



# *OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS*

## Grade 5 Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

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	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
<b>Reading Foundational Skills</b>			
Print Concepts	5.RF.1	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>
Phonological Awareness	5.RF.2	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i> <b><u>If students cannot add, change, and delete syllables in compound, 3 and 4-syllable words, see 2.RF.2a-c.</u></b>	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>
Phonics and Word Recognition	5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
Phonics and Word Recognition	5.RF.3a	<b><i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</i></b>	<b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b>
Fluency	5.RF.4	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
Fluency	5.RF.4a	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.

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Fluency	5.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Fluency	5.RF.4c	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading Literature</b>			
Key Ideas and Details	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Key Ideas and Details	5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Key Ideas and Details	5.RL.3	<b>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</b>	<b>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</b>
Craft and Structure	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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Craft and Structure	5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Craft and Structure	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	5.RL.7	<b>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</b>	<b>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</b>
Integration of Knowledge and Ideas	5.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	5.RL.9	<b>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b>	<b>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</b>
Range of Reading and Level of Text Complexity	5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>Reading Informational Text</b>			

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Key Ideas and Details	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Key Ideas and Details	5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Key Ideas and Details	5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
Craft and Structure	5.RI.5	<b>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</b>	<b>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</b>
Craft and Structure	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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Integration of Knowledge and Ideas	5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Integration of Knowledge and Ideas	5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Integration of Knowledge and Ideas	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>Writing</b>			
Text Types and Purposes	5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Text Types and Purposes	5.W.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.	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>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	5.W.1b	Provide logically ordered reasons that are supported by facts and details.	Provide logically ordered reasons that are supported by facts and details.
Text Types and Purposes	5.W.1c	<b><i>Link opinion and reasons using words, phrases, and clauses.</i></b>	<b>Link opinion and reasons using words, phrases, and clauses (e.g., <del>consequently,</del> specifically).</b>
Text Types and Purposes	5.W.1d	Provide a concluding statement or section related to the opinion presented.	Provide a concluding statement or section related to the opinion presented.
Text Types and Purposes	5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Text Types and Purposes	5.W.2a	<b><i>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.</i></b>	<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.</b>
Text Types and Purposes	5.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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Text Types and Purposes	5.W.2c	<i>Link ideas within and across categories of information using words, phrases, and clauses.</i>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Text Types and Purposes	5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Text Types and Purposes	5.W.2e	Provide a concluding statement or section related to the information or explanation presented.	Provide a concluding statement or section related to the information or explanation presented.
Text Types and Purposes	5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Text Types and Purposes	5.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Text Types and Purposes	5.W.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

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Text Types and Purposes	5.W.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Text Types and Purposes	5.W.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Text Types and Purposes	5.W.3e	Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	5.W.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.)	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.)
Production and Distribution of Writing	5.W.5	<b><i>With guidance and support, 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.)</i></b>	<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.)</b>
Production and Distribution of Writing	5.W.6	<b><i>With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</i></b>	<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>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Research to Build and Present Knowledge	5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Research to Build and Present Knowledge	5.W.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.	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.
Research to Build and Present Knowledge	5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Research to Build and Present Knowledge</i>	<i>5.W.9a</i>	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>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]").</del>
<i>Research to Build and Present Knowledge</i>	<i>5.W.9b</i>	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>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]").</del>
Range of Writing	5.W.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.	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.

## Language

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Conventions of Standard English	5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	5.L.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Conventions of Standard English	5.L.1b	<b><i>Form and use the perfect verb tenses.</i></b>	<b>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</b>
Conventions of Standard English	5.L.1c	Use verb tense to convey various times, sequences, states, and conditions.	Use verb tense to convey various times, sequences, states, and conditions.
Conventions of Standard English	5.L.1d	Recognize and correct inappropriate shifts in verb tense.	Recognize and correct inappropriate shifts in verb tense.
Conventions of Standard English	5.L.1e	<b><i>Use correlative conjunctions.</i></b>	<b>Use correlative conjunctions (e.g., either/or, neither/nor).</b>

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Conventions of Standard English	5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	5.L.2a	Use punctuation to separate items in a series.	Use punctuation to separate items in a series.
Conventions of Standard English	5.L.2b	Use a comma to separate an introductory element from the rest of the sentence.	Use a comma to separate an introductory element from the rest of the sentence.
Conventions of Standard English	5.L.2c	<b>Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</b>	<b>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <del>Yes, thank you</del>), to set off a tag question from the rest of the sentence (e.g., <del>It's true, isn't it?</del>), and to indicate direct address (e.g., <del>Is that you, Steve?</del>).</b>
Conventions of Standard English	5.L.2d	Use underlining, quotation marks, or italics to indicate titles of works.	Use underlining, quotation marks, or italics to indicate titles of works.
Conventions of Standard English	5.L.2e	Spell grade-appropriate words correctly, consulting references as needed.	Spell grade-appropriate words correctly, consulting references as needed.

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Knowledge of Language	5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Knowledge of Language	5.L.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Knowledge of Language	5.L.3b	<b>Compare and contrast the varieties of English used in stories, dramas, or poems.</b>	<b>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</b>
Vocabulary Acquisition and Use	5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use	5.L.4a	<b>Use context as a clue to the meaning of a word or phrase.</b>	<b>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</b>
Vocabulary Acquisition and Use	5.L.4b	<b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</b>	<b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Vocabulary Acquisition and Use	5.L.4c	<b><i>Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Vocabulary Acquisition and Use	5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Vocabulary Acquisition and Use	5.L.5a	Interpret figurative language, including similes and metaphors, in context.	Interpret figurative language, including similes and metaphors, in context.
Vocabulary Acquisition and Use	5.L.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain the meaning of common idioms, adages, and proverbs.
Vocabulary Acquisition and Use	5.L.5c	<b><i>Use the relationship between particular words to better understand each of the words.</i></b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Vocabulary Acquisition and Use	5.L.6	<b><i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</i></b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Speaking and Listening

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Comprehension and Collaboration	5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
Comprehension and Collaboration	5.SL.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Comprehension and Collaboration	5.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon rules for discussions and carry out assigned roles.
Comprehension and Collaboration	5.SL.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Comprehension and Collaboration	5.SL.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Comprehension and Collaboration	5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Comprehension and Collaboration	5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Presentation of Knowledge and Ideas	5.SL.5	<b><i>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></b>	<b>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</b>
Presentation of Knowledge and Ideas	5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)