

Make Common Core Progress



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Meet the PARCC Challenge!

Resources for Community Schools from the
Polk Bros. Foundation Center for Chicago Education

READING STARTS WITH STANDARD 1 BUT DOES NOT END THERE...

Statements from PARCCOnline.org

- **Standard 1** is always combined with the teaching of any of the other standards.
- Effective text dependent questions require students to draw evidence from a text to support their answers.

TEXT DEPENDENT QUESTIONS

- Good text dependent questions **will often linger over specific phrases and sentences to ensure careful comprehension of the text**—they help students see something worthwhile that they would not have seen on a more cursory reading.
- An effective set of text dependent questions **delves systematically into a text to guide students in extracting the key meanings or ideas** found there.
- They typically begin by **exploring specific words, details, and arguments** and then moves on to **examine the impact of those specifics** on the text as a whole.
- Along the way they **target academic vocabulary and specific sentence structures** as critical focus points for gaining comprehension.

Questions that require a written response:

- Allow students to **elicit evidence** demonstrating that they have understood a text or texts read
- Allow students to **demonstrate that they can communicate that understanding well** both in terms of written expression and knowledge of language and conventions
- Allow teachers the **opportunity to provide feedback** on how individual pieces of writing meet or do not meet the criteria for quality writing

WRITTEN RESPONSE TASKS

- Written tasks should require **writing to sources** rather than to a de-contextualized or generalized prompt and should require students to apply the **knowledge of language and conventions**.

Three primary components to the rubrics:

- A **reading assessment** component
- A **written expression component** (which has several sub-components)
- A **knowledge of language and conventions** component.

The use of this single rubric—regardless of task purpose

- Allows for the **focus of evaluation of the quality of a written response to be on key traits of quality of reading comprehension** (including providing strong evidence from texts)
- Allows for focus on quality writing rather than on any single, discrete criterion
- Reinforces student preparation for prose to be written in college and careers, where quality is defined by addressing the demands of a task, rather than on an isolated skill

How are these questions like a lesson?

Notice the progression—the sequence of thinking—that these 6th grade items require. After students read a section from a novel... (source of items: PARCCONLINE.org; italicized items are comments about the assessment.)

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below. (***MORE THAN ONE CORRECT CHOICE!!***)

reckless lively imaginative observant impatient confident

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Section with questions that require students to infer feeling.

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- She is angry that he left her alone.
- She blames him for her difficult childhood.
- She appreciates him for his knowledge of nature.
- She is grateful that he planned out her future.

Part B

Which sentence from the passage best shows Miyax's feelings for her father?

- "She had been lost without food for many sleeps on the North Slope of Alaska."
- "This could be done she knew, for her father, an Eskimo hunter, had done so."
- "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Prose constructed response to fiction

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an **original story** to continue where the passage ended. In your story, **be sure to use what you have learned about the character Miyax** as you tell what happens to her next.

What's the point of this sample?

STUDENTS NEED TO READ CLOSELY and **CAREFULLY and completely.**

FICTION QUESTIONS:

*You can use these questions to assess students' reading of any **story**.*

Author's purpose

Why did the writer include this?

Plot Structure

What was the most important event?

Why?

Relationships

How does _____ feel about _____?

What events or statements support your inference?

Cause-effect

What was an important choice someone made?

What happened because of that choice?

Author's Techniques

What are two characteristics of two characters?

How did the writer help you understand what the characters are like?

Theme or Message

What message or idea did the writer want you to understand by reading the story?

How does the writer communicate that message?

Synthesis:

Write the next part!

READ A STORY THOROUGHLY AND THOUGHTFULLY

Those questions align with Common Core priorities.

Standard	Kinds of Questions
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Where did this story take place? What kind of place was it? Who was part of it? How did they feel? What do you think the writer wants you to understand because of what the writer put into the story?</p> <p><i>Support your answers with evidence from the text.</i></p>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>What do you think is the central or main idea of this history (or story)? Summarize the important information that supports your conclusion.</p> <p><i>Support your answer with evidence from the text.</i></p>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>What is a problem people faced? Why was it important to people? What choices did people make? How did they affect other people?</p> <p><i>Support your answer with evidence from the text.</i></p>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<p>What are 5 key words in this passage? Why are they important to understanding it?</p> <p><i>Support your answer with an example from the passage.</i></p> <p>How can you figure out what a word means when you read?</p> <p><i>Use the text to show an example.</i></p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	<p>How does the first paragraph prepare you to read the rest of the passage?</p> <p>Choose another important paragraph. Tell why it is important to understanding the passage.</p> <p><i>Support your answer with examples from the passage.</i></p>

SYNTHESIS!

Write the next part of this story—with pictures and captions.

GET IT! I Can Comprehend A Paragraph or Page

Did you get it—CCSSR1—read closely

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

I see _____

Fable: The Turtle and the Rabbit Adapted from the Traditional

CCSSRL1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Rabbit was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me. I am the best."

The Turtle said quietly, "I accept your challenge. I am tired of your bragging. I am confident that I can beat you."

"That is a good joke," said the Rabbit ; "I could dance around you all the way. You will never be able to speed past me. You will not get the victory."

"Keep your boasting till you've beaten me," answered the Turtle. "Shall we race? I know that I can defeat you."

So a course was set up for the race. The path was curved and the ground was rocky.

The Rabbit darted speedily almost out of sight at once, but soon stopped and, believing that the Turtle could never catch him, lay down by some bushes at the top of a hill to have a nap. The Turtle never for a moment stopped, but went on with a slow but steady pace straight to the end of the course.

When the Rabbit awoke from his nap, he saw the Turtle just near the winning post. The Rabbit ran as fast as he could, but it was too late. He saw the Turtle had reached the goal. He was very surprised. He had never lost a race before.

"Ha, ha," laughed the Turtle's friend the owl. "I knew that Turtle would win. Turtle is strong and steady. You are fast but you don't take time to think. I do. That's why people say owls are wise birds."

Then the Rabbit said, _____.

- What do you think the Rabbit said? Why do you think that?
- What do you think happened next? Why do you think that?
- What would have happen if the Owl challenged the rabbit to race? Why do you think that?

Start Clearly: Read the beginning of a story or history carefully.

*Common Core Reading Standards 1. Read closely, then make and support logical inferences.
5. Analyze the writer's choices of information—what does the writer want you to understand?*

*Start by reading **just the first part**, then think about what you have read.*

What was the place like? *Look carefully for information about the place. List information about the place or draw to show it here.*

Show or tell what happened at the beginning.

What do you think happened next? _____

List two different parts of the text that help you make that prediction.

Then read the next part of the story or history. Check your prediction.

Actions Show Traits

CCSSR1 Task. Read closely, then infer with evidence. Also develops CCSSR3—analyze characters and actions

Think about one person in the story.
List two traits of the person.
Then list actions that show the person has that trait.

Trait	Actions that show it

Think More!

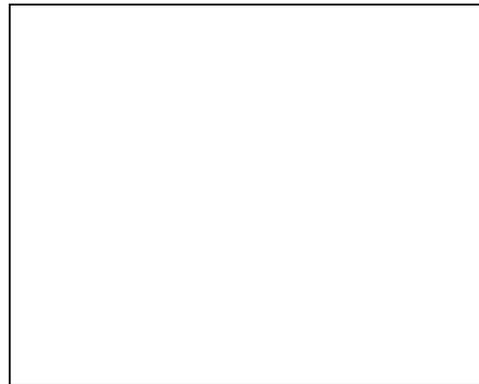
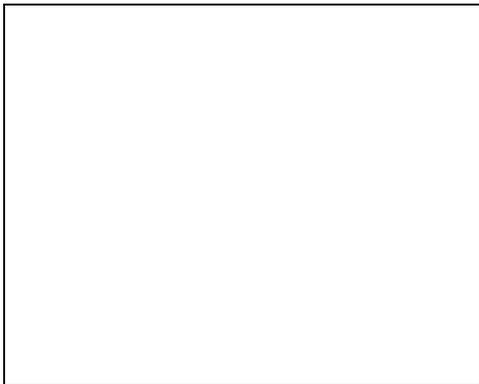
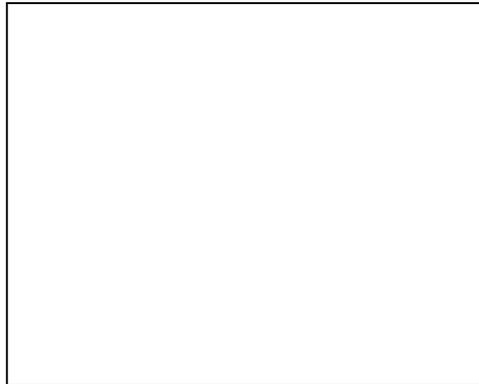
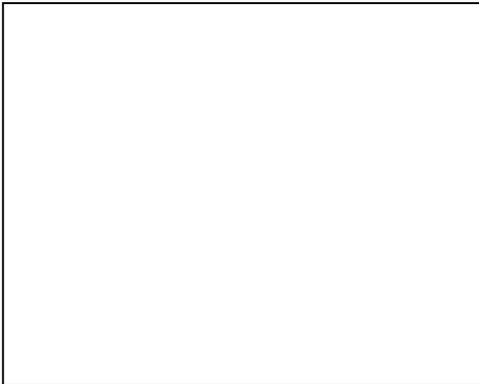
Which trait do you think is most important?

Explain why you think that is the most important trait of this person.

MAKE IT CLEAR! SEQUENCE

CCSSR 1 Task. Read closely to determine what the text says explicitly.
Also develops CCSSR3—trace ctions and relationships.

Draw pictures to show what happened. Number each box to tell the sequence.
Put the page number on which you found the events.



EXCEED On another page retell the story your way. Add details. Add dialogue.

Fiction PARCC Frame

Who is the main character?

What is the most important trait of this person?

How does the writer communicate that trait? Underline the parts of the story that show the trait.

What is the most important event in the story?

How does that event help you understand the characters?

What is the theme?

What events tell you that is the theme?

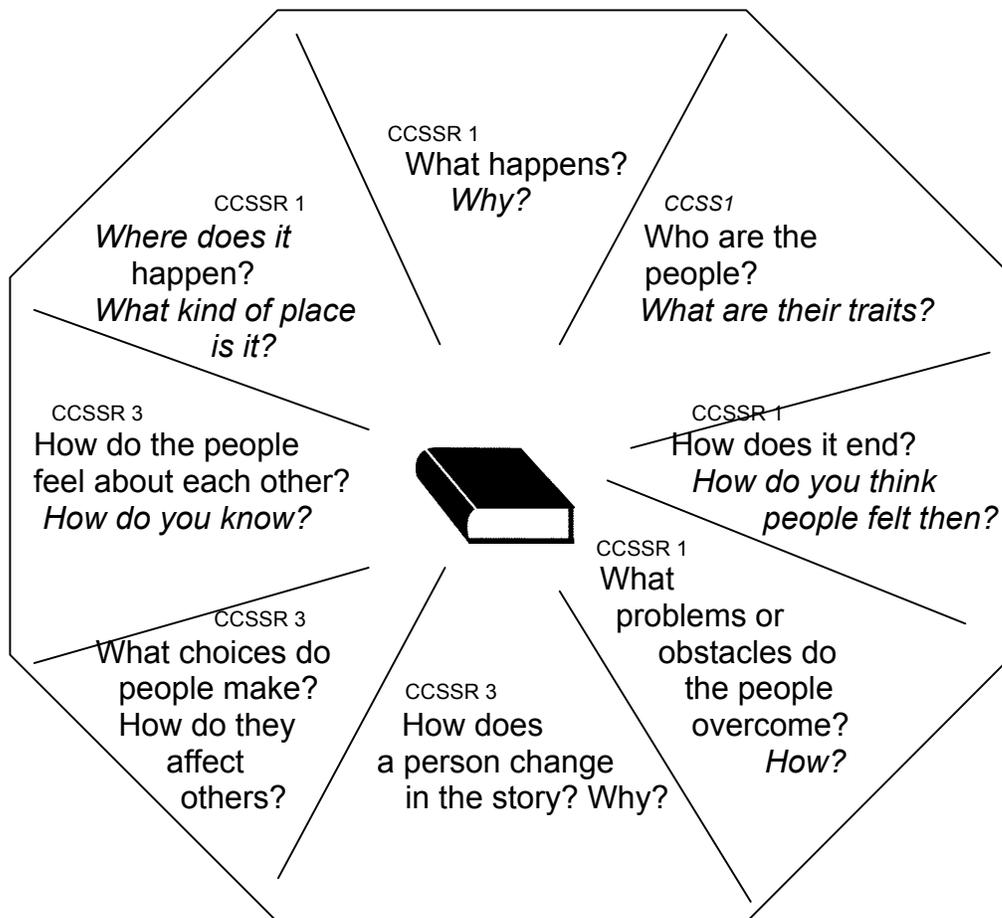
Write the next part. Be sure to keep the theme clear. Keep the characters' traits the same, too.

It all fits together!

Common Questions for Thoughtful Fiction Readers

Common Core Anchor Standards: KEY IDEAS AND DETAILS

- | |
|--|
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text . |
| 2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas . |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |



What lesson can people learn from this story? (CCSSR2)

How did the writer help you understand that? (craft and structure)

RE-visit the story and look for ways the author made the theme clear.

This PARCC sample shows how students should think thematically, moving from details to ideas when they read a story.

Part A Question: How are the events in paragraphs 1 and 2 important to the theme of the story?

Part B Question: Which detail from the story best supports the answer to Part A?

TASK: Create a summary of the story using three of the sentences listed here. Drag the three sentences that describe key ideas from the story into the boxes titled “Summary.” The sentences should describe key ideas from the story in the order they happen.

SUMMARY

CONSTRUCTED RESPONSE: You have read two stories where one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.” For each character described,

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

PARCC FICTION Comparison-Maker

Answer these questions about two different stories that have common themes.

Story 1 _____

Part A. How is one event at the beginning of the story important to the theme of the story?

Part B. Which detail from the story best supports the answer to Part A?

SUMMARY TASK: Create a summary of the story in three sentences. The sentences should describe key ideas from the story in the order they happen.

Answer these questions about two different stories.

Story 2 _____

Part A. How is one event at the beginning of the story important to the theme of the story?

Part B. Which detail from the story best supports the answer to Part A?

SUMMARY TASK: Create a summary of the story in three sentences. The sentences should describe key ideas from the story in the order they happen.

Write about Two Stories

Write an essay describing the main character from story 1 and the main character from story 2.

For each character described,

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain how the character's actions show what the theme of the story is.

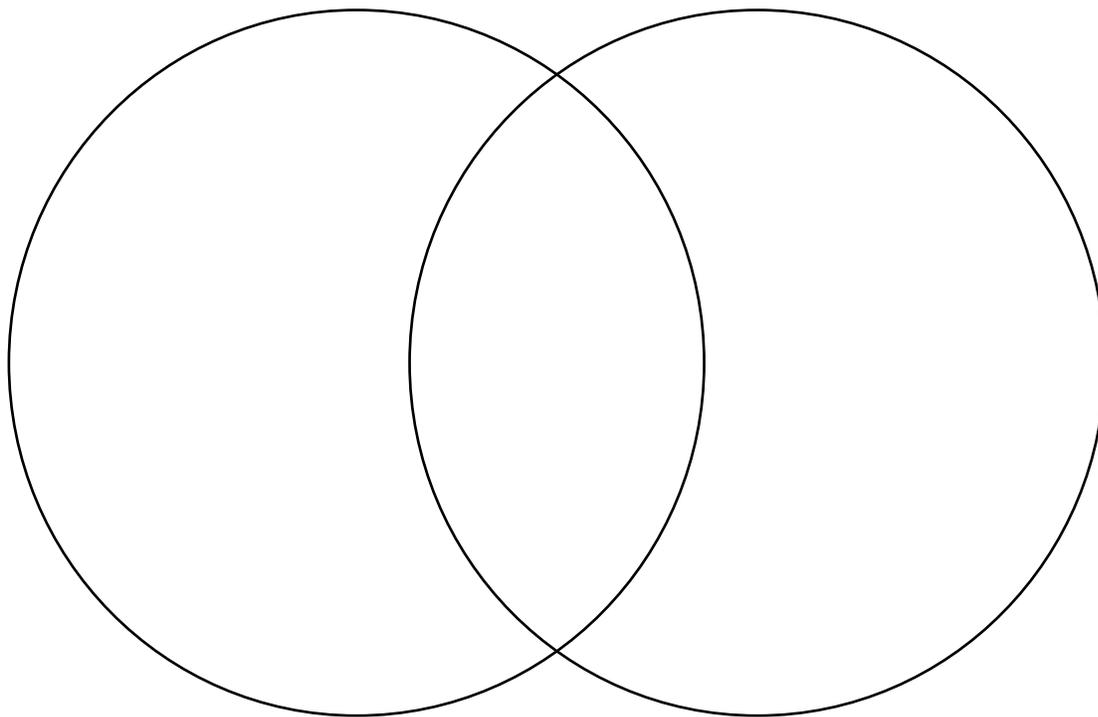
Be sure to include specific details from each story to support your ideas.

Compare and Contrast Texts

CCSSR9. **Analyze** how two or more texts address similar themes or topics in order to **build knowledge** or to **compare the approaches the authors take**.

Topic or Theme:

Text _____ Text _____



THINK IT THROUGH—EVALUATE!

Constructed Response:

Write your analysis of the two texts.

- > *What are the most important differences?*
- > *How are they most alike?*
- > *How are the two writers' approaches different?*

PARCC question: How do you read nonfiction?

PARCC Challenge: Figure out the Central Idea

- **Ideas that Develop that Central Idea**
- **Relevant Examples**
- **Supporting Information**
- **The writer's purpose—what does the writer want you to understand?**
- **How sufficient and relevant is the evidence?**

PARCC WORDS TO USE

relevant

sufficient

Which are the most relevant facts?

Did the writer provide sufficient evidence?

THINK ABOUT THAT:

WHEN YOU READ;

WHEN YOU RESPOND!

What do students need to do to respond to a PARCC Nonfiction question?

Read carefully.
Read completely.
Think Clearly.

Third Grade Sample Pilot Item PARCCONLINE.org

Third grade end of year

- Students will be given several passages to read closely.
- questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in thorough comprehension of the concepts to provide models for the regular course of instruction.
- Will draw on higher order skills such as critical reading and analysis, the comparison and synthesis of ideas within and across texts, and determining the meaning of words and phrases in context.

Read all parts of the question before responding

Part A

What is one main idea of “How Animals Live?”

- a. There are many types of animals on the planet.
- b. Animals need water to live.
- c. There are many ways to sort different animals.
- d. Animals begin their life cycles in different forms.

Part B

Which sentence from the article best supports the answer to Part A?

- a. “Animals get oxygen from air or water.”
- b. “Animals can be grouped by their traits.”
- c. “Worms are invertebrates.”
- d. “All animals grow and change over time.”
- e. “Almost all animals need water, food, oxygen, and shelter to live.”

NOTICE THAT THE ITEMS REQUIRE MORE THAN ONE KIND OF COMPETENCE.

- Specific CCSS alignment to:
 - RI.3.1 (evidence).
 - RI.3.2 (main idea).
 - RI.3.10 (complex text).

Note from PARCC: While this is an example of a less complex item—one where the main idea and details to support it are explicit and readily found—students must provide evidence for the accuracy of their answer in Part B, illustrating one of the key shifts: use of textual evidence.

Common Questions

These questions can be used to assess students' comprehension of texts. The following pages include guides that also can be used to assess specific kinds of reading processes.

NONFICTION QUESTIONS

You can use these questions to assess students' reading of any nonfiction passage.

Author's purpose

Why did the writer include this?

Important Information

What is the most important information in the first paragraph?

Why do you think it is important?

Supporting Ideas

List the topics of the paragraphs.

Main Idea

What is the main idea of the selection?

Why do you think that is the main idea?

Structure of the Text

How does the writer begin and end the passage?

How does the beginning help you to figure out what you will learn?

How does the ending help you understand what the writer wanted you to understand?

Nonfiction PARCC “Frame”—questions to revisit any text.

1. What are the five most important facts?
Underline them.

Which one is most important? Re-state it in your own words.

Why is it the most important?

2. What is the main idea?
List three facts that support it most strongly.

3. What is the writer’s claim about the topic?

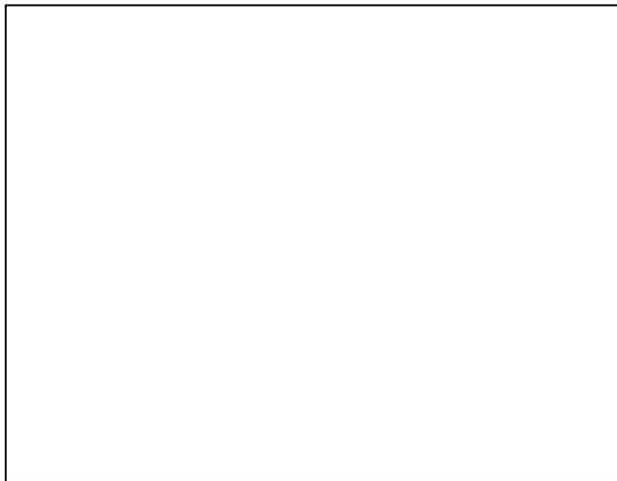
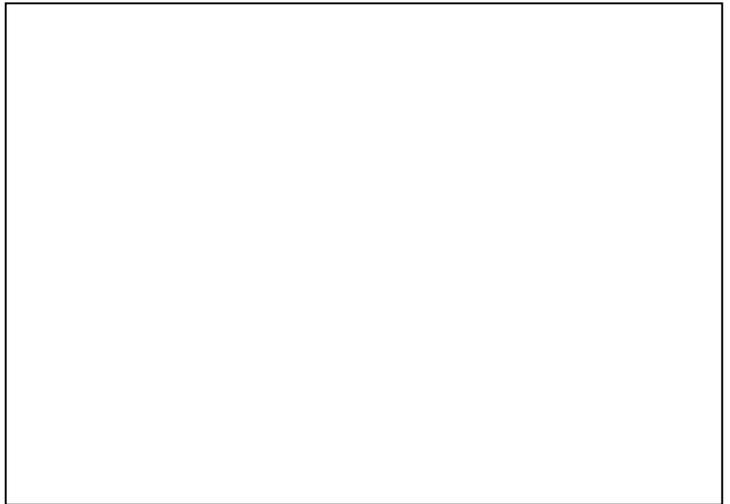
4. What is the strongest evidence the writer gives to support that claim?

GET IT! Visualize Nonfiction: Show, Then Write What You Learn

CCSSR1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text. CCSS Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic: _____

Important Information Picture important facts.



*Write what you learned.
Add captions to your pictures.
Then write a booklet. You can cut out the boxes and put them in the order you want to use the facts.*

THINK IT THROUGH: Analyze and Evaluate Claims

CCSSR1 read carefully; cc SSR8 identify and analyze claims

Topic or Issue: _____

Read Carefully and COMPLETELY: List the sub-topics in the passage.

What is a claim that the writer makes?

List at least two facts the writer uses to support that claim.

<input type="checkbox"/>	_____

Which fact supports the claim the most strongly? Put 1 in front of that fact. Then rank the other facts in order from the strongest to the least relevant.

Constructed Response: Summarize the writer's message. Explain what the writer wants you to understand and include the most relevant facts to support that message.

Support Your Answer

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Name _____ Date: _____

question

Locate relevant information in two different sources.

Source 1: _____

Important Information

Source 2: _____

Important Information

Use this information to write your response.