PARCC SAMPLE QUESTION AND TASK MODELS Grade 7
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.
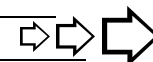
GRADE 7 PARCC SAMPLE-BASED FRAMES

Grade 7 PARCC Frames—FICTION

Today you will read a passage from _____ as well as a scene from the play
_____. After you have read the selections and answered some questions,
you will write an essay analyzing the themes presented in the two texts.

Story 1 Questions (excerpt from a story)

EBSR What is the meaning of _____ as it is used in paragraph __?
Which evidence from the story supports the correct answer?

EBSR How does _____ affect _____?
Which evidence supports the answer?

EBSR What is a central idea of *the story*?
*Which evidence **best** supports the answer?*

Story 2 Questions (play)

EBSR What is the meaning of _____ as it is used in line __ of the play?
*Which phrase from the play **best** helps the reader to understand that meaning?*

TECR In *the play*, the stage directions help the reader better understand the scene.
Match the stage directions to their functions in the play by placing the stage directions in
the appropriate box. Not all options will be used.

Stage Direction	Function

TECR Both characters in *the play* are inspired by the setting of the play to
_____ (action).   Select **two** lines from the play, **one** for **each** character, that
support this idea.

Constructed Response about BOTH Readings.
You have read a passage from _____ and a scene from _____.
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.
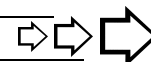
Grade 7 PARCC Frames—NONFICTION

Today you will research _____ and consider some of the methods used in science texts and videos to support different purposes. First you will read a passage that explains _____.
Next, you will watch a video about _____. Finally, you will read an article that explains _____.
As you review these sources, think about the purpose of each and the role that explanations, demonstrations, and/or descriptions of experiments play in communicating that purpose. At the end of the task, you will be asked to write an essay.

Reading 1 Questions

EBSR In paragraph __ what does the word _____ mean?
*Which sentence from _____ **best** supports the answer?*

EBSR Why does the author **most likely** place the information in paragraphs __ at the beginning?
*Which detail **best** supports the answer?*

EBSR Which sentence **best** describes the central idea of paragraphs __ ?
*Which sentence **best** supports the answer?*

Video Questions

EBSR In segment _____ what does the word _____ mean?
*Which detail **best** supports the answer?*

EBSR Which sentence **best** describes the central idea of the video?
*Which **two** quotations from the video **best** develop the central idea?*

TECR Use what you have learned from watching the video to place check marks next to **all** of the activities that are needed to successfully _____. Note that some of the possible activities listed are incorrect.
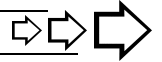
Reading 2 Questions

EBSR As it is used in the passage, what does the word _____ mean?
*Which detail from _____ provides the **best** clue to the meaning of the word _____?*

EBSR Which sentence describes the overall structure of the passage?
In what way does paragraph ___ contribute to the structure?

TECR Identify **three** details in the list that should be included in a summary of the passage. Then, put your selections into the table in the order they should appear.

Constructed Response about BOTH Readings AND the Video
You have learned about _____ by reading two articles and viewing a video clip. 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.

Grade 7 PARCC Frames—FICTION

Today you will read a passage from a novel. As you read, you will gather information to prepare for writing an original story.

Story 1 Questions

EBSR In paragraph __, what information does the setting **mainly** suggest about _____?
Which detail from paragraph __ best supports the answer?

EBSR Which sentence explains what the word _____ in paragraph __ suggests about _____?
Which detail from the excerpt provides the best clue to the meaning of the word?

EBSR Based on the passage, what is the **main** reason the author includes _____ as a character in the story?
Which two details best support the answer?

TECR One way an author suggests a character's feelings is through descriptions of body language, the way the character behaves physically. Select **two** sentences from paragraphs __ that show how _____ 's body language suggests an emotional reaction to _____. More than two sentences are correct.

EBSR Which sentence describes a central idea of the passage?
Which detail from the passage supports the answer?

Prose Constructed Response about the Reading.

At the end of the passage, _____ tells _____ that _____.
Write an original story that describes what _____ does next to try to change _____'s mind about _____.

In writing your story:

- Consider what actions _____ might take or what _____ might say that would strengthen his case.

- Be sure to use what you have learned about the setting, characters, and plot of the passage.