

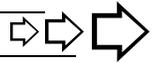


PARCC uses graphic organizers to assess students' ability to organize what they read.

They are online, so they are called Technology Enhanced Constructed Responses (TECRSs).

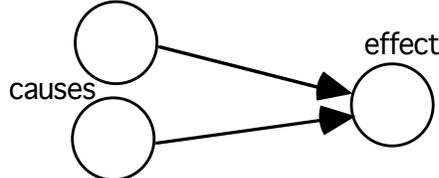
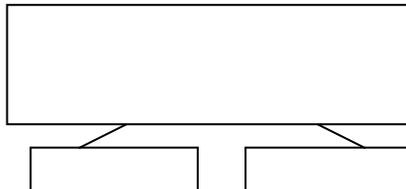
What are the implications for your students' reading activities?

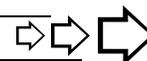
Use a variety of graphic organizers to guide students to analyze what they read—positioning evidence in graphic organizers to make sense.



The PARCC TECRs ask students to complete Graphic Organizers.

Small-scale examples you can adapt to include in your lessons.

<p>LIST</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> ✓ List five facts from the passage. ✓ List two opinions from the passage. 				
<p>CLASSIFY</p> <table border="1" style="width: 100px; height: 60px; margin-left: 20px;"> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </table>					<ul style="list-style-type: none"> ✓ List information about the setting in column 1. ✓ List information about the characters in column 2.
<p>SEQUENCE</p> 	<ul style="list-style-type: none"> ✓ Put the events in order on the timeline. ✓ Then predict what will happen next. 				
<p>COMPARE/CONTRAST</p> <table border="1" style="width: 150px; height: 50px; margin-left: 20px;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	Similarities	Differences			<ul style="list-style-type: none"> ✓ Compare and contrast the passage you read this week with the passage you read last week.
Similarities	Differences				
 <p>ANALYZE/INFER RELATIONSHIPS</p>	<ul style="list-style-type: none"> ✓ What was the climax of the story? ✓ Write it in <u>effect</u>. ✓ What caused it? Note two causes in those circles. 				
<p>INFER THE MAIN IDEA</p> 	<ul style="list-style-type: none"> ✓ Write the Main Idea in the big rectangle. ✓ Note two facts that support it in the boxes. 				
<p>DRAW CONCLUSIONS</p> <table border="1" style="width: 150px; height: 50px; margin-left: 20px;"> <thead> <tr> <th style="width: 50%;">What I Think</th> <th style="width: 50%;">WHY</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	What I Think	WHY			<ul style="list-style-type: none"> ✓ What was the most important change? ✓ Give two reasons for your conclusion.
What I Think	WHY				



PARCC Sample Questions that Ask Students to Use Technology to Construct Responses to Readings

Third Grade

Complete the chart to show how the animals searching for the best thing in the world are described up to paragraph 21. Drag and drop three details into the chart.

Select one sentence from this drop-down menu that describes what is happening in this picture. Then select one sentence from the next drop-down menu that describes what the picture adds to the story.

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

Fourth Grade

Select **three** phrases that help describe the setting in the column titled Phrases that Describe the Setting. Then select **three** pieces of supporting evidence in the column titled Evidence from “Just Like Home.”

Think about how “Just Like Home” and “Life Doesn’t Frighten Me” communicate ideas by using different structures. Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.

Select **three** ways the horses solved the problems listed in the chart. Then select **three** outcomes of the problems of the horses. Complete the chart by dragging and dropping one phrase from the article into each box of the chart.

The authors of the two articles present information about the wild horses and ponies in different ways. Complete the chart by dragging and dropping **one** phrase from “The Wild Horses of Assateague Island” into the chart labeled “Wild Horses” and **one** phrase from “The Wild Ponies of Chincoteague” into the chart labeled “Wild Ponies” to show how each author presents information.

Based on the story, which phrases **best** describe the shoes? Select **three** phrases from the list that accurately describe the shoes by checking the boxes next to the **three** correct answers.



Fifth Grade

Compare the feelings of the narrator and Claire in the story. Select **one** word that describes how the narrator feels and **one** word that describes how Claire feels and drag the words into the charts labeled “Description of Narrator’s Feeling” and “Description of Claire’s Feeling.” Then drag and drop **one** quotation that provides evidence for **each** description to complete the chart.

Using the list of events in the article by Lauren Tarshis, complete the diagram to show a cause, its effects, and then the response.

Compare how the articles by Lauren Tarshis and by Dyan deNapoli tell about the same oil spill event. Drag and drop the details from the list to complete the chart.

Drag and drop the events into the correct sequence to create a summary. Use the events that are **most** important in the passage. Not all the statements will be used.

Complete the chart to compare Johnny and Paul. Drag and drop into the chart the name of the character that matches each description. Then drag and drop **one** piece of evidence that supports each character’s description into the box under Supporting Evidence. Not all the evidence will be used.

Sixth Grade

For the fable “Emancipation: A Life Fable,” use the story map to create a summary by dragging and dropping the correct details into the correct places.

Read the central ideas in the list and decide whether they are found in the passage from *Boy’s Life*, in “Emancipation: A Life Fable,” or in both. Drag and drop each central idea into the appropriate location in the table.

The author makes the claim that steps have been taken to help endangered tigers. 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.

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

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



Seventh Grade

In *Blessings*, 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.

Both characters in *Blessings* are inspired by the setting of the play to express themselves through artistic means. Select **two** lines from the play, **one** for **each** character, that support this idea.

Use what you have learned from watching “Hands-on Science with Squishy Circuits” to place check marks next to **all** of the activities that are needed to successfully turn on an LED light. Note that some of the possible activities listed are incorrect.

Identify **three** details from “Conducting Solutions” in the list that should be included in a summary of the passage. Then, drag and drop your selections into the table in the order they should appear.

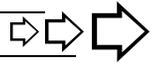
One way an author suggests a character’s feelings is through descriptions of body language, the way the character behaves physically. Select **two** sentences from paragraphs 13-23 that show how Kevin’s body language suggests an emotional reaction to Howie. More than two sentences are correct.

Eighth Grade

Read the statements from the video. **Two** statements represent facts and **two** represent reasoned judgments. Drag and drop those sentences into the correct places in the table.

Here are some key steps in the experiment described by the two passages and the video. Drag and drop the key steps into the list so that they are in the order in which they were performed.

Select the sentences that together create a summary of the passage and place them in the boxes in the correct order.



PARCC-Based Constructed Responses Using Graphic Organizers

Complete the chart to show how the writer describes _____.
Put three details from the text into the chart.

Topic: _____

Details

Complete the chart to tell what the picture adds to the story.

Describe what is happening in the picture.	Tell what the picture adds to the story.

Complete the chart to tell how _____ (a character) responds to each important event in the story.

Event	How the character responds



List three phrases that tell about the setting.

Compare and contrast the kinds of information each writer includes.

List information from passage 1 in column 1.

List information from passage 2 in column 2.

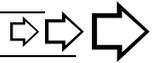
Important Information from passage 1	Important Information from passage 2

Compare the feelings of the narrator and one character in the story.

Narrator	Character:
How the narrator feels:	How this character feels:
Quotation that provides evidence:	Quotation that provides evidence:

Complete the diagram to show the cause, its effects, and the response.

Cause	Effects	Response



Create a summary by putting the most important events in correct sequence.

First	
Then	
Then	
Then	
Last	

Compare two characters.

Character 1:	Character 2:
Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:
Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:

Complete the Story Map (see graphic organizers in fiction section of this guide)

Read the two passages.

Then put the central idea from each into the correct column.

<i>Passage 1</i>	<i>Passage 2</i>
Central Idea	Central Idea



**The writer makes a claim in the passage.
 In the chart list one main strategy the writer uses to support it.
 Then list three pieces of evidence that show that the writer uses that strategy.**

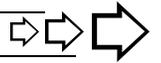
STRATEGY	EVIDENCE

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

Central Idea that is developed in all three texts:
--

Supporting sentences.

Text 1	Text 2	Text 3



Both characters in the play share this: _____.
Select two lines from the play, one for each character, that supports this idea.

Character 1	Character 2

One way an author suggests a character’s feelings is through descriptions of body language, the way the character behaves physically. Select two sentences that show the main character’s feelings about another character.

How the character feels: _____

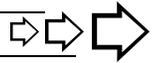
Example of physical behavior that shows this feeling:
Another example of physical behavior that shows this feeling:

Choose three details from the article that should be included in a summary of the passage.

List them in the order in which they should be included in the summary.

Read the text. Then List two statements that represent facts and two that represent reasoned judgments.

Facts	Reasoned Judgments



Construct Your Own Paper TECR-like constructed response task.

Draw a graphic organizer here and the direction for what the student should do to respond to the text.

Directions:
