

## PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 5

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### Narrative Summary of ELA/Literacy Standards for Grade 5

Guided by the Common Core State Standards, students in grade 5 will read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. Additional [Standards for Reading Literature](#) (RL.5.2–9) and [Standards for Reading Informational Text](#) (RI.5.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

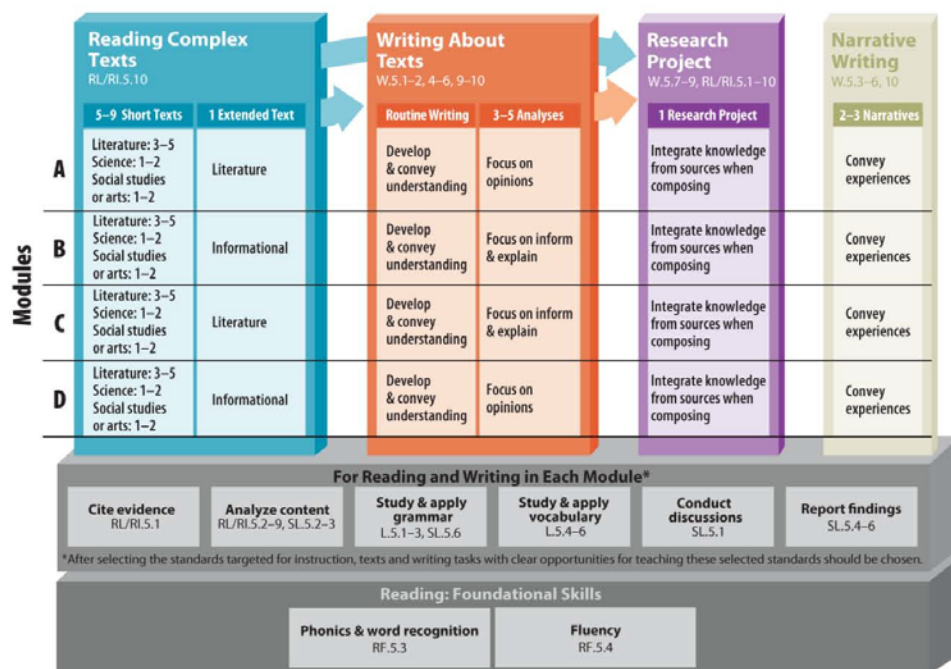
In discussions, not only will students be able to contribute accurate and relevant information and comment on the remarks of others (as specified by the [Standards in Speaking and Listening](#)), but also they will be able to synthesize what they read from multiple sources. Gaining practice at acquiring and employing precise words is a critical element of their development this year.

Throughout grade 5, students conduct research and write multi-paragraph stories and essays, working on employing detailed descriptions, providing ample evidence and grouping related information as specified by the [Writing Standards](#). Students will respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation. Revision and editing will play a bigger role in their writing as well.

The [Standards for Reading: Foundational Skills](#) specifies that in addition to continuing to build their word analysis skills (RF.5.3), the reading fluency of students should be assessed at the start of the year to determine their fluency level and rechecked during the course of the year. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.5.4).

## ELA/Literacy Model Content Framework Chart for Grade 5

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.<sup>27</sup> As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



## Key Terms & Concepts for Grade 5 ELA/Literacy Model Content Framework Chart

### Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

*Five to nine short texts from across the curriculum:* Selections would include short texts of sufficient

<sup>27</sup> The CCSS K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3-5 than in grades 6-12.

complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.<sup>28</sup> Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

*One extended text:* This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

#### **Writing about Texts:**

The balance of student writing should be **65 percent analytical** (30 percent opinion and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.<sup>29</sup>

*Routine writing:* Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

*At least three to five analyses per module:* All analytic writing should put a premium on using evidence (RL/RI.5.1 and W.5.9) as well as on crafting works that display a degree of logical integration and coherence (W.5.4, W.5.5 and L.5.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph

<sup>28</sup> The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

<sup>29</sup> To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

#### **Research Project:**

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)<sup>30</sup>

#### **Narrative Writing:**

Students are expected to write two to three narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understanding of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

#### **For Reading and Writing in Each Module:**

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

*Cite evidence:* The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).

*Analyze content:* The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

*Study and apply grammar:* While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.5.1–3.

*Study and apply vocabulary:* To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).<sup>31</sup> Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

*Conduct discussions:* Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led) enabling them to elaborate on the points of others while clearly explaining

<sup>30</sup> Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

<sup>31</sup> For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.



their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).

*Report findings:* Students should report on a topic or a text, sequencing ideas logically with appropriate facts and details and an eye toward the needs of the audience by speaking clearly at an appropriate pace (SL.5.4–6).

#### For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

*Decode words:* Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).

*Read fluently:* Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).

### Writing Standards Progression from Grade 4 to Grade 5

In grade 5, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.5.1–3). Specific changes in the Writing Standards from grade 4 to grade 5 are highlighted in the chart below:

Grade 4, Standard 1 (W.4.1)	Grade 5, Standard 1 (W.5.1)
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <b>logically</b> grouped to support the writer's purpose.</li> <li>b. Provide <b>logically ordered</b> reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, <b>and clauses</b> (e.g., <b>consequently, specifically</b>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
Grade 4, Standard 2 (W.4.2)	Grade 5, Standard 2 (W.5.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

<ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<b>Grade 4, Standard 3 (W.4.3)</b>	<b>Grade 5, Standard 3 (W.5.3)</b>
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Grade 4, Standard 4 (W.4.4)</b>	<b>Grade 5, Standard 4 (W.5.4)</b>
Produce clear and coherent writing in which the development and organization are appropriate to	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 standards 1–3 above.)	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>Grade 4, Standard 5 (W.4.5)</b>	<b>Grade 5, Standard 5 (W.5.5)</b>
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u> . (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.)
<b>Grade 4, Standard 6 (W.4.6)</b>	<b>Grade 5, Standard 6 (W.5.6)</b>
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 one page in a single sitting.	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 <u>two pages</u> in a single sitting.
<b>Grade 4, Standard 7 (W.4.7)</b>	<b>Grade 5, Standard 7 (W.5.7)</b>
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.
<b>Grade 4, Standard 8 (W.4.8)</b>	<b>Grade 5, Standard 8 (W.5.8)</b>
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u> , and provide a list of sources.
<b>Grade 4, Standard 9 (W.4.9)</b>	<b>Grade 5, Standard 9 (W.5.9)</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply <u>grade 5</u> Reading standards to literature (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]"). b. Apply <u>grade 5</u> Reading standards to informational texts (e.g., "Explain how an



informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>Grade 4, Standard 10 (W.4.10)</b>	<b>Grade 5, Standard 10 (W.5.10)</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 discipline-specific tasks, purposes, and audiences.	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 discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Standards Progression from Grade 4 to Grade 5

In grade 5, students speak (both in informal discussions and more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grade 4 to grade 5 are highlighted in the chart below:

<b>Grade 4, Standard 1 (SL.4.1)</b>	<b>Grade 5, Standard 1 (SL.5.1)</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation <u>by referring to evidence on the topic, text, or issue to probe and reflect</u> on ideas under discussion.</li> <li>b. Follow rules for <u>collegial</u> discussions, <u>set specific goals and deadlines, and define individual roles as needed</u>.</li> <li>c. Pose and respond to specific questions <u>with elaboration and detail</u> by making comments that contribute to the <u>topic, text, or issue under discussion</u>.</li> <li>d. Review the key ideas expressed <u>and demonstrate understanding of multiple perspectives through reflection and paraphrasing</u>.</li> </ul>



<b>Grade 4, Standard 2 (SL.4.2)</b>	<b>Grade 5, Standard 2 (SL.5.2)</b>
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>Interpret</u> information presented in diverse media and formats (e.g., visually, quantitatively, orally) <u>and explain how it contributes to a topic, text, or issue under study.</u>
<b>Grade 4, Standard 3 (SL.4.3)</b>	<b>Grade 5, Standard 3 (SL.5.3)</b>
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<u>Delineate</u> a speaker's <u>argument and specific claims, distinguishing claims that are</u> supported by reasons and evidence <u>from claims that are not.</u>
<b>Grade 4, Standard 4 (SL.4.4)</b>	<b>Grade 5, Standard 4 (SL.5.4)</b>
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.	<u>Present claims and findings,</u> sequencing ideas logically and using <u>pertinent descriptions,</u> facts, and details <u>to accentuate</u> main ideas or themes; <u>use appropriate eye contact, adequate volume, and clear pronunciation.</u>
<b>Grade 4, Standard 5 (SL.4.5)</b>	<b>Grade 5, Standard 5 (SL.5.5)</b>
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations <u>to clarify information.</u>
<b>Grade 4, Standard 6 (SL.4.6)</b>	<b>Grade 5, Standard 6 (SL.5.6)</b>
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 on page 28 for specific expectations.)	Adapt speech to a variety of contexts and tasks, <u>demonstrating command of</u> formal English <u>when indicated or</u> appropriate. (See <u>grade 6</u> Language standards 1 and 3 on page <u>53</u> for specific expectations.)