple machines all the time, too. If you have ever played on a seesaw or walked up a ramp, then you have used a simple machine. If you have opened a door, eaten with a spoon, cut with scissors, or zipped up a zipper, you have used a simple machine.
3. A compound machine is made of two or more simple machines. For example, the pedals, wheels, and gears on a bicycle are wheels and axles, and the hand brakes on the handlebars are levers. Cars, airplanes, watches, and washing machines are also examples of compound machines. Compound machines are very useful because they can do the work of many simple machines at the same time.
4. Life would be very different if we did not have machines. Work would be much harder, and playing wouldn't be as much fun.

<b>Standard</b>	<b>Sample Prompt: Non-Text-Dependent</b>	<b>Sample Prompt: Text-Dependent</b>
<b>W.5.1 (Opinion/ Argument)</b>	Do you prefer zippers, buttons, buckles, or another type of fastener for your clothing? Why?	The author makes three claims in the last paragraph. Choose one of the claims, tell whether you agree or disagree, and support your opinion with evidence from the text.
<b>W.5.2 (Informative/ Explanatory)</b>	Think about a machine you have used to do a task. How did you use it? How did using the machine make the task easier?	Compare and contrast simple and compound machines. Use details from the text to support your explanation.
<b>W.5.3 (Narrative)</b>	Write a story in which a character invents a machine that no one has seen or heard of before.	Imagine that all the machines mentioned in the passage disappeared for twenty-four hours. Write a journal entry about how your life was different that day and what you learned.



# Using This Book

## How Does This Book Help Students?

This book is organized into four main sections: Writing Mini-Lessons, Practice Texts with Prompts, Graphic Organizers and Checklists, and Rubrics and Assessments. All mini-lessons and practice pages are self-contained and may be used in any order that meets the needs of students. The elements of this book work together to provide students with the tools they need to be able to master the range of skills and application as required by the Common Core.

### 1. Mini-Lessons for Opinion/Argument, Informative/Explanatory, and Narrative Writing

Writing mini-lessons prepares students to use writing as a way to state and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences. The mini-lessons are organized in the order of the standards, but you may wish to do them with your class in an order that matches your curriculum. For each type of writing the first mini-lesson covers responding to one text, while the second mini-lesson models how to respond to multiple texts.

Each mini-lesson begins with a lesson plan that provides step-by-step instruction.

**Writing an Opinion/Argument**  
**CORE STATE STANDARD W.5.1**  
Writing an opinion or argument on topics or texts, supporting the main point or thesis with relevant facts and quotations.  
Use relevant facts and quotations to support your thesis or main point clearly, state your opinion or thesis, and analyze how the reasons and evidence support your position.

◀ Distribute the passages and prompts. Model how to analyze the prompt. Sample questions are provided to help guide the discussion. Work with students to fill out a graphic organizer to plan a response to the prompt.

**Plan the writing:** Have the following graphic organizer on hand. You may also wish to have a writing graphic organizer on hand for students to use as a model.

- The writing prompt asks you to form an opinion. Think the United States should... (Write your opinion.)
- Read the passage. Think about the main point of the passage. If you use it to support your opinion, be sure to include the main point and any facts and quotations that you use to support your opinion.
- Read and analyze the prompt. Think about the main point of the prompt. If you use it to support your opinion, be sure to include the main point and any facts and quotations that you use to support your opinion.

Reason 1:	Reason 2:	Reason 3:
It is better to have more than one penny.	It is better to have one penny.	It is better to have one penny and other coins.

**Supporting Details:**

- 1. The United States should have more than one penny.
- 2. The United States should have one penny.
- 3. The United States should have one penny and other coins.

◀ All passages fall within grade-appropriate text-complexity bands as required by the Common Core State Standards. Passages also provide exposure to a variety of genres.

**Common Cents**

The first penny authorized officially by the United States was the one-cent coin, commonly known as the penny. It holds a place in American history. The first one-cent coin design was not recognized by Congress in 1793.

There are many reasons why the penny is important. First, it is the only coin that has been in circulation since 1793. Second, it is the only coin that has been in circulation since 1793. Third, it is the only coin that has been in circulation since 1793.

**Opinion/Argument Prompt**  
Do you think that the United States should have one-cent coins? Use facts and quotations to support your opinion.

◀ All prompts require a close reading of text and text-dependent responses.

**It's Time to Say Good-bye to the Penny**  
Jeremy Ellis

I think that it is time for the United States to eliminate the penny for these reasons: it costs more to make a penny than it is worth, it is time-consuming to make pennies, and it is time-consuming to use pennies.

**Writing Checklist: Opinion/Argument**

- The writer introduced the topic.
- The writer stated a strong opinion.
- The writer used self-organized evidence.
- The writer used relevant facts and quotations.
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◀ Distribute the grade-level student model and the checklist that follows. This model is a response to the prompt and the checklist can help students analyze how successful the writing is in accomplishing the task.



# Writing an Opinion/ Argument

## Mini-Lesson 1: Writing to One Text

### COMMON CORE STATE STANDARD W.5.1

**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.

Explain to students that they will often encounter opinion/argument writing prompts that instruct them to respond directly to a passage they have read. Tell them that the passage might be informational or fiction. Then take the following steps to guide students through the process of writing an opinion/argument piece in response to one text.

**Read the passage.** Distribute pages 8–9 to students. Depending on students' needs, you may wish to read the passage aloud, have students read it with a partner, or have them read it independently.

**Read and analyze the prompt.** Read the prompt at the bottom of page 9 with students. Model how to analyze the prompt. Ask questions such as the following:

- *What form of writing does the prompt ask for? (opinion/argument)*
- *How can you tell? (The prompt is asking whether I agree with the author of "Common Cents.")*
- *What is the purpose of the assignment? (to state my opinion and support it)*
- *What information do I need to complete the task? (I need to use evidence from the passage "Common Cents.")*

**Plan the writing.** Draw the following graphic organizer on the board. You may also wish to distribute the matching graphic organizer located on page 120. Use the following think-alouds to model how to complete the graphic organizer. Ask for student input as you fill in the chart on the board.

- *The writing prompt asks me to form an opinion. I think the United States should stop making pennies.*
- *Now I will think about the second part of the prompt. It asks me to use facts and quotations from the text to back up my argument.*
- *I will record my evidence in the second part of each row on the chart. I will also show where I got my information.*
- *To finish my writing, I need a concluding statement or paragraph. I will restate my opinion.*

<p><b>My Opinion:</b></p> <p>I think the United States should eliminate the penny.</p>		
<p><b>Reason 1:</b></p> <p>It costs more than a penny to make a penny. (paragraphs 4 and 5)</p>	<p><b>Reason 2:</b></p> <p>It is time-consuming to count pennies. (paragraph 6)</p>	<p><b>Reason 3:</b></p> <p>The United States and other countries have eliminated coins before without a problem. (paragraphs 10 and 12)</p>
<p><b>Supporting Details:</b></p> <ol style="list-style-type: none"> <li>1. It costs 2.4 cents to make a penny.</li> <li>2. The United States spends \$120 million a year to make pennies.</li> <li>3. People take pennies out of circulation, so the government has to make more.</li> </ol>	<p><b>Supporting Details:</b></p> <ol style="list-style-type: none"> <li>1. Store employees have to take extra time to count pennies.</li> <li>2. Individuals spend time counting pennies, too.</li> </ol>	<p><b>Supporting Details:</b></p> <ol style="list-style-type: none"> <li>1. The U.S. government stopped making the half-cent.</li> <li>2. Canada stopped making pennies.</li> <li>3. Other nations no longer make coins that cost more than they're worth.</li> </ol>
<p><b>My Opinion Restated:</b></p> <p>I think the United States should get rid of the penny.</p>		

**Read and analyze the model.** Distribute the student writing model and checklist on pages 10–11 to students. Read them aloud. Discuss with students whether or not the writer was successful at accomplishing the task. Ask them to complete the checklist as you discuss the opinion/argument piece.



Read the passage below.

## Common Cents

1. The first currency authorized officially by the United States was the one-cent coin, commonly known as the penny. It holds a place in American history. The first one-cent coin design was even suggested by Benjamin Franklin.
2. Years ago, people could buy things with just a few pennies. They could buy a postage stamp, a newspaper, or a loaf of bread for less than a nickel. But today, the penny is perceived as having little to no value.
3. There has been movement by certain groups to eliminate the penny from the United States monetary system. But there are two sides to every coin.
4. Each penny costs 2.4 cents to make. That's more than twice its value. The United States spends almost \$120 million a year to produce billions of pennies. This is mainly because pennies are made mostly of zinc and the price of zinc has doubled in recent years.
5. Another problem is that people don't bother using pennies. They save them in piggy banks and jars. This keeps them out of circulation, so the government has to make more.
6. Store employees are often the first to complain about having to count pennies. They must take extra time counting pennies when customers use them to purchase something. Seconds add up to wasted minutes over the course of a day. This means that other customers have to wait longer in line.
7. However, customers might have a case to make for keeping the penny. If the penny is discontinued, then merchants must round their prices. Proponents of the penny argue that shopkeepers would tend to round up, which would increase prices for customers.
8. Many charity organizations also rely on pennies for money. Pennies can add up quickly, and organizations can total donations in the thousands just from spare change alone.
9. People seeking to abolish the penny can look to other countries for examples of where the relative equivalent of the one-cent coin is still in production. When the European Union decided to switch to euros, it kept the one-euro cent in production to avoid the rounding up of prices.

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10. However, the United States has successfully eliminated coins before. In 1857, the government stopped producing the half-cent coin with no bad effects. The Department of Defense stopped using pennies overseas because they were so expensive to ship.
11. Stores on military bases round totals up or down to the nearest nickel on cash purchases. That affects the customer and the store equally, so neither is at a disadvantage. The system has been very successful.
12. Canada recently stopped producing pennies for these same reasons. Other countries have also gotten rid of low-value coins. The lowest value coin in Australia is five cents and in New Zealand it is ten cents. Nations such as Sweden, Israel, Brazil, and India no longer use low-value coins that cost more than they are worth.
13. But in the end, many are attached to the penny because it is ingrained in our popular culture—everywhere from popular phrases like “A penny for your thoughts” to the discovery of a lucky penny on the sidewalk.
14. If a penny saved is a penny earned, does that mean it should stay or go? The answer remains to be seen.

**Read and analyze the prompt.****Opinion/Argument Prompt**

**Do you think that the United States should continue to make one-cent coins? Use facts and quotations from “Common Cents” to support your opinion.**

**Read and analyze the model.**

## It's Time to Say Good-bye to the Penny

Jeremy Ellis

I think that it is time for the United States to eliminate the penny for these reasons: it costs more to make a penny than it is worth, it is time-consuming to make pennies, and it wouldn't be the first time a country has stopped making a certain kind of coin.

The text says, "each penny costs 2.4 cents to make." This is more than double what a penny is worth. Hughes also reports that the United States spends "almost \$120 million a year to produce billions of pennies." This is a waste of money that is needed elsewhere.

In addition, people don't like using pennies because they are time-consuming to count. As the text says in "Common Cents," store employees complain when they have to count pennies. And individuals commonly toss pennies into jars. At some point, these pennies have to be counted, which takes time.

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The United States has stopped using coins before. As the text states, our government eliminated the half-cent. Canada has also stopped using the penny. And other countries, such as Sweden, Israel, Brazil, and India no longer produce coins that cost more than they are worth.

For these reasons, I think it's essential that the United States get rid of the penny as soon as possible.



### Writing Checklist: Opinion/Argument

- The writer introduced the topic.
- The writer stated a strong opinion, position, or point of view.
- The writer used well-organized reasons to support his opinion.
- The writer supported his reasons with facts and details.
- The writer used linking words and phrases to connect his opinion and reasons, such as *for instance*, *in order to*, and *in addition*.
- The writer ended with a conclusion that sums up and supports his position.
- The writer used correct grammar.
- The writer used correct capitalization, punctuation, and spelling.