

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

Grade 6

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.

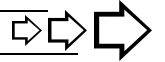
These “frames” do not include the responses for the EBSR questions so that they can be transferred to other texts. To transfer them to other texts, students should either select the best response from the text or teachers should set up possible responses. To increase the level of challenge, students 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 6 PARCC SAMPLE-BASED FRAMES

Grade 6 PARCC Frames--FICTION

Today, you will read and think about the passage from the novel titled _____ and the fable _____. As you read these texts, you will gather information and answer questions about comparing themes and topics so you can write an essay.

Story 1 Questions

EBSR Read the sentence from paragraph ___ in the passage from _____.

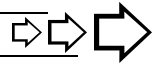
What does the word _____ mean as it is used in the sentence?
*Which sentence from the passage **best** supports the answer?*

EBSR Read the sentence from paragraph ___ in the passage from _____.

How does the sentence help develop the plot of the excerpt?
*Which detail from the passage **best** supports the answer?*

EBSR How does the narrator's attitude toward _____ gradually change?

*Which **two** sentences from the passage **best** support the gradual change?*



Story 2 Questions

Read the phrase from paragraph ____.

EBSR As used in paragraph ____, what does the word _____ suggest about _____?

*Which detail from the fable **best** supports the answer?*

TECR For the fable, use the story map to create a summary by putting the correct details into the correct places.

Character	First Setting	Second Setting

Conflict:	
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Event 1	
Event 2	
Event 3	

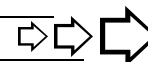
Resolution:	
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TECR Read the central ideas in the list and decide whether they are found in the passage from _____, in _____, or in both. Drag and drop each central idea into the appropriate location in the table.

Story 1	Story 2	Both

Constructed Response about BOTH Readings.

You have read the passage from _____ and _____. Both texts develop the theme of _____. Write an essay that compares and contrasts the approaches each text uses to develop the theme of _____.



Grade 6 PARCC Frames—NONFICTION

Today you will research _____. You will read one article titled _____. Then you will read one passage titled _____ and view one video titled _____. As you review these sources, you will gather information and answer questions about _____ so you can write an essay.

Article 1 Questions

EBSR What does the word _____ mean as it is used in paragraph ___? *Which sentence from the article supports the answer?*

TECR The author makes the claim that _____. First, drag and drop into the chart **one** main strategy used throughout the article to develop the claim. Then, drag and drop **three** pieces of evidence that demonstrate the strategy being used.

Strategy	Evidence	Evidence	Evidence

EBSR What is the author's **main** purpose in _____? *Which sentence from the article supports the answer?*

Article 2 Questions

Read the sentence from paragraph ___ of the passage _____.

EBSR What does the word _____ mean as it is used in the sentence? *Which detail from paragraph ___ of the passage supports the answer?*

EBSR Which detail from the passage supports the idea that _____? *Which paragraph from the passage **best** supports the answer?*

EBSR How does the author show that _____? *Which sentence from the passage supports the answer?*

Video 1 Questions

Read the sentence from the video.

EBSR What does the word _____ mean as it is used in the sentence? *Which quotation from the video **best** supports the answer?*

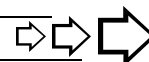
Read the quotation from the video.

EBSR How does the quotation contribute to the development of ideas in the video? *Which detail from the video supports the answer?*

TECR Select **one** central idea that is developed in all three texts. Then select **one** sentence from each text that supports the central idea.

Constructed Response about BOTH Readings AND the Video.

You have read two texts and viewed one video that claim that _____. 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.



Grade 6 PARCC Frames— FICTION

Today you will read a passage from a story titled _____. As you read, pay close attention to the characters as you answer the questions to prepare to write a narrative story of your own.

EBSR Which statement **best** states a theme in the passage?
Which detail from the passage **best** supports the answer?

EBSR How does _____'s attitude change during the passage?
*Which **two** sentences from the passage, when taken together, **best** support the answer?*

EBSR Which option describes the **main** purpose of paragraph ___ in the passage?
*Which detail from paragraph ___ **best** supports the answer?*

TECR Which details from the passage would be important to include in a summary?
Drag and drop into the chart **four** details in chronological order.

Steps	Details
First	
Second	
Third	
Fourth	

EBSR How does paragraph ___ contribute to the setting?
*Which other paragraph **best** contributes to the setting in the same way?*

Prose Constructed Response about the Reading

In the passage from _____, the author creates a vivid setting and two distinct characters, _____ and _____. Think about the details the author uses to establish the setting and the characters.

Write an original story about what happens when _____(character) _____(action). In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.