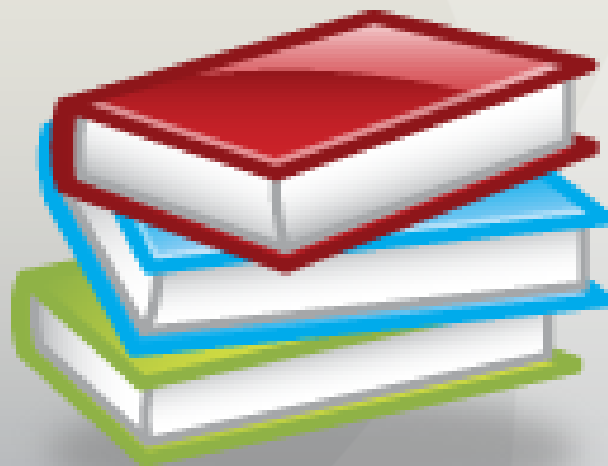


5th Grade



A Teacher's Guide to the PARCC Model Content Frameworks

**English Language Arts/Literacy
Common Core State Standards**

The Letter and Spirit of 5th Grade.....

Reading

- ❖ *Students 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.*
- ❖ *Students can explain how elements of a story or text interact and describe how different points of view influence the description of events.*
- ❖ *Trace the development of a topic in texts of the same genre and integrate the information they glean.*
- ❖ *See RL/RI 5.2-9 for detailed expectations.*

Speaking/Listening

- ❖ *Students will be able to contribute accurate and relevant information and comment on the remarks of others.*
- ❖ *Students will be able to synthesize what they read from multiple sources.*

Writing

- ❖ *Students will conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence, and grouping related information.*
- ❖ *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.*
- ❖ *Students will revise and edit their writing.*

Foundational Skills

- ❖ *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 then rechecked during the course of the year.*
- ❖ *Students should be given opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing. (RF.5.4.)*

Model Content Frameworks

www.parcconline.org

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Integrated Throughout the Year

Analyze Content

Students should carefully gather observations about a text examining its meaning thoroughly and methodically. Teacher should encourage students to read and reread deliberately. (RL/RI.5.2-9 and SL.5.2-3)

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

Decode Words and Fluency

Students should apply their knowledge of phonics and word analysis to be able to recognize words they encounter in text as well as read with accuracy and fluency to comprehend texts. (RF.5.3-4)

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.

Cite Evidence

Students should quote accurately from a text when both explicitly explaining the text and making inferences. (RL/RI.5.1)

Report Findings

Students should report on a topic or 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)

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). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Informational texts: 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 resources on a range of topics written for a broad audience.

Examples of Literature: adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse

5th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



5-9 Short Texts (3-4 weeks)

Literature 3-5
Science 1-2
Social Studies or Arts 1-2

Draw ample evidence from texts
Present analyses in writing as well as through speaking

Extended Text

Literature - 1 (novel or play)



1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Connect the extended text to 1 or more short texts.

Writing About Texts – 65% Analytical -Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Five Analyses That Focus on Opinions*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writings should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned to the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts in various media or formats on a topic or question drawn from 1 or more texts.
- List sources
- Summarize or paraphrase findings
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 35%

- Write two-three narratives to express personal ideas and experiences; craft their own stories and descriptions; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they have read through imaginative writing and to practice sequencing events and ideas through narrative description

5th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



5-9 Short Texts (3-4 weeks)	
Literature 3-5	Draw ample evidence from texts
Science 1-2	Present analyses in writing as well
Social Studies or Arts 1-2	as through speaking

Connect the extended text to 1 or more short texts.

Extended Text

Informational Text



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 65% Analytical – Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Five Analyses That Focus on Informative/Explanatory

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned to the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts in various media or formats on a topic or question drawn from 1 or more texts.
- List sources
- Summarize or paraphrase findings
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 35%

- Write two-three narratives to express personal ideas and experiences; craft their own stories and descriptions ; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they have read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

5th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



5-9 Short Texts (3-4 weeks)

Literature 3-5
Science 1-2
Social Studies or Arts 1-2

Draw ample evidence from texts
Present analyses in writing as well as through speaking

Extended Text

Literature - 1 (novel or play)



1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Connect the extended text to 1 or more short texts

Writing About Texts – 65% Analytical – Balance of Opinion & Informative/Explanatory

Mix of on-demand and review-and-revise writing assignments

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Five Analyses That Focus on Informative/Explanatory

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned to the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts in various media or formats on a topic or question drawn from 1 or more texts
- List sources
- Summarize or paraphrase findings
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 35%

- Write two-three narratives to express personal ideas and experiences; craft their own stories and description; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they have read through imaginative writing and to practice sequencing events and ideas through narrative description

5th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



<u>5-9 Short Texts (3-4 weeks)</u>	
Literature 3-5	Draw ample evidence from texts
Science 1-2	Present analyses in writing as well as through speaking
Social Studies or Arts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Informational Text



<u>1 Extended Text (2-3 weeks)</u>	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 65% Analytical - Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Three-Five Analyses That Focus on Opinions*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned to the standards could take 1-2weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts in various media or formats on a topic or question drawn from 1 or more texts
- List sources
- Summarize or paraphrase findings
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts, either in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 35%

- Write two-three narratives to express personal ideas and experiences; craft their own stories and descriptions; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they have read through imaginative writing and to practice sequencing events and ideas from narrative description

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> <ol style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented 	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
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> <ol style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 4, Standard 3 (W.4.3)	Grade 5, Standard 3 (W.5.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or

<p>characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>characters; organize an event sequence that unfolds naturally.</p> <p>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.</p> <p>c. Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
Grade 4, Standard 4 (W.4.4)	Grade 5, Standard 4 (W.5.4)
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 standards 1-3 above.)	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.)
Grade 4, Standard 5 (W.4.5)	Grade 5, Standard 5 (W.5.5)
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.)
Grade 4, Standard 6 (W.4.6)	Grade 5, Standard 6 (W.5.6)
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 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.
Grade 4, Standard 7 (W.4.7)	Grade 5, Standard 7 (W.5.7)
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.
Grade 4, Standard 8 (W.4.8)	Grade 5, Standard 8 (W.5.8)
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.

<p>Grade 4, Standard 9 (W.4.9)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Grade 5, Standard 9 (W.5.9)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 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]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
<p>Grade 4, Standard 10 (W.4.10)</p> <p>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.</p>	<p>Grade 5, Standard 10 (W.5.10)</p> <p>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.</p>

Speaking and Listening Standards Progression from Grade 4 to Grade 5

In grade 5, students speak (both in informal discussions and in 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:

<p>Grade 4, Standard 1 (SL.4.1)</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Grade 5, Standard 1 (SL.5.1)</p> <p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
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Grade 4, Standard 2 (SL.4.2)	Grade 5, Standard 2 (SL.5.2)
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>Summarize a written</u> text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 4, Standard 3 (SL.4.3)	Grade 5, Standard 3 (SL.5.3)
Identify the reasons and evidence a speaker provides to support particular points.	<u>Summarize the points</u> a speaker makes <u>and explain how each claim is supported by reasons and evidence.</u>
Grade 4, Standard 4 (SL.4.4)	Grade 5, Standard 4 (SL.5.4)
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text <u>or present an opinion, sequencing ideas logically and</u> using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 4, Standard 5 (SL.4.5)	Grade 5, Standard 5 (SL.5.5)
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<u>Include multimedia components (e.g., graphics, sound)</u> and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Grade 4, Standard 6 (SL.4.6)	Grade 5, Standard 6 (SL.5.6)
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28-29 for specific expectations.)	<u>Adapt speech to a variety of contexts and tasks,</u> using formal English when appropriate to task and situation. (See <u>grade 5</u> Language standards 1 and 3 on pages 28-29 for specific expectations.)

PARCC

Model Content Framework

English Language Arts/Literacy

For more information visit
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