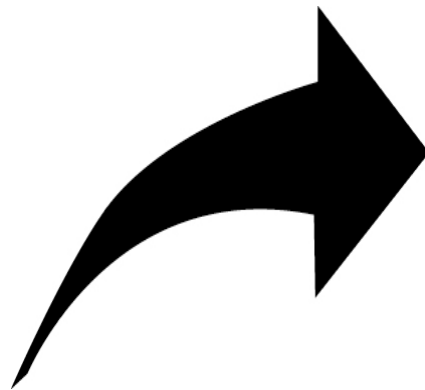


# PARCC PROGRESS PATHS



**Resources to Meet the  
Common Core/PARCC Challenge**

## Contents

### Part 1: Meeting the Challenge

The Challenge	p. 3
Connected Standards	p. 5
Text-Based Tasks	p. 9
Sequential Questions	p. 12
Kinds of Questions	p. 14
The Prose Constructed Response	p. 24
Craft and Structure	p. 40
Integrate: Standard 7	p. 46

### Part 2: Moving Ahead

Nonfiction: Learning to Read/Reading to Learn	p. 50
Connect: Exhibit and Text, Ideas and Information	p. 55
Resources to Construct Questions and Tasks	p. 59
Selected Response	p. 60
Technology Enhanced Constructed Response	p. 61
Prose Constructed Response Task	p. 80
Interpreting Literature	p. 82

### RESOURCES

Creating Questions for Close Reading	p. 90
Instructional Practice Shifts	p. 91
PARCC Rubrics for Analytic and Narrative Writing	p. 95
Grade to Grade Reading Standards Progression	p. 101
Grade by Grade Reading Standards	p. 112
Nonfiction Reading Guides	p. 124
More Resources	p. 133

## **The BIG Question:**

⇒ **What is the PARCC challenge?**

## **How will we answer it?**

**By applying a Math Practice Standard that belongs in every subject:**

**Make sense of problems, then solve them persistently.**  
(MPS1)

Math Practice Standard 1 requires you to ask a series of questions:

- ⇒ **What will I figure out?**
- ⇒ **How will I do it?**
- ⇒ **What information and ideas will I use?**

Those are steps--the key to understanding any problem, answering any question, meeting any challenge.

What do the numbers of the Common Core Reading Standards mean?

- a. Nothing, it is convenient to have numbers.
- b. They are clustered by kinds of thinking.
- c. Reading always starts with number 1.
- d. The destination is number 10.

## Common Core Anchor Standards for Reading

<b><i>KEY IDEAS AND DETAILS</i></b>
1. <b>Read closely</b> to determine what the text says <b>explicitly</b> and to <b>make logical inferences</b> from it; <b>cite specific textual evidence</b> when writing or speaking to <b>support conclusions drawn from the text</b> .
2. <b>Determine central ideas or themes</b> of a text and <b>analyze their development</b> ; <b>summarize the key supporting details and ideas</b> .
3. <b>Analyze</b> how and why <b>individuals, events, and ideas develop and interact</b> over the course of a text.
<b><i>CRAFT AND STRUCTURE</i></b>
4. <b>Interpret words and phrases</b> as they are used in a text, including determining <b>technical, connotative, and figurative</b> meanings, and analyze how specific <b>word choices shape meaning or tone</b> .
5. <b>Analyze the structure of texts</b> , including how specific sentences, paragraphs, and larger <b>parts</b> of the text (e.g., a section, chapter, scene, or stanza) <b>relate to each other and the whole</b> .
6. Assess how point of view or purpose shapes the content and style of a text.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. <b>Integrate and evaluate content</b> presented in <b>diverse media</b> and formats, including <b>visually and quantitatively</b> , as well as in words.
8. <b>Delineate and evaluate the argument and specific claims</b> in a text, including the <b>validity of the reasoning</b> as well as the <b>relevance and sufficiency of the evidence</b> .
9. <b>Analyze</b> how two or more <b>texts address similar themes or topics</b> in order to <b>build knowledge</b> or to <b>compare the approaches</b> the authors take.
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. Read and <b>comprehend complex literary and informational texts independently and proficiently</b> .

# Connected Standards

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

## Connected Standards

Example from PARCC (third grade; PARCConline.org)

Students read one text, “How Animals Live,” then answer these text-based questions.

### 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.”

## Sequential Questions Guide Reading

PARCC statement: 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.**

- Good text dependent questions help students see something worthwhile that they would not have seen on a more cursory reading.
- An effective set of text dependent questions **dives 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

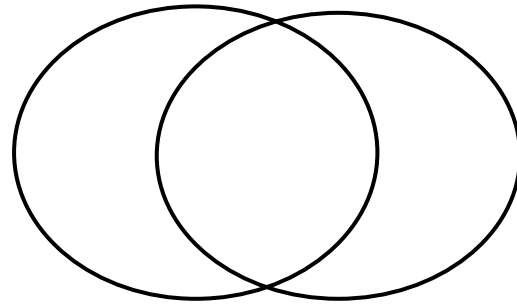
Use Graphic Organizers to Help Students ANALYZE

**Classify to Clarify**

Category	Category

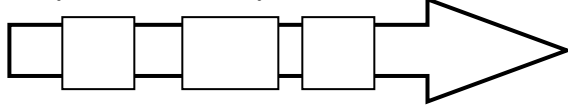
Summarize what your chart shows.

**Compare and Contrast**

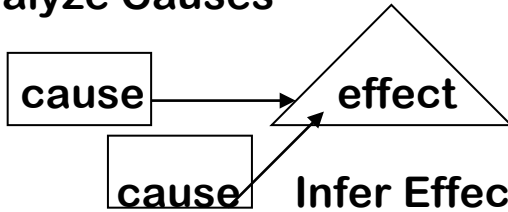


Write to explain important differences and similarities.

**Sequence Important Events**

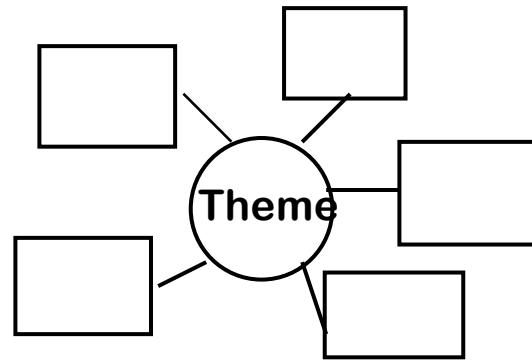


**Analyze Causes**



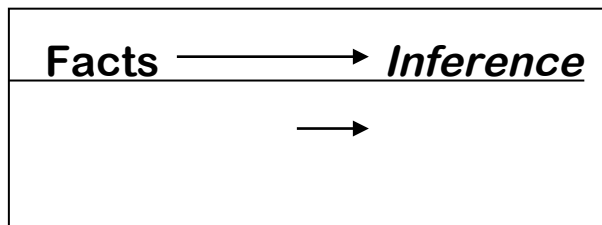
Write to explain your diagram.

**Organize parts of a story.**



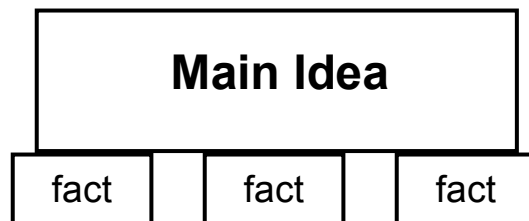
Explain how the writer develops the theme.

**Support Inferences**



Write to support your inference.

**Infer and Support Ideas**



Explain how the writer communicates the main idea.

## What traits enable pioneers to meet challenges?

### Chicago Pioneers

*Here is what one woman wrote about her trip to live in Illinois.*

I have dragged one foot after the other so long and hope for the best. Friday Eve – We commenced a fourteen-mile prairie trip after we got to Paris, Illinois. Hot though the sun was setting, it was very good part of the way—many bad slews. The doctor’s wagon was stuck twice, and twice the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them—and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it’s a hard time. Saturday 15<sup>th</sup> – Today we have been traveling through prairie and timber, both, and got lost in the bargain. We took the wrong road and wallowed around the prairie grass, sometimes as high as the horses’ backs. Night came and we pitched our tent after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.

*Here are some of the problems these settlers faced each season.*

Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and sometimes their cabins.

Winter—the freezing cold, deep snow, people got lost in the drifts or out on the prairie when the trails were covered.

Spring—the prairie became swampy when the snow melted.

Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

*Here is what one woman’s life was like after settling.*

The woman told me that they spun and wove all the cotton and woolen garments for the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.”



## Teaching—and testing—writing is changing.

<http://chronicle.com/blogs/headcount/act-exam-will-include-new-writing-scores-readiness-indicators/38473> June 6, 2014 by [Eric Hoover](#)

### ACT Exam Will Include New Writing Scores and Readiness Indicators

The big tests keep evolving. Three months after the College Board [unveiled plans](#) for revising the SAT, its rival—ACT Inc.—announced on Friday coming changes in its own examination, now the nation’s most widely used college-entrance test. ...

The exam also will include two new indicators. One will show whether a student is likely to understand the kinds of complex texts he or she will take in college.

The other will assess a test taker’s career readiness, revealing his or her mastery of skills—such as applied math and reading-for-information—that employers value, ACT officials said. The measure will be based on the scores of students who have taken both the ACT and ACT Inc.’s WorkKeys tests, which are job-skills assessments (Illinois and Michigan, for instance, give both exams to all 11th graders). ...

But the ACT’s optional writing test is changing. Currently, the prompt for the 30-minute essay asks test takers to argue one side of an issue, such as whether high schools should require students to wear uniforms. Although samples of the new prompts were not yet available, Edward R. Colby, a spokesman for ACT, said the questions would be more nuanced.

“It won’t be ‘this side or that side,’” Mr. Colby said. “The question will ask students for multiple perspectives and support. It will be a more-complex prompt than what we’re delivering now.”

The essays will be scored in four categories: ideas and analysis, development and support, organization, and language use. That approach will allow students to better determine their strengths and weaknesses, Mr. Erickson said. (Now, two graders score the essays on a 1-to-6 scale, based on an overall evaluation of the writing; the two scores are summed.)

Those changes may or may not make the writing test more appealing to colleges, most of which do not require applicants to submit writing scores (a shrinking number of institutions—about 12 percent—use the ACT writing test, according to ACT). Still, some of the colleges that do require it are large, and a majority of ACT takers write essays (52 percent of high-school seniors graduating this year).

Also this week, ACT officials said that four more states—Minnesota, Mississippi, Missouri, and Wisconsin—would require all high-school juniors in public schools to take the ACT as part of a statewide assessment program. That will bring the total to 17 states.

## The Culminating TASK: Prose Constructed Response (PCR)

Why does PARCC complete each reading question sequence with a Prose Constructed Response?

To ensure that students have processed the text and then move to the level of standards 7-9—integration of ideas and information.

### There are three kinds of PCRs on PARCC:

<p>The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</p>	<p>The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</p>	<p>The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college- readiness skills of observation, deduction, and proper use and evaluation of evidence across text types.</p> <p>In this task, students will analyze an informational topic presented through articles or multimedia, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an analytic essay.</p>
---	---	---

## Examples of PARCC Tasks

Each of these is a task that students complete after responding to a series of questions about the readings. If the question requires students to complete a task based on more than one reading, first they analyze each of the readings, responding to questions specific to each one. Then they respond to the task after they have thought through the readings.

### Third Grade Constructed Response

- Old Mother West Wind and the Sandwich both try to teach important lessons to characters in the stories. Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.
- This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

### Fourth Grade Constructed Response

- Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.
- Using information from the articles and the video, describe the roles that both the horses and humans play in the horses' survival. Use evidence from the articles and the video to support your answer.
- In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events. Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

### Fifth Grade Constructed Response

- The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen. Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.
- Compare how the articles by Lauren Tarshis and Dyan deNapoli and the video describe penguin rescue efforts after oil spills. Support your essay with information from all three sources.
- You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

### **Sixth Grade Constructed Response**

- You have read the passage from *Boy's Life* and "Emancipation: A Life Fable." Both texts develop the theme of freedom. Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.
- You have read two texts and viewed one video that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.
- In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

### **Seventh Grade Constructed Response**

- You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.
- Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.
- You have learned about electricity by reading two articles, "Energy Story" and "Conducting Solutions," and viewing a video clip titled "Hands-on Science with Squishy Circuits."
- In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

### **Eighth Grade Constructed Response**

- Write an essay comparing the information presented in the video with that presented in the article "Elephants Can Lend a Helping Trunk" and the passage from "Elephants Know When They Need a Helping Trunk in a Cooperative Task." Remember to use evidence from the video, the article, and the passage to support your answer.
- Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?

### **We Shall Overcome**

<p>We shall overcome, we shall overcome We shall overcome some day Oh, deep in my heart, I do believe We shall overcome some day</p> <p>The Lord will see us through, the Lord will see us through The lord will see us through some day Oh, deep in my heart, I do believe The Lord will see us some day</p> <p>We're on to victory, we're on to victory We're on to victory some day Oh, deep in my heart, I do believe We're on to victory some day</p> <p>We'll walk hand in hand, we'll walk hand in hand We'll walk hand in hand some day Oh, deep in my heart, I do believe We'll walk hand in hand some day</p>	<p>We are not afraid, we are not afraid We are not afraid today Oh, deep in my heart, I do believe We are not afraid today</p> <p>The truth shall make us free, the truth shall make us free The truth shall make us free some day Oh, deep in my heart, I do believe The truth shall make us free some day</p> <p>We shall live in peace, we shall live in peace We shall live in peace some day Oh, deep in my heart, I do believe We shall live in peace some day</p>
---	--

### **INTERPRET THE MESSAGE OF A SONG**

CCSSR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- ❖ What is the main idea of each part of the song?
- ❖ What is the theme or message of the whole song?
- ❖ Pete Seeger changed one word of the song. It used to say we will overcome. He changed that to shall. How does that affect the message?
- ❖ What techniques help make that theme clear?
- ❖ This song is important to the Civil Rights Movement of the United States. How might it have contributed to the progress of that movement?

**EXCEED:** Write another part of the song. Support the theme in the part you add.

## Online Resources

The following on-line sources can support effective implementation of the Common Core State Standards.

Achieve the Core: [AchievetheCore.org](http://AchievetheCore.org)

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

Common Core Standards in Spanish:  
<http://commoncore-espanol.com/california-common-core-state-standards-spanish-language-arts-and-literacy-historysocial-studies>

Illinois State Board of Education: [www.isbe.net/common\\_core/](http://www.isbe.net/common_core/)

International Reading Association: [www.readwritethink.org](http://www.readwritethink.org)

National Council of Teachers of English: [NCTE.org](http://NCTE.org)

National Education Association: [NEA.org](http://NEA.org)

Common Core Math Support from the National Council of Teachers of Mathematics:  
<http://www.nctm.org/ccssmposition/>

PARCC: [PARCOnline.org](http://PARCOnline.org)

## Parent Roadmaps to the Common Core from the Council of Great City Schools

*Language Arts—English*  
<http://www.cgcs.org/Page/328>

*Language Arts--Spanish*  
<http://www.cgcs.org/Page/261>

*Math—English*  
<http://www.cgcs.org/Page/244>

*Math—Spanish*  
<http://www.cgcs.org/Page/263>