



English Language Arts (B.E.S.T.) Standards

GRADE: 5

Strand: FOUNDATIONAL SKILLS	
Standard 1: Learning and Applying Foundational Reading Skills	
BENCHMARK CODE	BENCHMARK
ELA.5.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>
	Related Access Point(s)
	<p>ELA.5.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns and morphology to read and form familiar single-syllable and multisyllabic words in context. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
	Related Access Point(s)
	<p>ELA.5.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>

Strand: READING

Standard 1: Reading Prose and Poetry	
BENCHMARK CODE	BENCHMARK
ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
	Related Access Point(s)
	ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text. <i>Date Adopted or Revised: 03/22</i>
ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text. <i>Clarifications:</i> <i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.
	Related Access Point(s)
	ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text. <i>Date Adopted or Revised: 03/22</i>
ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text. <i>Clarifications:</i> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."
	Related Access Point(s)
	ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text. <i>Date Adopted or Revised: 03/22</i>
ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem. <i>Clarifications:</i> <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.
	Related Access Point(s)
	ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem. <i>Date Adopted or Revised: 03/22</i>

Standard 2: Reading Informational Text	
BENCHMARK CODE	BENCHMARK
ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts. <i>Clarifications:</i> <i>Clarification 1:</i> For more information, see Text Structures and Text Features .
	Related Access Point(s)
	ELA.5.R.2.AP.1 Show how text structures and/or features contribute to the overall meaning of texts. <i>Date Adopted or Revised: 03/22</i>
ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
	Related Access Point(s)
	ELA.5.R.2.AP.2 Identify relevant details that support a central idea, implied or explicit. <i>Date Adopted or Revised: 03/22</i>
ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.

	<p><i>Clarifications:</i> <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p>
	Related Access Point(s)
	<p>ELA.5.R.2.AP.3 Identify an author’s purpose and perspective in an informational text. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.R.2.4	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p>
	Related Access Point(s)
	<p>ELA.5.R.2.AP.4 Sequence the development of an argument. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.5.R.3.1	<p>Analyze how figurative language contributes to meaning in text(s).</p>
	Related Access Point(s)
	<p>ELA.5.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s). <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.R.3.2	<p>Summarize a text to enhance comprehension.</p> <ul style="list-style-type: none"> a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. <p><i>Clarifications:</i> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	Related Access Point(s)
	<p>ELA.5.R.3.AP.2a Identify the plot and theme for a literary text using the student’s mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>
	<p>ELA.5.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student’s mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.R.3.3	<p>Compare and contrast primary and secondary sources related to the same topic.</p>
	Related Access Point(s)
	<p>ELA.5.R.3.AP.3 Compare and contrast important details from primary and secondary sources on the same topic. <i>Date Adopted or Revised:</i> 03/22</p>

Strand: COMMUNICATION

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.5.C.1.1	<p>Demonstrate fluent and legible cursive writing skills.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.C.1.AP.1 Write cursive letters with adequate spacing. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.C.1.2	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.C.1.3	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.C.1.AP.3 Make a claim about a topic using evidence from sources and an organizational structure with transitions. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.C.1.4	<p>Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.C.1.AP.4 Write an expository text about a topic, using multiple sources and an organizational structure with transitions. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.C.1.5	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 2: Communicating Orally

BENCHMARK CODE	BENCHMARK
ELA.5.C.2.1	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and</p>

	<p>sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
	Related Access Point(s)
	<p>ELA.5.C.2.AP.1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student’s mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.5.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. • Vary sentence structure. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
	Related Access Point(s)
	<p>ELA.5.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Identify main and subordinate clauses. <p><i>Date Adopted or Revised:</i> 03/22</p>

Standard 4: Researching	
BENCHMARK CODE	BENCHMARK
ELA.5.C.4.1	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
	Related Access Point(s)
	<p>ELA.5.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 5: Creating and Collaborating	
BENCHMARK CODE	BENCHMARK
ELA.5.C.5.1	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p>
	Related Access Point(s)
	<p>ELA.5.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.C.5.2	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
	Related Access Point(s)
	<p>ELA.5.C.5.AP.2 Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults. <i>Date Adopted or Revised:</i> 03/22</p>

Strand: VOCABULARY

Standard 1: Finding Meaning	
BENCHMARK CODE	BENCHMARK
ELA.5.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
	Related Access Point(s)
	<p>ELA.5.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication,</p>

	<p>using the student's mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.V.1.2	<p>Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.V.1.AP.2 Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.5.V.1.3	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.5.V.1.AP.3 Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support. <i>Date Adopted or Revised:</i> 03/22</p>