

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADE 5



DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority	
5RL1a	Determine the meaning of a text by using quotes from a story, drama, or poem		
5RL1b	Locate quotes that reflect explicit details in a story, drama, or poem		
5RL2	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.	Priority	
5RL2a	Infer a theme based on key details in the text of a story, drama, or poem		
5RL2b	Analyze the relationship between a character in a story and drama, and his/her response to challenges		
5RL2c	Determine the author's point of view about a topic in a story, drama, or poem		
5RL2d	Create a summary of a story, drama, or poem		
5RL3	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).	Supporting	
5RL3a	Compare and contrast two or more characters, settings, or events in a story by providing specific details		
5RL3b	Compare/contrast the choices, actions and behaviors of literary characters to Catholic Christian values. (G5: S2: C1)		
5RL3c	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Supporting	
5RL4a	Locate figurative language in a story, drama, or poem		
5RL4b	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem		
5RL4c	Determine the meaning of words and phrases as they are used in the text of a story, drama, or poem		
5RL4d	Use knowledge of Biblical vocabulary to find scripture references. (G5:S1:C4)		
5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Supporting	

5RL5a	Describe the overall structure of a story based on a series of chapters		
5RL5b	Describe the overall structure of drama based on a series of scenes		
5RL5c	Describe the overall structure of a poem based on a series of stanzas		
5RL6	Describe how a narrator's or speaker's point of view influences how events are described.	Priority	
5RL6a	Relate the narrator's point of view to his/her description of events in a story, drama or poem		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
5RL7	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	
5RL7a	Analyze the contribution of visual and multimedia elements to the meaning of a text		
5RL7b	Analyze the contribution of visual and multimedia elements to the tone of a text		
5RL7c	Compare/contrast the intended effect of an author's persuasive strategies with Catholic Christian beliefs and values. (G5:S3:C3)		
5RL8	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Supporting	
5RL8a	Compare and contrast the treatment of similar themes in stories of the same genre		
5RL8b	Compare and contrast the treatment of similar topics in stories of the same genre		
DOMAIN: Reading Standards: Foundational Skills			
Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Rating	Completed
5RFS1	Know and apply grade-level phonics and word analysis skills in decoding words.	Priority	
5RFS1a	Integrate knowledge of letter-sound correspondences, syllabication patterns, and morphology to comprehend unfamiliar multisyllabic words in the context of a text		
Code:	Strand: <i>Fluency (FLU)</i>	Rating	Completed
5RFS2	Read with sufficient accuracy and fluency to support comprehension.	Priority	
5RFS2a	Read on-level text fluently with purpose and understanding		
5RFS2b	Use context to determine the meaning of words in a text		
5RFS2c	Use context to self-correct words by rereading words that were misread		
5RFS2d	Use context to recognize words in a text		
5RFS2e	Use context to self-correct words by rereading words that were not recognized		
DOMAIN: Reading Standards for Informational Text			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
5RIT1	Quote accurately from a text when explaining what the text says	Priority	

	explicitly and when drawing inferences from the text.		
5RIT1a	Determine the meaning of a text by accurately using quotes from a multi paragraph informational text		
5RIT2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Priority	
5RIT2a	Develop two or more main ideas in a multi paragraph informational text that are supported by key details		
5RIT2b	Locate key details that support two or more main ideas of a multi paragraph informational text		
5RIT2c	Create a summary of an informational text		
5RIT3	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	
5RIT3a	Analyze the interactions between two or more individuals, events, or concepts in a historical text by using specific information from the text		
5RIT3b	Analyze the interactions between two or more individuals, events, or concepts in a scientific text by using specific information from the text		
5RIT3c	Analyze the interactions between two or more individuals, events, or concepts in a technical text by using specific information from the text		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
5RIT4	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	
5RIT4a	Determine the meaning of academic words and phrases from an informational text		
5RIT4b	Determine the meaning of domain specific words and phrases from an informational text		
5RIT5	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	
5RIT5a	Compare and contrast the structure of the events that occur in two or more informational texts		
5RIT5b	Compare and contrast the structure of ideas and concepts as presented in two or more informational texts		
5RIT6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Priority	
5RIT6a	Determine an author's point of view of an event or topic in an informational text		

5RIT6b	Compare and contrast two or more authors' points of view of the same event or topic in informational texts		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
5RIT7	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	
5RIT7a	Determine answers to questions using information from multiple print or digital informational texts		
5RIT7b	Locate information from multiple print or digital informational texts to solve a problem		
5RIT8	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	
5RIT8a	Cite specific reasons and evidence that support particular points in an informational text		
5RIT8b	Analyze how an author uses reasons and evidence to support particular points in an informational text		
5RIT9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Supporting	
5RIT9a	Integrate information from several informational texts on the same topic in order to write or speak about its meaning		
DOMAIN: Writing Standards			
Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Rating	Completed
5W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Priority	
5W1a	Introduce a topic or text clearly when writing an opinion piece		
5W1b	State an opinion when writing an opinion piece		
5W1c	Create an organizational structure in which ideas are logically grouped to support the purpose when writing an opinion piece		
5W1d	Support logically ordered reasons with facts and details when writing an opinion piece		
5W1e	Link opinion and reasons using words, phrases, and clauses when writing an opinion piece		
5W1f	Write a concluding statement or section related to the opinion presented when writing an opinion piece		
5W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Supporting	
5W2a	Introduce a topic clearly by making a general observation and establishing a focus when writing an informative/explanatory text		
5W2b	Group related information logically when writing an informative/explanatory text		

5W2c	Use a variety of methods to aid comprehension when writing an informative/explanatory text		
5W2d	Develop a topic with relevant information and examples when writing an informative/explanatory text		
5W2e	Link ideas within and across categories of information using words, phrases, and clauses when writing an informative/explanatory text		
5W2f	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		
5W2g	Write a concluding statement or section related to the information presented when writing an informative/explanatory text		
5W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Priority	
5W3a	Introduce a narrator and/or characters when writing a narrative		
5W3b	Determine an author's point of view of an event or topic in an informational text		
5W3c	Organize an event sequence that unfolds naturally when writing a narrative		
5W3d	Determine an author's point of view of an event or topic in an information text		
5W3e	Orient the reader by establishing a situation when writing a narrative		
5W3f	Develop events when writing a narrative		
5W3g	Show the responses of characters to situations when writing a narrative		
5W3h	Use a variety of transitional words, phrases, and clauses to manage the sequence of events when writing a narrative		
5W3i	Use language to convey events precisely when writing a narrative		
5W3j	Write a conclusion that follows from the narrated events when writing a narrative		
Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Rating	Completed
5W4	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	
5W4a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience		
5W4b	Can filter unimportant information from important information (G5:LS:S1:C1)		
5W4c	Restate and execute multi-step directions. (G5:LS:S1:C1)		
5W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	Priority	

	rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)		
5W5a	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		
5W6	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.	Priority	
5W6a	Use technology to produce and publish writing		
5W6b	Use technology to collaborate with others when producing and publishing writing		
Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Rating	Completed
5W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Priority	
5W7a	Find several sources of information that focus an inquiry during a short research project		
5W7b	Use several sources of information to focus an inquiry during a short research project		
5W8	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.	Supporting	
5W8a	Gather relevant information from print and digital sources to include in a short research project		
5W8b	Paraphrase information in notes and finished work for use in a short research project		
5W8c	Develop a list of sources for use in a short research project		
5W8d	Listen and respond to a variety of media. (G5:LS:S1:C1)		
5W8e	Cite references works cited, bibliography		
5W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Priority	
5W9a	Use Reading Standards for Literature to support analysis, reflection, and research for a short research project		
DOMAIN: Speaking and Listening Standards			
Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Rating	Completed
5L1	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.	Priority	
5L1a	Prepare for a group discussion by reading or studying required material		

5L1b	Use discussion preparation and other knowledge to articulate ideas during a group discussion		
5L1c	Follow agreed-upon rules for group discussions in a courteous manner		
5L1d	Perform assigned roles in a group discussion		
5L1e	Ask specific questions that contribute to a group discussion		
5L1f	Respond to specific questions that contribute to a group discussion		
5L1g	Engage in a conversation by elaborating on the remarks of others in a group discussion		
5L1h	Summarize the key ideas expressed in a group discussion		
5L1i	Develop conclusions based on information provided during a group discussion		
5Lj	Listen to shared ideas, opinions and information in a group setting. (G5:LS:S1:C1)		
5L1k	Listen and respond to oral directions. Restate and execute multi-step directions. (G5:LS:S2:C2)		
5L1l	Paraphrase information shared by others. (G5:LS:S2:C2)		
5L1m	Recite prayers, scriptural passages and literary works from memory. (G5:LS:S2:C2)		
5L1n	Restate and execute multi-step directions. (G5:LS:S2:C2)		
5L1o	Ask appropriate questions for clarification and understanding. (G5:LS:S2:C2)		
5L1p	Respond appropriately to the questions of others		
5L1q	Begin to use listening skills in problem solving		
5L1r	Can filter unimportant information from important information		
5L1s	Use descriptive, accurate language		
5L1t	Access , view and respond to visual forms		
5L1u	Interpret visual clues in cartoons, graphs, tables, and charts that enhance the comprehension of text		
5Lv	Plan and present a report, using two or more visual media		
5L2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Supporting	
5L2a	Summarize a written text presented orally		
5L3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Supporting	
5L3a	Summarize the points presented orally by a speaker		
5L3b	Cite reasons and evidence presented orally to support a point		
Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Rating	Completed

5L4	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.	Priority	
5L4a	Sequence ideas logically when giving an oral presentation on a topic		
5L4b	Cite appropriate facts and relevant details that support a main idea when giving an oral presentation		
5L4c	Speak clearly at an understandable pace when making an oral presentation		
5L4d	Use eye contact and appropriate gestures		
5L4e	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.		
5L4f	Present researched information relating facts, details, examples and descriptions that support a main idea.		
5L4g	Deliver an oral report in the content area that conveys information making use of appropriate speed, pitch, intonation, and phrasing		
5L5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Supporting	
5L5a	Develop main ideas or themes by Including multimedia components in an oral presentation		
5L5b	Develop main ideas or themes by including visual displays in an oral presentation		
5L6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and the situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Supporting	
5L6a	Adapt an oral presentation to a variety of contexts and tasks		
5L6b	Use formal English in an oral presentation when it is appropriate to the task and situation		
DOMAIN: Language Standards			
Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Rating	Completed
5LS1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Priority	
5L1a	Define the general function of conjunctions, prepositions, and interjections		
5L1b	Use conjunctions, prepositions, and interjections appropriately when writing or speaking		
5S1c	Construct the perfect verb tenses		
5L1d	Use the perfect verb tenses when writing or speaking		
5L1e	Use verb tense to convey various times, sequences, states, and conditions when writing or speaking		
5L1f	Edit writing with inappropriate shifts in verb tense		

5L1g	Use correlative conjunctions when writing or speaking		
5L1h	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it's/its)		
5L1i	Identify and correctly use appropriate tense (present, past, present participle) for verbs that are often misused (lie/lay, sit/set, rise/raise)		
5L1j	Use simple sentences and compound sentences in writing		
5L1k	Use a colon to separate hours and minutes and to introduce a list		
5L1L	Use transitions and conjunctions to connect ideas		
5Lm	Spell roots or bases of words, prefixes, suffixes, contractions and syllable constructions correctly.		
5L1n	Contractions (will not/won't, it is/it's, they would, they'd)		
5L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Supporting	
5L2a	Use semicolons and commas for transitions		
5L2b	Use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories and chapter books;		
5L2c	Use punctuation to separate items in a series when writing		
5L2d	Use a comma to separate an introductory element from the remainder of the sentence when writing		
5L2e	Use a comma to set off parenthetical expressions when writing		
5L2f	Use underlining, quotation marks, or italics to indicate titles of works when writing		
5L2g	Spell grade-appropriate words correctly when writing		
Code:	Strand: <i>Knowledge of Language (KOL)</i>	Rating	Completed
5L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Supporting	
5L3a	Revise sentences for meaning when writing or speaking		
5L3b	Revise sentences for reader/listener interest when writing or speaking		
5L3c	Revise sentences for style when writing or speaking		
Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Rating	Completed
5L4	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.	Priority	
5L4a	Determine the meaning of a word or phrase by using context clues		
5L4b	Determine the meaning of a word by using Greek and Latin affixes and roots as clues		

5L4c	Find the pronunciation of key words and phrases by consulting reference materials		
5L4d	Clarify the precise meaning of key words and phrases by consulting reference materials		
5L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Priority	
5L5a	Interpret figurative language in context		
5L5b	Explain the meaning of common idioms, adages, and proverbs		
5L5c	Relate particular words to one another in order to better understand each of the words		
5L6	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	
5L6a	Use general academic words and phrases accurately		
5L6b	Use domain-specific words and phrases accurately		