

**BENCHMARK SEQUENCE REPORT**  
**ENGLISH LANGUAGE ARTS GRADE 5 BY TRIMESTER**



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
<b>DOMAIN: Reading Standards for Literature</b>							
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.							
<i>Strand: Key Ideas and Details (KID)</i>							
5.RL.KID.1 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.							
						5.RL.KID.1.1.b	Determine the meaning of a text by using quotes from a story, drama, or poem
						5.RL.KID.1.2.b	Locate quotes that reflect explicit details in a story, drama, or poem
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.							
						5.RL.KID.2.1.c	Infer a theme based on key details in the text of a story, drama, or poem
						5.RL.KID.2.2.b	Analyze the relationship between a character in a story and drama, and his/her response to challenges
						5.RL.KID.2.3.b	Determine the author's point of view about a topic in a poem
						5.RL.KID.2.4.c	Create a summary of a story, drama, or poem
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).							
						5.RL.KID.3.1.b	Compare and contrast two or more characters, settings, or events in a story by providing specific details
						5.RL.KID.3.2.b	Compare and contrast two or more characters, settings, or events in a drama by providing specific details
<i>Strand: Craft and Structure (CAS)</i>							
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.							
						5.RL.CAS.4.1.a	Locate figurative language in a story, drama, or poem
						5.RL.CAS.4.2.b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem
						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
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.							
						5.RL.CAS.5.1.b	Describe the overall structure of a story based on a series of chapters
						5.RL.CAS.5.2.b	Describe the overall structure of drama based on a series of scenes
						5.RL.CAS.5.3.b	Describe the overall structure of a poem based on a series of stanzas
5.RL.CAS.6 6. Describe how a narrator's or speaker's point of view influences how events are described.							
						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
<i>Strand: Integration of Knowledge and Ideas (IKI)</i>							
5.RL.IKI.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).							
						5.RL.IKI.7.1.b	Analyze the contribution of visual and multimedia elements to the meaning of a text
						5.RL.IKI.7.2.b	Analyze the contribution of visual and multimedia elements to the tone of a text
						5.RL.IKI.7.3.b	Analyze the contribution of visual and multimedia elements to the beauty of a text
5.RL.IKI.9 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.							
						5.RL.IKI.9.1.b	Compare and contrast the treatment of similar themes in stories of the same genre
						5.RL.IKI.9.2.b	Compare and contrast the treatment of similar topics in stories of the same genre



<b>DOMAIN: Reading Standards: Foundational Skills</b>						
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.						
<b>Strand: Phonics and Word Recognition (PWR)</b>						
<b>5.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>						
					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
					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
<b>Strand: Fluency (FLU)</b>						
<b>5.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.</b>						
					5.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding
					5.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings
					5.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings
					5.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings
					5.RF.FLU.4.3-1.b	Use context to determine the meaning of words in a text
					5.RF.FLU.4.3-2.b	Use context to self-correct words by rereading words that were misread
					5.RF.FLU.4.3-3.b	Use context to recognize words in a text
					5.RF.FLU.4.3-4.b	Use context to self-correct words by rereading words that were not recognized
<b>DOMAIN: Reading Standards for Informational Text</b>						
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>Strand: Key Ideas and Details (KID)</b>						
<b>5.RI.KID.1 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>						
					5.RI.KID.1.1.b	Determine the meaning of a text by accurately using quotes from a multiparagraph informational text
					5.RI.KID.1.2.b	Locate quotes that reflect explicit details in a multiparagraph informational text
<b>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.</b>						
					5.RI.KID.2.1.b	Develop two or more main ideas in a multiparagraph informational text that are supported by key details
					5.RI.KID.2.2.b	Locate key details that support two or more main ideas of a multiparagraph informational text
					5.RI.KID.2.3.c	Create a summary of an informational text
<b>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.</b>						
					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
					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
					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
<b>Strand: Craft and Structure (CAS)</b>						
<b>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.</b>						
					5.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text



						5.RI.CAS.4.1-2.b	Determine the meaning of domain specific words and phrases from an informational text
<b>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.</b>							
						5.RI.CAS.5.1.b	Compare and contrast the structure of the events that occur in two or more informational texts
						5.RI.CAS.5.2.b	Compare and contrast the structure of ideas and concepts as presented in two or more informational texts
						5.RI.CAS.5.3.b	Compare and contrast the structure of information as presented in two or more informational texts
<b>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.</b>							
						5.RI.CAS.6.1.b	Determine an author's point of view of an event or topic in an informational text
						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
<b>Strand: Integration of Knowledge and Ideas (IKI)</b>							
<b>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.</b>							
						5.RI.IKI.7.1.b	Determine answers to questions using information from multiple print or digital informational texts
						5.RI.IKI.7.2.b	Locate information from multiple print or digital informational texts to solve a problem
<b>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).</b>							
						5.RI.IKI.8.1.b	Cite specific reasons and evidence that support particular points in an informational text
						5.RI.IKI.8.2.b	Analyze how an author uses reasons and evidence to support particular points in an informational text
<b>5.RI.IKI.9 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b>							
						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
<b>DOMAIN: Writing Standards</b>							
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.							
<b>Strand: Text Types and Purposes (TTP)</b>							
<b>5.W.TTP.1 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>							
						5.W.TTP.1.1-1.c	Introduce a topic or text clearly when writing an opinion piece
						5.W.TTP.1.1-2.c	State an opinion when writing an opinion piece
						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
						5.W.TTP.1.2.c	Support logically ordered reasons with facts and details when writing an opinion piece
						5.W.TTP.1.3.c	Link opinion and reasons using words, phrases, and clauses when writing an opinion piece
						5.W.TTP.1.4.c	Write a concluding statement or section related to the opinion presented when writing an opinion piece
<b>5.W.TTP.2 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>							
						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
						5.W.TTP.2.1-2.c	Group related information logically when writing an informative/explanatory text
						5.W.TTP.2.1-3.c	Use a variety of methods to aid comprehension when writing an informative/explanatory text
						5.W.TTP.2.2.c	Develop a topic with relevant information and examples when writing an informative/explanatory text



					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
					5.W.TTP.2.4.c	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text
					5.W.TTP.2.5.c	Write a concluding statement or section related to the information presented when writing an informative/explanatory text
<b>5.W.TTP.3 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>						
					5.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative
					5.W.TTP.3.1-2.c	Organize an event sequence that unfolds naturally when writing a narrative
					5.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative
					5.W.TTP.3.2-1.c	Develop events when writing a narrative
					5.W.TTP.3.2-2.c	Show the responses of characters to situations when writing a narrative
					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
					5.W.TTP.3.4.c	Use language to convey events precisely when writing a narrative
					5.W.TTP.3.5.c	Write a conclusion that follows from the narrated events when writing a narrative
<b>Strand: Production and Distribution of Writing (PDW)</b>						
<b>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.)</b>						
					5.W.PDW.4.1.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
<b>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.)</b>						
					5.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
<b>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.</b>						
					5.W.PDW.6.1.c	Use technology to produce and publish writing
					5.W.PDW.6.2.c	Use technology to collaborate with others when producing and publishing writing
					5.W.PDW.6.3.c	Display sufficient command of keyboarding skills
<b>Strand: Research to Build and Present Knowledge (RBK)</b>						
<b>5.W.RBK.7 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</b>						
					5.W.RBK.7.1.b	Find several sources of information that focus an inquiry during a short research project
					5.W.RBK.7.2.c	Use several sources of information to focus an inquiry during a short research project
<b>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.</b>						
					5.W.RBK.8.2.b	Gather relevant information from print and digital sources to include in a short research project
					5.W.RBK.8.3.b	Paraphrase information in notes and finished work for use in a short research project
					5.W.RBK.8.4.b	Develop a list of sources for use in a short research project
<b>5.W.RBK.9 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>						
					5.W.RBK.9.1.b	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project
					5.W.RBK.9.2.b	Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project
<b>DOMAIN: Speaking and Listening Standards</b>						
By the end of the year, use oral language skills with appropriate complexity for grade 5.						
<b>Strand: Comprehension and Collaboration (CAC)</b>						
<b>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.</b>						



					5.SL.CAC.1.1-1.b	Prepare for a group discussion by reading or studying required material
					5.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion
					5.SL.CAC.1.2-1.c	Follow agreed-upon rules for group discussions
					5.SL.CAC.1.2-2.c	Perform assigned roles in a group discussion
					5.SL.CAC.1.3-1.c	Ask specific questions that contribute to a group discussion
					5.SL.CAC.1.3-2.c	Respond to specific questions that contribute to a group discussion
					5.SL.CAC.1.3-3.c	Engage in a conversation by elaborating on the remarks of others in a group discussion
					5.SL.CAC.1.4-1.b	Summarize the key ideas expressed in a group discussion
					5.SL.CAC.1.4-2.c	Develop conclusions based on information provided during a group discussion
<b>5.SL.CAC.2 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>						
					5.SL.CAC.2.1.b	Summarize a written text presented orally
					5.SL.CAC.2.2.b	Summarize information presented in diverse media and formats
<b>5.SL.CAC.3 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>						
					5.SL.CAC.3.1.b	Summarize the points presented orally by a speaker
					5.SL.CAC.3.2.b	Cite reasons and evidence presented orally to support a point
<b>Strand: Presentation of Knowledge and Ideas (PKI)</b>						
<b>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.</b>						
					5.SL.PKI.4.1.c	Sequence ideas logically when giving an oral presentation on a topic
					5.SL.PKI.4.2.c	Cite appropriate facts and relevant details that support a main idea when giving an oral presentation
					5.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation
<b>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.</b>						
					5.SL.PKI.5.1.b	Develop main ideas or themes by Including multimedia components in an oral presentation
					5.SL.PKI.5.2.b	Develop main ideas or themes by including visual displays in an oral presentation
<b>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.)</b>						
					5.SL.PKI.6.1.c	Adapt an oral presentation to a variety of contexts and tasks
					5.SL.PKI.6.2.c	Use formal English in an oral presentation when it is appropriate to the task and situation
<b>DOMAIN: Language Standards</b>						
By the end of the year, use language with appropriate complexity for grade 5.						
<b>Strand: Conventions of Standard English (CSE)</b>						
<b>5.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>						
					5.L.CSE.1.1-1.a	Define the general function of conjunctions, prepositions, and interjections
					5.L.CSE.1.1-2.c	Use conjunctions, prepositions, and interjections appropriately when writing or speaking
					5.L.CSE.1.2-1.b	Construct the perfect verb tenses
					5.L.CSE.1.2-2.c	Use the perfect verb tenses when writing or speaking
					5.L.CSE.1.3.c	Use verb tense to convey various times, sequences, states, and conditions when writing or speaking
					5.L.CSE.1.4.b	Edit writing with inappropriate shifts in verb tense
					5.L.CSE.1.5.c	Use correlative conjunctions when writing or speaking
<b>5.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>						
					5.L.CSE.2.1.c	Use punctuation to separate items in a series when writing
					5.L.CSE.2.2.c	Use a comma to separate an introductory element from the remainder of the sentence when writing
					5.L.CSE.2.3.c	Use a comma to set off parenthetical expressions when writing



						5.L.CSE.2.4.b	Use underlining, quotation marks, or italics to indicate titles of works when writing
						5.L.CSE.2.5.b	Spell grade-appropriate words correctly when writing
<b>Strand: Knowledge of Language (KOL)</b>							
<b>5.L.KOL.3 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>							
						5.L.KOL.3.1-1.c	Revise sentences for meaning when writing or speaking
						5.L.KOL.3.1-2.c	Revise sentences for reader/listener interest when writing or speaking
						5.L.KOL.3.1-3.c	Revise sentences for style when writing or speaking
						5.L.KOL.3.2.b	Compare and contrast the varieties of English used in stories, dramas, or poems
<b>Strand: Vocabulary Acquisition and Use (VAU)</b>							
<b>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.</b>							
						5.L.VAU.4.1.b	Determine the meaning of a word or phrase by using context clues
						5.L.VAU.4.2.b	Determine the meaning of a word by using Greek and Latin affixes and roots as clues
						5.L.VAU.4.3-1.a	Find the pronunciation of key words and phrases by consulting reference materials
						5.L.VAU.4.3-2.a	Clarify the precise meaning of key words and phrases by consulting reference materials
<b>5.L.VAU.5 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>							
						5.L.VAU.5.1.b	Interpret figurative language in context
						5.L.VAU.5.2.b	Explain the meaning of common idioms, adages, and proverbs
						5.L.VAU.5.3.b	Relate particular words to one another in order to better understand each of the words
<b>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).</b>							
						5.L.VAU.6.1.c	Use general academic words and phrases accurately
						5.L.VAU.6.2.c	Use domain-specific words and phrases accurately