PARCC SAMPLE QUESTION AND TASK MODELS   **Grade 3**
EDITED TO PROVIDE TRANSFERRABLE FRAMES WITH INCREASED CHALLENGE

The following "frames" are edited questions from the PARCC samples.
The editing has involved removing the specific identification of the texts and components so that teachers can construct parallel sequences and kinds of questions for other texts.

KINDS OF QUESTIONS AND TASKS

Evidence-Based Selected Response (EBSR)
Questions identified as **EBSR** are EVIDENCE BASED SELECTED RESPONSE ITEMS--items that include multiple choice options in the following sequence:

First question requires students to select one of at least four responses based on information in the text.
Next question requires students to choose evidence from the text to support the selected answer to the first question.

These "frames" do not include the responses for the EBSR questions so that they can be transferred to other texts. To transfer them to other texts, students should either select the best response from the text or teachers should set up possible responses. To increase the level of challenge, students should select the best answers based on the text independent of multiple choice options—these resources are not intended to replicate PARCC as test prep exercises but instead to demonstrate the kinds of thinking that students need to be able to transfer across texts.

Technology Enhanced Constructed Response (TECR)
Tasks that require students to use a cursor to move items from a text or about a text into a graphic organizer are Technology Enhanced Constructed Responses.   On PARCC, these tasks include lists or otherwise identified items that the student moves to construct a response.   To increase the level of challenge, students should identify examples from the text to insert in the graphic organizers.

Prose Constructed Response (PCR)
Task that require students to write in response to a text may include analysis of texts, narratives based on texts, or "research simulation" in which students report on and analyze a topic presented in different passages and often a video.   While some of these items require students to analyze the strength of support for a claim in a text, the students do not write the traditional "persuasive" essay—they evaluate the texts they read.
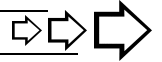
GRADE 3   PARCC SAMPLE-BASED FRAMES

Grade 3 PARCC Frames--FICTION

Story 1 Questions

EBSR What does the word _____ mean as used in the paragraph?

Which statement best supports your answer?

EBSR How is the idea _____shown through details?

Which detail best supports that answer?

TECR
Show how _____ (characters) are described on pages ___-____.
List three details that describe _____in the chart.

Details to Describe _____

| |
| |
| |
| |

Story 2 Questions

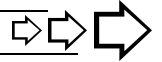**EBSR** What does the phrase _____ show about _____(a character)?

*Which detail from the story shows **another example** of the answer to that question?*

EBSR Which sentence describes what is happening in the picture.
EBSR What does the picture add to the story?

Prose Constructed Response about BOTH stories.
Write an essay that explains how their words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Story 3 Questions

EBSR What does the phrase _____ mean as used in the paragraph?
Which detail from the paragraph supports that answer?

EBSR Read this sentence that tells what a character does:_____
Why does _____ do _____?
Which detail from the paragraph best supports that answer?

EBSR Two characters do this: _____.
How does that affect what happens next in the story?
*Choose **two details** that support your answer.*

TECR List three events in the chart. Then list how _____ (a character in the story) responds to each event.

Events	How _____ responds.

EBSR What is the central message of the story?
Which sentence from the story supports the answer?

Prose Constructed Response:

Write _____'s journal entry about this story. Include information about how the characters responded to the events in the story as you write the journal entry.