

Oregon English Language Arts Standards/Benchmarks Grade 5	Curriculum Survey of Essential Skills National Rankings	Oregon Statewide Assessment System	Visual Arts	Music	Dance	Theatre
Writing (Assessed through Oregon’s Official Writing Scoring Guide)						
CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning. (1996 “Sentence Structure”)						
Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	e62	H	H	H	H	H
Write multi-paragraph compositions that: <ul style="list-style-type: none"> Engage readers with an interesting introduction. Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference. Develop new ideas in separate paragraphs. Provide details and examples to support ideas. Provide transitions to link paragraphs. Offer a concluding paragraph that summarizes important ideas and details. 	e12 e50 e93	H	H	H	H	H
Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas)	e1 e12	H	H	H	H	H
Use a variety of descriptive words, demonstrating awareness of impact on audience.	e12 e93	H	H	H	H	H
Use simple and compound sentences and begin using complex sentences.	e1 e12	H	H	H	H	H

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To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.	e1 e12	H	H	H	H	H
Conventions						
Spelling CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. (similar to 1996 "Use correct spelling, grammar, punctuation, capitalization....")						
Spell correctly: <ul style="list-style-type: none"> • roots or bases of words. • prefixes (understood / misunderstood, excused / unexcused), • suffixes (final / finally, mean / mean- ness), • contractions (will not / won't, it is / it's, they would / they'd). • syllable constructions (in-for-ma-tion, mol-e-cule), and • words with more than one acceptable spelling (advisor / adviser). 	e1	H	M	M	M	H
Grammar						
Correctly use verbs that are often misused (lie/lay, sit/set, rise/raise).	e1	H	M	M	M	H
Ensure that verbs agree with their subjects.	e1	H	M	M	M	H
Correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its).	e1	H	M	M	M	H
Punctuation						