

Grade: 5

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• Demonstrates student's ability to quote or reference from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)¹
RL 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none">• Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1)• Provides a summary of the text. (2)
RL 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none">• Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1)• Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. (2)• Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. (3)
RL 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none">• Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (1)
RL 6: Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none">• Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)
RL 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none">• Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (1)• Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (2)
RL 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none">• Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (1)

¹ This evidence combines grade 5 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 5

Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">• Demonstrates the ability to quote from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text. (1)²
RI 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none">• Provides a statement of two or more main ideas of a text. (1)• Provides an explanation of how two or more main ideas are supported by key details. (2)• Provides a summary of the text. (3)
RI 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none">• Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. (1)• Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. (2)• Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text. (3)
RI 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none">• Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)
RI 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none">• Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. (1)• Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent. (2)
RI 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none">• Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)
RI 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none">• Provides an explanation of how an author uses reasons to support particular points in a text. (1)• Provides an explanation of how an author uses evidence to support particular points in a text. (2)• Identifies which reasons and/or evidence support which points. (3)
RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none">• Provides a statement that integrates information from several texts on the same topic. (1)

² This evidence combines grade 5 evidences RI1.1 and RI1.2 from Phases 1 and 2.

Grade: 5

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p>RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none">• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<p>RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<ul style="list-style-type: none">• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area. (1)• Demonstrates the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area. (2)
<p>L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none">• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (1)• FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (2)
<p>L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none">• Demonstrates the ability to determine the meaning of simple similes and metaphors in context. (1)• Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs. (2)• FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (3)
<p>L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none">• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)