

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 5



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

DOMAIN: Reading Standards for Literature					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RL.KID.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Supporting	5.RL.KID.1.1.b	Determine the meaning of a text by using quotes from a story, drama, or poem		RL.5.1	GEN
Focus	5.RL.KID.1.2.b	Locate quotes that reflect explicit details in a story, drama, or poem		RL.5.1	SUP
	5.RL.KID.2	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.			
Focus	5.RL.KID.2.1.c	Infer a theme based on key details in the text of a story, drama, or poem		RL.5.2	GEN
Focus	5.RL.KID.2.2.b	Analyze the relationship between a character in a story and drama, and his/her response to challenges		RL.5.2	REL
Supporting	5.RL.KID.2.3.b	Determine the author's point of view about a topic in a poem		RL.5.2	MID
Focus	5.RL.KID.2.4.c	Create a summary of a story, drama, or poem		RL.5.2	MID
	5.RL.KID.3	3. 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).			
Focus	5.RL.KID.3.1.b	Compare and contrast two or more characters, settings, or events in a story by providing specific details	e.g., A specific detail could include how characters interact	RL.5.3	REL
Supporting	5.RL.KID.3.2.b	Compare and contrast two or more characters, settings, or events in a drama by providing specific details	e.g., A specific detail could include how characters interact	RL.5.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RL.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
Supporting	5.RL.CAS.4.1.a	Locate figurative language in a story, drama, or poem	e.g., Metaphors and similes	RL.5.4	MOW
Supporting	5.RL.CAS.4.2.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem	e.g., Metaphors and similes	RL.5.4	MOW
Focus	5.RL.CAS.4.3.b	Determine the meaning of words and phrases as they are used in the text of a story, drama, or poem		RL.5.4	MOW
	5.RL.CAS.5	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Focus	5.RL.CAS.5.1.b	Describe the overall structure of a story based on a series of chapters		RL.5.5	REL
Supporting	5.RL.CAS.5.2.b	Describe the overall structure of drama based on a series of scenes		RL.5.5	REL
Focus	5.RL.CAS.5.3.b	Describe the overall structure of a poem based on a series of stanzas		RL.5.5	REL
	5.RL.CAS.6	6. Describe how a narrator's or speaker's point of view influences how events are described.			
Focus	5.RL.CAS.6.1.b	Relate the narrator's point of view to his/her description of events in a story, drama or poem		RL.5.6	REL
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:

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	5.RL.IK1.7	7. 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).			
Supporting	5.RL.IK1.7.1.b	Analyze the contribution of visual and multimedia elements to the meaning of a text	Note: The type of text used might be a graphic novel or multimedia presentation of fiction, folktale, myth, poem.	RL.5.7	
Supporting	5.RL.IK1.7.2.b	Analyze the contribution of visual and multimedia elements to the tone of a text	Note: The type of text used might be a graphic novel or multimedia presentation of fiction, folktale, myth, poem.	RL.5.7	
Supporting	5.RL.IK1.7.3.b	Analyze the contribution of visual and multimedia elements to the beauty of a text	Note: The type of text used might be a graphic novel or multimedia presentation of fiction, folktale, myth, poem.	RL.5.7	
	5.RL.IK1.9	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
Focus	5.RL.IK1.9.1.b	Compare and contrast the treatment of similar themes in stories of the same genre	e.g., Mysteries and adventure stories	RL.5.9	REL
Supporting	5.RL.IK1.9.2.b	Compare and contrast the treatment of similar topics in stories of the same genre	e.g., Mysteries and adventure stories	RL.5.9	REL
DOMAIN: Reading Standards: Foundational Skills					
By the end of the year, read and comprehend text at the high end of the grades 4–5 text complexity band independently and proficiently.					
Status:	OCS Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RF.PWR.3	3. Know and apply grade-level phonics and word analysis skills in decoding words.			
Supporting	5.RF.PWR.3.1-1.c	Integrate knowledge of letter-sound correspondences, syllabication patterns, and morphology to comprehend unfamiliar multisyllabic words in the context of a text	e.g., Morphology includes roots and affixes	RF.5.3a	MOW
Supporting	5.RF.PWR.3.1-2.c	Integrate knowledge of letter-sound correspondences, syllabication patterns, and morphology to comprehend unfamiliar multisyllabic words outside of the context of a text	e.g., Morphology includes roots and affixes	RF.5.3a	
Status:	OCS Code:	Strand: <i>Fluency (FLU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RF.FLU.4	4. Read with sufficient accuracy and fluency to support comprehension.			
Supporting	5.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding		RF.5.4a	MID
Supporting	5.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings		RF.5.4b	
Supporting	5.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings		RF.5.4b	
Supporting	5.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings		RF.5.4b	
Supporting	5.RF.FLU.4.3-1.b	Use context to determine the meaning of words in a text		RF.5.4c	MOW
Supporting	5.RF.FLU.4.3-2.b	Use context to self-correct words by rereading words that were misread		RF.5.4c	
Supporting	5.RF.FLU.4.3-3.b	Use context to recognize words in a text		RF.5.4c	
Supporting	5.RF.FLU.4.3-4.b	Use context to self-correct words by rereading words that were not recognized		RF.5.4c	
DOMAIN: Reading Standards for Informational Text					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RI.KID.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Focus	5.RI.KID.1.1.b	Determine the meaning of a text by accurately using quotes from a multiparagraph informational text		RI.5.1	GEN
Focus	5.RI.KID.1.2.b	Locate quotes that reflect explicit details in a multiparagraph informational text		RI.5.1	SUP

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	5.RI.KID.2	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
Supporting	5.RI.KID.2.1.b	Develop two or more main ideas in a multiparagraph informational text that are supported by key details		RI.5.2	MID
Supporting	5.RI.KID.2.2.b	Locate key details that support two or more main ideas of a multiparagraph informational text		RI.5.2	MID
Supporting	5.RI.KID.2.3.c	Create a summary of an informational text		RI.5.2	MID
	5.RI.KID.3	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.			
Supporting	5.RI.KID.3.1.b	Analyze the interactions between two or more individuals, events, or concepts in a historical text by using specific information from the text		RI.5.3	REL
Supporting	5.RI.KID.3.2.b	Analyze the interactions between two or more individuals, events, or concepts in a scientific text by using specific information from the text		RI.5.3	REL
Supporting	5.RI.KID.3.3.b	Analyze the interactions between two or more individuals, events, or concepts in a technical text by using specific information from the text		RI.5.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RI.CAS.4	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			
Supporting	5.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text	e.g., Relevant to a grade-level topic in different subject domains (e.g. science, social studies)	RI.5.4	
Focus	5.RI.CAS.4.1-2.b	Determine the meaning of domain specific words and phrases from an informational text		RI.5.4	
	5.RI.CAS.5	5. 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.			
Supporting	5.RI.CAS.5.1.b	Compare and contrast the structure of the events that occur in two or more informational texts	e.g., Chronology, comparison, cause/effect, problem/solution	RI.5.5	REL
Focus	5.RI.CAS.5.2.b	Compare and contrast the structure of ideas and concepts as presented in two or more informational texts	e.g., Chronology, comparison, cause/effect, problem/solution	RI.5.5	REL
Supporting	5.RI.CAS.5.3.b	Compare and contrast the structure of information as presented in two or more informational texts	e.g., Chronology, comparison, cause/effect, problem/solution	RI.5.5	REL
	5.RI.CAS.6	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Focus	5.RI.CAS.6.1.b	Determine an author's point of view of an event or topic in an informational text		RI.5.6	MID
Supporting	5.RI.CAS.6.2.b	Compare and contrast two or more authors' points of view of the same event or topic in informational texts		RI.5.6	REL
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.RI.IKI.7	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.			
Supporting	5.RI.IKI.7.1.b	Determine answers to questions using information from multiple print or digital informational texts	e.g., Graphic novel, multimedia presentation of fiction, folktale, myth, poem	RI.5.7	
Supporting	5.RI.IKI.7.2.b	Locate information from multiple print or digital informational texts to solve a problem	e.g., Graphic novel, multimedia presentation of fiction, folktale, myth, poem	RI.5.7	
	5.RI.IKI.8	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).			
Supporting	5.RI.IKI.8.1.b	Cite specific reasons and evidence that support particular points in an informational text		RI.5.8	GEN
Focus	5.RI.IKI.8.2.b	Analyze how an author uses reasons and evidence to support particular points in an informational text		RI.5.8	MID
	5.RI.IKI.9	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

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Supporting	5.RI.IKI.9.1.c	Integrate information from several informational texts on the same topic in order to write or speak about its meaning		RI.5.9	
DOMAIN: Writing Standards					
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 tasks, purposes, and audiences.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.W.TTP.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Supporting	5.W.TTP.1.1-1.c	Introduce a topic or text clearly when writing an opinion piece		W5.1a	OUC
Supporting	5.W.TTP.1.1-2.c	State an opinion when writing an opinion piece		W5.1a	TOD
Focus	5.W.TTP.1.1-3.c	Create an organizational structure in which ideas are logically grouped to support the purpose when writing an opinion piece	e.g., Logically organized paragraphs that put related ideas together	W5.1a	OUC
Supporting	5.W.TTP.1.2.c	Support logically ordered reasons with facts and details when writing an opinion piece		W5.1b	OUC
Supporting	5.W.TTP.1.3.c	Link opinion and reasons using words, phrases, and clauses when writing an opinion piece	e.g., Consequently, specifically	W5.1c	WCH
Supporting	5.W.TTP.1.4.c	Write a concluding statement or section related to the opinion presented when writing an opinion piece		W5.1d	OUC
	5.W.TTP.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Supporting	5.W.TTP.2.1-1.c	Introduce a topic clearly by making a general observation and establishing a focus when writing an informative/explanatory text		W5.2a	OUC
Supporting	5.W.TTP.2.1-2.c	Group related information logically when writing an informative/explanatory text		W5.2a	OUC
Supporting	5.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	e.g., Formatting (headings), illustrations, and multimedia	W5.2a	
Focus	5.W.TTP.2.2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	e.g., Facts, definitions, and concrete details, and quotations	W5.2b	OUC
Supporting	5.W.TTP.2.3.c	Link ideas within and across categories of information using words, phrases, and clauses when writing an informative/explanatory text	e.g., In contrast, especially	W5.2c	WCH
Supporting	5.W.TTP.2.4.c	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		W5.2d	WCH
Supporting	5.W.TTP.2.5.c	Write a concluding statement or section related to the information presented when writing an informative/explanatory text		W5.2e	OUC
	5.W.TTP.3	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
Supporting	5.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative		W5.3a	TOD
Supporting	5.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally when writing a narrative		W5.3a	OUC
Supporting	5.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative		W5.3a	TOD
Supporting	5.W.TTP.3.2-1.c	Develop events when writing a narrative	e.g., Use narrative techniques, such as dialogue, description, and pacing	W5.3b	TOD
Supporting	5.W.TTP.3.2-2.c	Show the responses of characters to situations when writing a narrative		W5.3b	TOD
Supporting	5.W.TTP.3.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events when writing a narrative		W5.3c	WCH
Supporting	5.W.TTP.3.4.c	Use language to convey events precisely when writing a narrative	e.g., Concrete words and phrases and sensory details	W5.3d	WCH
Supporting	5.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative		W5.3e	OUC
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:

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	5.W.PDW.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 Writing Standards 1–3.)			
Supporting	5.W.PDW.4.1.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	Note: Grade-specific expectations for writing types are defined in the benchmarks on Text Type and Purposes.	W5.4	
	5.W.PDW.5	5. 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.)			
Supporting	5.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Note: With guidance and support from peers and adults. Grade-specific expectations for conventions are defined in the benchmarks on Language.	W5.5	
	5.W.PDW.6	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.			
Supporting	5.W.PDW.6.1.c	Use technology to produce and publish writing	Note: With some guidance and support from adults. Using the internet should be part of the technology.	W5.6	
Supporting	5.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing	Note: With some guidance and support from adults.	W5.6	
Supporting	5.W.PDW.6.3.c	Display sufficient command of keyboarding skills	Note: With some guidance and support from adults. Sufficient command of keyboarding skills is to type a minimum of two pages in a single sitting.	W5.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.W.RBK.7	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
Supporting	5.W.RBK.7.1.b	Find several sources of information that focus an inquiry during a short research project		W5.7	
Supporting	5.W.RBK.7.2.c	Use several sources of information to focus an inquiry during a short research project		W5.7	
	5.W.RBK.8	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.			
Focus	5.W.RBK.8.2.b	Gather relevant information from print and digital sources to include in a short research project		W5.8	
Supporting	5.W.RBK.8.3.b	Paraphrase information in notes and finished work for use in a short research project		W5.8	
Focus	5.W.RBK.8.4.b	Develop a list of sources for use in a short research project		W5.8	
	5.W.RBK.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Supporting	5.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	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].”	W5.9a	
Supporting	5.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	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].”	W5.9b	
DOMAIN: Speaking and Listening Standards					
By the end of the year, use oral language skills with appropriate complexity for grade 5.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.SL.CAC.1	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.			
Supporting	5.SL.CAC.1.1-1.b	Prepare for a group discussion by reading or studying required material		SL5.1a	
Supporting	5.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion		SL5.1a	
Supporting	5.SL.CAC.1.2-1.c	Follow agreed-upon rules for group discussions	e.g., Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. Note: This can be demonstrated in small and larger groups with student’s peers and adults.	SL5.1b	
Supporting	5.SL.CAC.1.2-2.c	Perform assigned roles in a group discussion		SL5.1b	

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Supporting	5.SL.CAC.1.3-1.c	Ask specific questions that contribute to a group discussion		SL5.1c	
Supporting	5.SL.CAC.1.3-2.c	Respond to specific questions that contribute to a group discussion		SL5.1c	
Supporting	5.SL.CAC.1.3-3.c	Engage in a conversation by elaborating on the remarks of others in a group discussion		SL5.1c	
Supporting	5.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion		SL5.1d	
Supporting	5.SL.CAC.1.4-2.c	Develop conclusions based on information provided during a group discussion		SL5.1d	
	5.SL.CAC.2	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
Supporting	5.SL.CAC.2.1.b	Summarize a written text presented orally		SL5.2	
Supporting	5.SL.CAC.2.2.b	Summarize information presented in diverse media and formats	e.g., Including visually, quantitatively, and orally	SL5.2	
	5.SL.CAC.3	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
Supporting	5.SL.CAC.3.1.b	Summarize the points presented orally by a speaker		SL5.3	
Supporting	5.SL.CAC.3.2.b	Cite reasons and evidence presented orally to support a point		SL5.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.SL.PKI.4	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.			
Supporting	5.SL.PKI.4.1.c	Sequence ideas logically when giving an oral presentation on a topic		SL5.4	
Supporting	5.SL.PKI.4.2.c	Cite appropriate facts and relevant details that support a main idea when giving an oral presentation		SL5.4	
Supporting	5.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation		SL5.4	
	5.SL.PKI.5	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
Supporting	5.SL.PKI.5.1.b	Develop main ideas or themes by including multimedia components in an oral presentation	e.g., Graphics, sounds	SL5.5	
Supporting	5.SL.PKI.5.2.b	Develop main ideas or themes by including visual displays in an oral presentation		SL5.5	
	5.SL.PKI.6	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.)			
Supporting	5.SL.PKI.6.1.c	Adapt an oral presentation to a variety of contexts and tasks		SL5.6	
Supporting	5.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	Note: See grade 5 Language standards 1 and 3 for specific expectations.	SL5.6	
DOMAIN: Language Standards					
By the end of the year, use language with appropriate complexity for grade 5.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Supporting	5.L.CSE.1.1-1.a	Define the general function of conjunctions, prepositions, and interjections		L5.1a	
Focus	5.L.CSE.1.1-2.c	Use conjunctions, prepositions, and interjections appropriately when writing or speaking		L5.1a	
Supporting	5.L.CSE.1.2-1.b	Construct the perfect verb tenses	e.g., I had walked; I have walked; I will have walked	L5.1b	SSF
Supporting	5.L.CSE.1.2-2.c	Use the perfect verb tenses when writing or speaking	e.g., I had walked; I have walked; I will have walked	L5.1b	SSF
Supporting	5.L.CSE.1.3.c	Use verb tense to convey various times, sequences, states, and conditions when writing or speaking		L5.1c	SSF
Focus	5.L.CSE.1.4.b	Edit writing with inappropriate shifts in verb tense		L5.1d	SSF
Supporting	5.L.CSE.1.5.c	Use correlative conjunctions when writing or speaking	e.g., Either/or, neither/nor	L5.1e	SSF

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	5.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Supporting	5.L.CSE.2.1.c	Use punctuation to separate items in a series when writing		L5.2a	COP
Supporting	5.L.CSE.2.2.c	Use a comma to separate an introductory element from the remainder of the sentence when writing		L5.2b	COP
Focus	5.L.CSE.2.3.c	Use a comma to set off parenthetical expressions when writing	e.g., Yes, thank you; It's true, isn't it? Is that you, Steve?	L5.2c	COP
Supporting	5.L.CSE.2.4.b	Use underlining, quotation marks, or italics to indicate titles of works when writing		L5.2d	
Supporting	5.L.CSE.2.5.b	Spell grade-appropriate words correctly when writing	Note: Consult references as needed.	L5.2e	
Status:	OCS Code:	Strand: <i>Knowledge of Language (KOL)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.L.KOL.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Supporting	5.L.KOL.3.1-1.c	Revise sentences for meaning when writing or speaking	e.g., Expand, combine, and reduce sentences	L5.3a	WCH
Supporting	5.L.KOL.3.1-2.c	Revise sentences for reader/listener interest when writing or speaking	e.g., Expand, combine, and reduce sentences	L5.3a	WCH
Supporting	5.L.KOL.3.1-3.c	Revise sentences for style when writing or speaking	e.g., Expand, combine, and reduce sentences	L5.3a	WCH
Supporting	5.L.KOL.3.2.b	Compare and contrast the varieties of English used in stories, dramas, or poems	e.g., Dialects, registers	L5.3b	WCH
Status:	OCS Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	5.L.VAU.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
Focus	5.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues	e.g., Cause/effect relationships and comparisons in text	L5.4a	MOW
Focus	5.L.VAU.4.2.b	Determine the meaning of a word by using Greek and Latin affixes and roots as clues	e.g., Photograph, photosynthesis	L5.4b	
Supporting	5.L.VAU.4.3-1.a	Find the pronunciation of key words and phrases by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L5.4c	
Focus	5.L.VAU.4.3-2.a	Clarify the precise meaning of key words and phrases by consulting reference materials	e.g., Dictionaries, glossaries, thesauruses, both print and digital	L5.4c	
	5.L.VAU.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Supporting	5.L.VAU.5.1.b	Interpret figurative language in context	Note: Including similes and metaphors.	L5.5a	MOW
Supporting	5.L.VAU.5.2.b	Explain the meaning of common idioms, adages, and proverbs	e.g., "Cost an arm and a leg" or "bite off more than you can chew"	L5.5b	
Supporting	5.L.VAU.5.3.b	Relate particular words to one another in order to better understand each of the words	e.g., Synonyms, antonyms, homographs	L5.5c	
	5.L.VAU.6	6. 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).			
Supporting	5.L.VAU.6.1.c	Use general academic words and phrases accurately		L5.6	WCH
Supporting	5.L.VAU.6.2.c	Use domain-specific words and phrases accurately	e.g., However, although, nevertheless, similarly, moreover, in addition. Note: Including those that signal contrast, addition, and other logical relationships.	L5.6	WCH