

# English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

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Questions concerning the crosswalk should be addressed to:

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*English Standards of Learning*  
**Crosswalk between the 2010 and 2002 Standards**

2010 Grade 5 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
<b>Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language</b>	
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.	
a) Participate in and contribute to discussions across content areas.	
b) Organize information to present in reports of group activities.	
c) Summarize information gathered in group activities.	
d) Communicate new ideas to others.	New content.

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<b>2010 STANDARDS</b>	<b>CHANGES/ 2002 Standards</b>
e) Demonstrate the ability to collaborate with diverse teams.	New content.
f) Demonstrate the ability to work independently.	New content.
5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.	Added “verbal and...to deliver.”
a) Maintain eye contact with listeners.	
b) Use gestures to support, accentuate, and dramatize verbal message.	
c) Use facial expressions to support and dramatize verbal message.	

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d) Use posture appropriate for communication setting.	
e) Determine appropriate content for audience.	5.3a
f) Organize content sequentially around major ideas.	5.3b
g) Summarize main points as they relate to main idea or supporting details.	5.3e
h) Incorporate visual media to support the presentation.	5.3d
i) Use language and style appropriate to the audience, topic, and purpose.	New content.

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<b>2010 STANDARDS</b>	<b>CHANGES/ 2002 Standards</b>
5.3 The student will learn how media messages are constructed and for what purposes.	New content.
a) Differentiate between auditory, visual, and written media messages.	New content.
b) Identify the characteristics and effectiveness of a variety of media messages.	New content.
<b>Strand: Reading</b>	
5.4 The student will expand vocabulary when reading.	Vocabulary Standard. 5.4 Removed "read fiction and nonfiction with fluency and accuracy. " Added "expand vocabulary when reading."
a) Use context to clarify meaning of unfamiliar words and phrases.	Added "and phrases."

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b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	New content.
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	5.4b Removed “prefixes, and suffixes”. Added “affixes, synonyms, antonyms, and homophones.”
d) Identify an author’s use of figurative language.	New content.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.	5.4c
f) Develop vocabulary by listening to and reading a variety of texts.	New content.
g) Study word meanings across content areas.	New content.

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5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.	Fiction Standard. Added “fictional texts, narrative nonfiction, and poetry.”
a) Describe the relationship between text and previously read materials.	
b) Describe character development.	Removed “in fiction and poetry.”
c) Describe the development of plot and explain the resolution of conflict(s).	
d) Describe the characteristics of free verse, rhymed, and patterned poetry.	
e) Describe how an author’s choice of vocabulary contributes to the author’s style.	

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f) Identify and ask questions that clarify various points of view.	New content.
g) Identify main idea.	New content.
h) Summarize supporting details from text.	New content.
i) Draw conclusions and make inferences from text.	New content.
j) Identify cause and effect relationships.	New content.
k) Make, confirm, or revise predictions.	New content.



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l) Use reading strategies throughout the reading process to monitor comprehension.	New content.
m) Read with fluency and accuracy.	New content.
5.6 The student will read and demonstrate comprehension of nonfiction texts.	Nonfiction Standard.
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	Added “in both print and digital texts.”
b) Use prior knowledge and build additional background knowledge as context for new learning.	New content.
c) Skim materials to develop a general overview of content and to locate specific information.	5.6f

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d) Identify the main idea of nonfiction texts.	New content.
e) Summarize supporting details in nonfiction texts.	New content.
f) Identify structural patterns found in nonfiction.	5.6b
g) Locate information to support opinions, predictions, and conclusions.	5.6c
h) Identify cause and effect relationships following transition words signaling the pattern.	5.6d Added “following transition words signaling the pattern.”
i) Differentiate between fact and opinion.	New content.

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j) Identify, compare, and contrast relationships.	5.6e
k) Identify new information gained from reading.	New content.
l) Use reading strategies throughout the reading process to monitor comprehension.	New content.
m) Read with fluency and accuracy.	New content.

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<b>Strand: Writing</b>	
5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.	5.8 Added “and to persuade.”
a) Identify intended audience.	5.8c Removed “Demonstrate awareness of.” Added “Identify.”
b) Use a variety of prewriting strategies.	5.8a
c) Organize information to convey a central idea.	5.8b Added “to convey a central idea.”
d) Write a clear topic sentence focusing on the main idea.	New content.

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e) Write multiparagraph compositions.	New content.
f) Use precise and descriptive vocabulary to create tone and voice.	5.8d
g) Vary sentence structure by using transition words.	5.8e Added “by using transition words.”
h) Revise for clarity of content using specific vocabulary and information.	5.8f Added “of content using specific vocabulary and information.”
i) Include supporting details that elaborate the main idea.	New content.

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5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.	5.9 Added “and paragraphing.”
a) Use plural possessives.	5.9a
b) Use adjective and adverb comparisons.	5.9b
c) Identify and use interjections.	5.9c
d) Use apostrophes in contractions and possessives.	5.9d
e) Use quotation marks with dialogue.	5.9e

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f) Use commas to indicate interrupters.	5.9f Removed “and in the salutation and closing of a letter.”
g) Use a hyphen to divide words at the end of a line.	5.9g
h) Edit for fragments and run-on sentences.	5.9h Removed “clausal” and “excessive coordination.”
i) Eliminate double negatives.	New content.
j) Use correct spelling of commonly used words.	New content.
k) Identify and use conjunctions.	New content.

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<b>New Strand: Research</b>	
5.9 The student will find, evaluate, and select appropriate resources for a research product.	New content.
a) Construct questions about a topic.	New content.
b) Collect information from multiple resources including online, print, and media.	New content.
c) Use technology as a tool to research, organize, evaluate, and communicate information.	5.8g Added “to research, organize, evaluate, and communicate information.”
d) Organize information presented on charts, maps, and graphs.	5.7b



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e) Develop notes that include important concepts, summaries, and identification of information sources.	5.7a
f) Give credit to sources used in research.	New content.
g) Define the meaning and consequences of plagiarism.	New content.