



COMMON CORE WRITING STANDARDS GRADE 2



Text Types and Purposes

COMMON CORE STANDARD			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 4-41, BLM A-F and pp. 56-63, BLM G-J	<p>Introduction: Fill in Plan/Graphic Organizer to provide opinion and reasons for topic choice.</p> <p>Features Organizer Steps:</p> <ol style="list-style-type: none"> 1) Opinion about a topic 2) Opinion Statement 3) Reasons for the opinion 4) Supporting facts and details 5) Words that link opinion and reasons 6) Reasons grouped logically 7) Conclusion that supports the opinion <p>Read Mentor Text which provides examples of opinion topic.</p> <p>Analyze and provide 3 reasons that support the writer's opinion.</p>
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 90-99 BLMs A-E pp. 108-117 BLMs A-K pp.132-141 BLMs A-G	<p>Introduction: Fill in Chart to plan your informative/explanatory science or social studies text.</p> <p>Features Organizer Steps:</p> <ol style="list-style-type: none"> 1) Introduction of the topic 2) Related information is grouped together 3) Key terms and concepts 4) Supporting facts and details 5) Words and phrases that connect ideas 6) Conclusion statement or section <p>Read Mentor Text which provides examples of informative/explanatory science or social studies text.</p> <p>Analyze and provide examples of how the text supports the genre features.</p>
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 72-81 BLMs A-E	<p>Introduction: Fill in Chart to plan your personal narrative.</p> <p>Features Organizer Steps:</p> <ol style="list-style-type: none"> 1) Introduction of the event 2) First Person Point of View 3) Specific details about time and place 4) Sensory Details 5) Dialogue, thoughts and feelings 6) Conclusion that shows why the event was important <p>Read Mentor Text which provides examples of a personal narrative.</p> <p>Analyze and provide examples of how the text supports the genre feature.</p>
Production and Distribution of Writing			
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 58-59, 62-63, 80-81, 98-99, 116-117, 140-141	<p>Revise</p> <p>Revise your draft to make it stronger. Use the rubric to make sure your draft hits all of the required points. You can find the rubric in Tools.</p> <p>Edit</p> <p>Now it's time to check your opinion essay for spelling and grammar. You can find helpful editing checklists in Tools. You can also use Chat to ask a classmate to proofread your work.</p>

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>BWW Common Core Writing and Language</u> <u>Handbook:</u> pp. 40-41	<i>Self-Assessment</i> Use the rubric to assess your opinion piece. Select a score for each statement: 4 is the highest score, 1 is the lowest. Then write comments about your writing. <i>Publish</i> upon completion convert to PDF.
Research to Build and Present Knowledge			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<u>BWW Common Core Writing and Language</u> <u>Handbook:</u> pp. 6-39, 90-99, 132-141	Read <i>Mentor Texts</i> in the following genres: 1) Informative/Explanatory Science 2) Informative/Explanatory Social Studies 3) Fable 4) Personal Narrative 5) Opinion About A Text 6) Opinion About A Topic
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<u>BWW Common Core Writing and Language</u> <u>Handbook:</u> pp. 78-81, 202-203	<i>Self-Reflection</i> Answer the questions to reflect on your writing process.

COMMON CORE WRITING STANDARDS GRADE 3

Text Types and Purposes

COMMON CORE STANDARD			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 6-32, 56-61	Introduction: Fill in Plan/Graphic Organizer to provide opinion and reasons for topic choice. Features Organizer Steps: 1) Opinion about a topic 2) Opinion Statement
W.3.1b	Provide reasons that support the opinion.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 14-25, 57, 61,	3) Reasons for the opinion 4) Supporting facts and details
W.3.1c	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 26-29, 36-37	5) Words that link opinion and reasons 6) Reasons grouped logically
W.3.1d	Provide a concluding statement or section.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 30-31	7) Conclusion that supports the opinion
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<u>BWW Common Core Writing and Language Handbook:</u> pp.92-110, BLM A-E, 114, 134-	Introduction : Fill in Chart to plan your informative/explanatory science or social studies text. Features Organizer Steps: 1) Introduction of the topic 2) Related information is grouped together 3) Key terms and concepts
W.3.2b	Develop the topic with facts, definitions, and details.	<u>BWW Common Core Writing and Language Handbook:</u> pp.96-111, 115, 135-141	4) Supporting facts and details
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 100, 118, 142	5) Words and phrases that connect ideas
W.3.2d	Provide a concluding statement or section.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 116-117	6) Conclusion that supports the opinion
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 74-83 BLM's A-E	Introduction : Fill in Chart to plan your personal narrative. Features Organizer Steps: 1) Introduction of the event 2) First Person Point of View
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 78-80, 82-83	4) Sensory Details 5) Dialogue, thoughts and feelings
W.3.3.c	Use temporal words and phrases to signal event order.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 194, 210-211	3) Specific details about time and place
W.3.3.d	Provide a sense of closure.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 82-83	6) Conclusion that shows why the event was important
Production and Distribution of Writing			
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<u>BWW Common Core Writing and Language Handbook:</u> pp. 10-11,14-41, 58-59, 62-63, 74-83, 92-101, 110-119, 134-143	(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29).	<u>BWW Common Core Writing and Language Handbook:</u> pp. 38-39, 58-59, 62-63, 82-83,100-101, 118-119, 142-143	Revise Revise your draft to make it stronger. Use the rubric to make sure your draft hits all of the required points. You can find the rubric in Tools. Edit Now it's time to check your essay for spelling and grammar. You can find helpful editing checklists in Tools. You can also use Chat to ask a classmate to proofread your work.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 40-41	Self-Assessment Use the rubric to assess your opinion piece. Select a score for each statement: 4 is the highest score, 1 is the lowest. Then write comments about your writing. Publish upon completion convert to PDF.
Research to Build and Present Knowledge			
W.3.7	Conduct short research projects that build knowledge about a topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 110-119	Read Mentor Texts in the following genres: 1) Informative/Explanatory Science 2) Informative/Explanatory Social Studies 3) Fable 4) Personal Narrative 5) Opinion About A Text 6) Opinion About A Topic
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 26-27,56-57,60-61,74-75,92-93,110-111,134-135, 202-203	Self-Reflection Answer the questions to reflect on your writing process.
Range of Writing			
W.3.10	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.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 32-41, 56-62, 80-83, 98-101, 116-119, 140-143	Brainstorm: Think of topics that you feel strongly about. Click on Add idea to get started. Write your first opinion idea in the top circle. Then add more ideas. For help with ideas, look at the list of tips in Tools. Choose Your Focus : Evaluate your ideas. Read each item on the checklist and check the box if your idea will work. Then click on the star under your strongest idea. Plan: Use the graphic organizer to help you form an opinion about the topic or issue you chose. Make sure you include reasons and evidence to support your opinion.

COMMON CORE WRITING STANDARDS GRADE 4



Text Types and Purposes

COMMON CORE STANDARD			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose	<u>BWW Common Core Writing and Language Handbook:</u> pp. 4-41, BLMs A-F, 56-63 BLM G-L	Introduction: Fill in Plan/Graphic Organizer to provide opinion and reasons for topic/text choice. Features Organizer Steps: 1) Opinion about a Topic 2) Opinion Statement
W.4.1b	Provide reasons that are supported by facts and details.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 24-25,56-57, 60-61,	3) Reasons for the opinion 4) Supporting facts and details
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	<u>BWW Common Core Writing and Language Handbook:</u> pp.26-27, 56-57, 60-61	5) Words that link opinion and reasons 6) Reasons grouped logically
W.4.1d	Provide a concluding statement or section related to the opinion presented.	<u>BWW Common Core Writing and Language Handbook:</u> pp.30-31	7) Conclusion that supports the opinion
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 94-103, BLMs A-G, pp. 114-123 BLM's A-M, pp. 140-149 BLM's A-K	Introduction : Fill in Chart to plan your informative/explanatory science or social studies text. Features Organizer Steps: 1) Introduction of the Topic 2) Related information is grouped together 3) Key terms and concepts
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 96-101, 114-115, 146-147	4) Supporting facts and details
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).	<u>BWW Common Core Writing and Language Handbook:</u> pp. 94-95, 114-115, 148, 188	5) Words and phrases that connect ideas
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 102-103, 148, 206	6) Key Scientific Terms and Concepts
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 100-101, 147	7) Conclusion that supports the opinion
W.4.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>BWW Common Core Writing and Language Handbook:</u> pp.74-83 BLM's A-F	Introduction : Fill in Chart to plan your personal narrative. Features Organizer Steps: 1) Introduction of the event 2) First Person Point of View
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations	<u>BWW Common Core Writing and Language Handbook:</u> pp. 74-75, 78-79	5) Dialogue, thoughts and feelings
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 78-81	3) Specific details about time and place
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 82-83, 188	4) Sensory Details
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	<u>BWW Common Core Writing and Language Handbook:</u> pp.80-81	6) Conclusion that shows why the event was important

Production and Distribution of Writing			
W.4.4	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.)	BWW Common Core Writing and Language Handbook: pp. 22-25,36-41,4756-63,74-83, 94-103,114-122,140-148	(Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	BWW Common Core Writing and Language Handbook: pp.38-39,58-59,62-63,82-83,102-103,122-123,148-149	Revise Revise your draft to make it stronger. Use the rubric to make sure your draft hits all of the required points. You can find the rubric in Tools. Edit Now it's time to check your essay for spelling and grammar. You can find helpful editing checklists in Tools. You can also use Chat to ask a classmate to proofread your work.
W.4.6	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 one page in a single sitting.	BWW Common Core Writing and Language Handbook: pp. 30-31, 40-41	Self-Assessment Use the rubric to assess your opinion piece. Select a score for each statement: 4 is the highest score, 1 is the lowest. Then write comments about your writing. Publish upon completion convert to PDF.
Research to Build and Present Knowledge			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	BWW Common Core Writing and Language Handbook: pp. 12-17	Read Mentor Texts in the following genres: 1) Opinion About A Topic 2) Opinion About A Text 3) Informative/Explanatory Social Studies 4) Informative/Explanatory Science
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	BWW Common Core Writing and Language Handbook: pp. 9,75,95,115,141	Self-Reflection Answer the questions to reflect on your writing process.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	BWW Common Core Writing and Language Handbook: pp. 98-99, 118-119, 144-145	Analyze Which text supports each genre feature? Drag and drop example text from the mentor text to the feature it supports. Self-Reflection Answer the questions to reflect on your writing process.
W.4.9.a	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").	BWW Common Core Writing and Language Handbook: pp. 10-25, 60-61	Mentor Text Read the following example of an Opinion About a Text. In this essay, the student wrote an opinion about the book <i>Because of Winn Dixie</i> . Click on the icons to explore how the writer included all the features of an Opinion About a Text.
W.4.9.b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	BWW Common Core Writing and Language Handbook: pp. 26-27, 32-35	Mentor Text Read the following example of an informative/explanatory science text. In this essay, the student wrote to inform readers about insulation. Click on the icons to explore how the writer included all the features of an informative/explanatory science text.
Range of Writing			
W.4.10	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.	BWW Common Core Writing and Language Handbook: pp. 38-39,58-59,62-63,82-83,102-103,122-123,148-149	Brainstorm: Think of topics that you feel strongly about. Click on Add idea to get started. Write your first opinion idea in the top circle. Then add more ideas. For help with ideas, look at the list of tips in Tools. Choose Your Focus : Evaluate your ideas. Read each item on the checklist and check the box if your idea will work. Then click on the star under your strongest idea. Plan: Use the graphic organizer to help you form an opinion about the topic or issue you chose. Make sure you include reasons and evidence to support your opinion.

COMMON CORE WRITING STANDARDS GRADE 5

Text Types and Purposes

COMMON CORE STANDARD			
W.5.1	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	<u>BWW Common Core Writing and Language Handbook:</u> pp. 4-5, 10-24 BLM's A-L	Introduction: Fill in Plan/Graphic Organizer to provide opinion and reasons for topic/text choice. Features Organizer Steps: 1) Opinion about a Topic 2) Opinion Statement
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 24-25	3) Reasons for the opinion 4) Supporting facts and details
W.5.1c	Link opinion and reasons using words and phrases, and clauses (e.g., consequently, specifically)	<u>BWW Common Core Writing and Language Handbook:</u> pp.26-29	5) Words that link opinion and reasons 6) Reasons grouped logically
W.5.1d	Provide a concluding statement or section related to the opinion presented.	<u>BWW Common Core Writing and Language Handbook:</u> pp.30-31	7) Conclusion that supports the opinion
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.5.2.a	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.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 94-103 BLMs A-D	Introduction : Fill in Chart to plan your informative/explanatory science or social studies text. Features Organizer Steps: 1) Introduction of the Topic 2) Related information is grouped together 3) Key terms and concepts
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp.94-100,118-123	4) Supporting facts and details
W.5.2.c	Link ideas within categories of information using words and phrases, and clauses (e.g., in contrast, especially).	<u>BWW Common Core Writing and Language Handbook:</u> pp. 95,100-101	5) Words and phrases that connect ideas
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 102-103,122-123	6) Key Scientific Terms and Concepts
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 102-103,144-145	7) Conclusion that supports the opinion
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.		
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>BWW Common Core Writing and Language Handbook:</u> pp.75-83 BLM's A-F	Introduction : Fill in Chart to plan your personal narrative. Features Organizer Steps: 1) Introduction of the event 2) First Person Point of View
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 75-75, 78-79	5) Dialogue, thoughts and feelings
W.5.3.c	Use a variety of transitional words, phrases and clauses to manage the sequence of events.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 78-81	3) Specific details about time and place
W.5.3.d	Use concrete words and phrases and clauses to sensory details to convey experiences and events precisely.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 82-83, 188	4) Sensory Details
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.	<u>BWW Common Core Writing and Language Handbook:</u> pp.80-81,145	6) Conclusion that shows why the event was important
Production and Distribution of Writing			
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.)	<u>BWW Common Core Writing and Language Handbook:</u> pp. 4, 6,8, 10, 12 20-26,30-31,36-41,56-63,74-83,94-103,114-123,138-147	(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	<u>BWW Common Core Writing and Language Handbook:</u> pp. 58-59,62-63,76,78-83,102-103,122-123, 146-147	Revise Revise your draft to make it stronger. Use the rubric to make sure your draft hits all of the required points. You can find the rubric in Tools. Edit Now it's time to check your essay for spelling and grammar. You can find helpful editing checklists in Tools. You can also use Chat to ask a classmate to proofread your work.
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.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 40-41	Self-Assessment Use the rubric to assess your opinion piece. Select a score for each statement: 5 is the highest score, 1 is the lowest. Then write comments about your writing. Publish upon completion convert to PDF.
Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 7,9,29,56,75,95, 115,139,144	Read Mentor Texts in the following genres: 1) Opinion About A Topic 2) Opinion About A Text 3) Informative/Explanatory Social Studies 4) Informative/Explanatory Science
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.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 7,9,29,56,75,95, 115,139,144-145	Self-Reflection Answer the questions to reflect on your writing process.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>BWW Common Core Writing and Language Handbook:</u> 78-79,61, 57, 61, 74-75, 78-79, 94-95,98-99,114-120, 142-145	Analyze Which text supports each genre feature? Drag and drop example text from the mentor text to the feature it supports. Self-Reflection Answer the questions to reflect on your writing process.
W.5.9.a	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]").	<u>BWW Common Core Writing and Language Handbook:</u> pp. 25,29, 118-119, 138-141	Mentor Text Read the following example of realistic fiction. In this piece, the student wrote a narrative that features people, places, and situations that reflect real life. Click on the icons to explore how the writer included all the features of realistic fiction.
W.5.9.b	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]").	<u>BWW Common Core Writing and Language Handbook:</u> pp. 78-79, 94-95, 98-99	Mentor Text Read the following example of an informative social studies text. In this essay, the student wrote to inform readers about how the United States government began. Click on the icons to explore how the writer included all the features of an informative social studies text.
Range of Writing			
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.	<u>BWW Common Core Writing and Language Handbook:</u> pp. 4, 6,8, 10, 12 20-26,30-31,36-41,56-63,74-83,94-103,114-123,138-147	Brainstorm: Think of topics that you feel strongly about. Click on Add idea to get started. Write your first opinion idea in the top circle. Then add more ideas. For help with ideas, look at the list of tips in Tools. Choose Your Focus : Evaluate your ideas. Read each item on the checklist and check the box if your idea will work. Then click on the star under your strongest idea. Plan: Use the graphic organizer to help you form an opinion about the topic or issue you chose. Make sure you include reasons and evidence to support your opinion.