

**BENCHMARK COMPLEXITY REPORT
ENGLISH LANGUAGE ARTS GRADE 5**

Key: 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).
Benchmark = The wording of the benchmark.
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.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
				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	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
				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.2.4.c	Create a summary of a story, drama, or poem	RL.5.2	MID
				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				
				5.RL.KID.2.3.b	Determine the author's point of view about a topic in a poem	RL.5.2	MID				
				5.RL.KID.3.1.b	Compare and contrast two or more characters, settings, or events in a story by providing specific details	RL.5.3	REL				
				5.RL.KID.3.2.b	Compare and contrast two or more characters, settings, or events in a drama by providing specific details	RL.5.3	REL				
Craft and Structure											
				5.RL.CAS.4.1.a	Locate figurative language in a story, drama, or poem	RL.5.4	MOW				
				5.RL.CAS.4.2.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem	RL.5.4	MOW				
				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.5.1.b	Describe the overall structure of a story based on a series of chapters	RL.5.5	REL				
				5.RL.CAS.5.2.b	Describe the overall structure of drama based on a series of scenes	RL.5.5	REL				
				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.6.1.b	Relate the narrator's point of view to his/her description of events in a story, drama or poem	RL.5.6	REL				
Integration of Knowledge and Ideas											
				5.RL.IKI.7.1.b	Analyze the contribution of visual and multimedia elements to the meaning of a text	RL.5.7					
				5.RL.IKI.7.2.b	Analyze the contribution of visual and multimedia elements to the tone of a text	RL.5.7					
				5.RL.IKI.7.3.b	Analyze the contribution of visual and multimedia elements to the beauty of a text	RL.5.7					
				5.RL.IKI.9.1.b	Compare and contrast the treatment of similar themes in stories of the same genre	RL.5.9	REL				
				5.RL.IKI.9.2.b	Compare and contrast the treatment of similar topics in stories of the same genre	RL.5.9	REL				
DOMAIN: Reading Standards: Foundational Skills											
Phonics and Word Recognition											
								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	RF.5.3a	MOW



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								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	RF.5.3a	
Fluency											
				5.RF.FLU.4.3-1.b	Use context to determine the meaning of words in a text	RF.5.4c	MOW	5.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding	RF.5.4a	MID
				5.RF.FLU.4.3-2.b	Use context to self-correct words by rereading words that were misread	RF.5.4c		5.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings	RF.5.4b	
				5.RF.FLU.4.3-3.b	Use context to recognize words in a text	RF.5.4c		5.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings	RF.5.4b	
				5.RF.FLU.4.3-4.b	Use context to self-correct words by rereading words that were not recognized	RF.5.4c		5.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings	RF.5.4b	
DOMAIN: Reading Standards for Informational Text											
Key Ideas and Details											
				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	5.RI.KID.2.3.c	Create a summary of an informational text	RI.5.2	MID
				5.RI.KID.1.2.b	Locate quotes that reflect explicit details in a multiparagraph informational text	RI.5.1	SUP				
				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				
				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				
				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				
				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				
				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				
Craft and Structure											
				5.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text	RI.5.4					
				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.5.1.b	Compare and contrast the structure of the events that occur in two or more informational texts	RI.5.5	REL				
				5.RI.CAS.5.2.b	Compare and contrast the structure of ideas and concepts as presented in two or more informational texts	RI.5.5	REL				
				5.RI.CAS.5.3.b	Compare and contrast the structure of information as presented in two or more informational texts	RI.5.5	REL				
				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				
				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				
Integration of Knowledge and Ideas											



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				5.RI.IK1.7.1.b	Determine answers to questions using information from multiple print or digital informational texts	RI.5.7		5.RI.IK1.9.1.c	Integrate information from several informational texts on the same topic in order to write or speak about its meaning	RI.5.9	
				5.RI.IK1.7.2.b	Locate information from multiple print or digital informational texts to solve a problem	RI.5.7					
				5.RI.IK1.8.1.b	Cite specific reasons and evidence that support particular points in an informational text	RI.5.8	GEN				
				5.RI.IK1.8.2.b	Analyze how an author uses reasons and evidence to support particular points in an informational text	RI.5.8	MID				
DOMAIN: Writing Standards											
Text Types and Purposes											
								5.W.TTP.1.1-1.c	Introduce a topic or text clearly when writing an opinion piece	W5.1a	OUC
								5.W.TTP.1.1-2.c	State an opinion when writing an opinion piece	W5.1a	TOD
								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	W5.1a	OUC
								5.W.TTP.1.2.c	Support logically ordered reasons with facts and details when writing an opinion piece	W5.1b	OUC
								5.W.TTP.1.3.c	Link opinion and reasons using words, phrases, and clauses when writing an opinion piece	W5.1c	WCH
								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.2.1-1.c	Introduce a topic clearly by making a general observation and establishing a focus when writing an informative/explanatory text	W5.2a	OUC
								5.W.TTP.2.1-2.c	Group related information logically when writing an informative/explanatory text	W5.2a	OUC
								5.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text	W5.2a	
								5.W.TTP.2.2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text	W5.2b	OUC
								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	W5.2c	WCH
								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
								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.3.1-1.c	Introduce a narrator and/or characters when writing a narrative	W5.3a	TOD
								5.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally when writing a narrative	W5.3a	OUC
								5.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative	W5.3a	TOD
								5.W.TTP.3.2-1.c	Develop events when writing a narrative	W5.3b	TOD



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								5.W.TTP.3.2-2.c	Show the responses of characters to situations when writing a narrative	W5.3b	TOD
								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
								5.W.TTP.3.4.c	Use language to convey events precisely when writing a narrative	W5.3d	WCH
								5.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative	W5.3e	OUC
Production and Distribution of Writing											
								5.W.PDW.4.1.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	W5.4	
								5.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5.5	
								5.W.PDW.6.1.c	Use technology to produce and publish writing	W5.6	
								5.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing	W5.6	
								5.W.PDW.6.3.c	Display sufficient command of keyboarding skills	W5.6	
Research to Build and Present Knowledge											
				5.W.RBK.7.1.b	Find several sources of information that focus an inquiry during a short research project	W5.7		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.8.2.b	Gather relevant information from print and digital sources to include in a short research project	W5.8					
				5.W.RBK.8.3.b	Paraphrase information in notes and finished work for use in a short research project	W5.8					
				5.W.RBK.8.4.b	Develop a list of sources for use in a short research project	W5.8					
				5.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project	W5.9a					
				5.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project	W5.9b					
DOMAIN: Speaking and Listening Standards											
Comprehension and Collaboration											
				5.SL.CAC.1.1-1.b	Prepare for a group discussion by reading or studying required material	SL5.1a		5.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion	SL5.1a	
				5.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion	SL5.1d		5.SL.CAC.1.2-1.c	Follow agreed-upon rules for group discussions	SL5.1b	
				5.SL.CAC.2.1.b	Summarize a written text presented orally	SL5.2		5.SL.CAC.1.2-2.c	Perform assigned roles in a group discussion	SL5.1b	
				5.SL.CAC.2.2.b	Summarize information presented in diverse media and formats	SL5.2		5.SL.CAC.1.3-1.c	Ask specific questions that contribute to a group discussion	SL5.1c	
				5.SL.CAC.3.1.b	Summarize the points presented orally by a speaker	SL5.3		5.SL.CAC.1.3-2.c	Respond to specific questions that contribute to a group discussion	SL5.1c	
				5.SL.CAC.3.2.b	Cite reasons and evidence presented orally to support a point	SL5.3		5.SL.CAC.1.3-3.c	Engage in a conversation by elaborating on the remarks of others in a group discussion	SL5.1c	
								5.SL.CAC.1.4-2.c	Develop conclusions based on information provided during a group discussion	SL5.1d	
Presentation of Knowledge and Ideas											
				5.SL.PKI.5.1.b	Develop main ideas or themes by including multimedia components in an oral presentation	SL5.5		5.SL.PKI.4.1.c	Sequence ideas logically when giving an oral presentation on a topic	SL5.4	



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				5.SL.PKI.5.2.b	Develop main ideas or themes by including visual displays in an oral presentation	SL5.5		5.SL.PKI.4.2.c	Cite appropriate facts and relevant details that support a main idea when giving an oral presentation	SL5.4	
								5.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation	SL5.4	
								5.SL.PKI.6.1.c	Adapt an oral presentation to a variety of contexts and tasks	SL5.6	
								5.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation	SL5.6	
DOMAIN: Language Standards											
Conventions of Standard English											
5.L.CSE.1.1-1.a	Define the general function of conjunctions, prepositions, and interjections	L5.1a		5.L.CSE.1.2-1.b	Construct the perfect verb tenses	L5.1b	SSF	5.L.CSE.1.1-2.c	Use conjunctions, prepositions, and interjections appropriately when writing or speaking	L5.1a	
				5.L.CSE.1.4.b	Edit writing with inappropriate shifts in verb tense	L5.1d	SSF	5.L.CSE.1.2-2.c	Use the perfect verb tenses when writing or speaking	L5.1b	SSF
				5.L.CSE.2.4.b	Use underlining, quotation marks, or italics to indicate titles of works when writing	L5.2d		5.L.CSE.1.3.c	Use verb tense to convey various times, sequences, states, and conditions when writing or speaking	L5.1c	SSF
				5.L.CSE.2.5.b	Spell grade-appropriate words correctly when writing	L5.2e		5.L.CSE.1.5.c	Use correlative conjunctions when writing or speaking	L5.1e	SSF
								5.L.CSE.2.1.c	Use punctuation to separate items in a series when writing	L5.2a	COP
								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
								5.L.CSE.2.3.c	Use a comma to set off parenthetical expressions when writing	L5.2c	COP
Knowledge of Language											
				5.L.KOL.3.2.b	Compare and contrast the varieties of English used in stories, dramas, or poems	L5.3b	WCH	5.L.KOL.3.1-1.c	Revise sentences for meaning when writing or speaking	L5.3a	WCH
								5.L.KOL.3.1-2.c	Revise sentences for reader/listener interest when writing or speaking	L5.3a	WCH
								5.L.KOL.3.1-3.c	Revise sentences for style when writing or speaking	L5.3a	WCH
Vocabulary Acquisition and Use											
5.L.VAU.4.3-1.a	Find the pronunciation of key words and phrases by consulting reference materials	L5.4c		5.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues	L5.4a	MOW	5.L.VAU.6.1.c	Use general academic words and phrases accurately	L5.6	WCH
5.L.VAU.4.3-2.a	Clarify the precise meaning of key words and phrases by consulting reference materials	L5.4c		5.L.VAU.4.2.b	Determine the meaning of a word by using Greek and Latin affixes and roots as clues	L5.4b		5.L.VAU.6.2.c	Use domain-specific words and phrases accurately	L5.6	WCH
				5.L.VAU.5.1.b	Interpret figurative language in context	L5.5a	MOW				
				5.L.VAU.5.2.b	Explain the meaning of common idioms, adages, and proverbs	L5.5b					
				5.L.VAU.5.3.b	Relate particular words to one another in order to better understand each of the words	L5.5c					