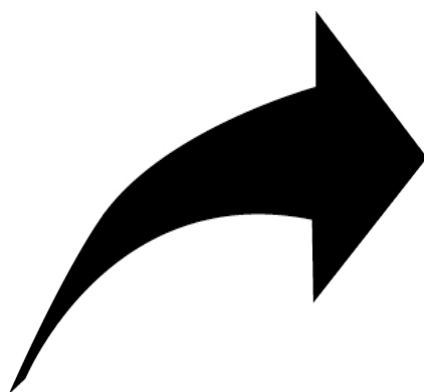


PARCC PIONEERS



**Meeting the
Common Core/PARCC
Literacy Challenge**

The BIG Questions:

⇒ What is the PARCC Literacy challenge?

⇒ What habits will teachers need to develop so that students to meet the PARCC challenge?

➤ Teacher INSTRUCTION habits

➤ Student READING Habits

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

- a. They are a specific sequence.
- b. They are clustered by kinds of thinking.
- c. Standard 1 is the first step for all reading.
- d. Standard 10 is our destination.

It's b, c, d, e—use this chart to support that answer.

Common Core Anchor Standards for Reading

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

To respond to the PARCC reading Challenge, start with this math standard.

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

⇒ **What will I figure out?**

⇒ **How will I do it?**

⇒ **What information will I use?**

What is a math standard doing on this page?

It's the key to understanding any problem, answering any question, meeting any challenge.

What's the PARCC reading challenge?

How will we meet it?

Use the following pages to figure it out.

Standard 1 is STEP 1.

You can't reach another standard without it. But it is not a separate activity. Students read closely/carefully to figure out the text—so standard 1 connects with each other standard. Every question on PARCC requires standard 1 PLUS another standard. And all require students to demonstrate that they're on the way to Standard 10—proficient reading.

Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	LITERATURE	NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

See how the standards connect across grades.

Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	LITERATURE	NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, retell familiar stories, including key details .	With prompting and support, identify the main topic and retell key details of a text.
1	Retell stories, including key details , and demonstrate understanding of their central message or lesson .	Identify the main topic and retell key details of a text.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral .	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea .
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details ; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis ; provide an objective summary of the text.

What is the connection between standard 2 and standard 8?

Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, identify the reasons an author gives to support points in a text.
1	Identify the reasons an author gives to support points in a text.
2	Describe how reasons support specific points the author makes in a text.
3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4	Explain how an author uses reasons and evidence to support particular points in a text.
5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims .
8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises , purposes , and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

What is an important difference?

Standard 8 is NOT applicable to literature, only to fiction.

How is nonfiction different from fiction?

Look for differences in this chart.

Core Reading Standards for Sixth Grade

READING LITERATURE	READING NONFICTION
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone .	4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme , setting , or plot .	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas .
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Integrate information presented in different media or formats (e.g., visually , quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics .	9. Compare and contrast one author's presentation of events with that of another
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range.

PARCC USES THREE KINDS OF QUESTIONS

Two are questions that students respond to with evidence, requiring standards 1 and 10 and another standard.

One is a **task**—a question that requires students to construct a prose text of their own based on the readings.

Each PARCC Reading Assessment includes three kinds of items:

EBSR Evidence Based Selected Response

Question A that asks students to select a response to a standards-based question.

Question B that asks students to select evidence to support the response to question A.

TECR Technology Enhanced Constructed Response

A question that students respond to by moving text or highlighting text.

Examples include completing a graphic organizer to sequence events, identifying the most important elements of a story or report for a summary and moving them into a graphic organizer, providing evidence to compare and contrast two characters in a Venn diagram.

PCR Prose Constructed Response

A **task** that requires students to write a response to a question that may focus on one reading or may require students to analyze two readings or two readings and a video. If the task requires students to respond to two texts or to two texts and a video the student first completes responses to questions about each reading or video.

Source of the following examples of PARCC pilot items:

<http://www.parcconline.org/samples/item-task-prototypes>

This third grade sample item is an example of EBSR—evidence based selected response.

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.”

Connected Standards

PARCC items ask students to demonstrate *combined competence*—standard 1—read carefully and closely, with complex text (standard 10), plus at least one other standard.

This third grade item requires these standards:

- RI.3.1 (evidence).
- RI.3.2 (main idea).
- RI.3.10 (complex text).

Note:

*The difference between this kind of question and the other kinds of questions on PARCC is NOT that it is evidence based.
It is that students select a response.*

So it’s an evidence-based SELECTED response.

Here are some examples of TECRs-- Technology Enhanced Constructed Response

PARCC Sample Questions that Ask Students to Use Technology—Students Complete Graphic Organizers to Respond to a Text—they use a cursor to move parts of a response into the organizer.

The organizer may be a chart, diagram, or other graphic organizer.

They are ALL evidence based—they all require students to organize ideas and information from the source text (sometimes other kinds of sources—videos).

These are ALL EVIDENCE-BASED responses.

Source: PARCConline.org

3rd Grade

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

4th Grade

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.

5th Grade

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

6th 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.

7th Grade

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.

8th Grade

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.

Each of these requires connected standards AND organizing information to clarify ideas.

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.

Sequential Text-Based Questions.

“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.**” (PARCCOnline.org)

Students usually complete selected response text-based questions and text-based TECRs and then complete their responses with a TASK—the PROSE CONSTRUCTED RESPONSE—again based on the source (or sources—some PCR are based on two or three sources, including a video.)

6th grade example from PARCCOnline.org

After reading part of *Julie of the Wolves*, students answer these questions.

ITEM ABOUT CHARACTER TRAITS

Part A. Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

reckless lively imaginative observant impatient confident

Part B.

- Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.
- Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

ITEM ABOUT RELATIONSHIPS

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a. She is angry that he left her alone.
- b. She blames him for her difficult childhood.
- c. She appreciates him for his knowledge of nature.
- d. She is grateful that he planned out her future.

Part B Which sentence from the passage best shows Miyax’s feelings for her father?

- a. “She had been lost without food for many sleeps on the North Slope of Alaska.”
- b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”*
- c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
- d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”

PROSE CONSTRUCTED RESPONSE TO FICTION

In the passage, the author developed a strong character named Miyax.

Think about Miyax and the details the author used to create that character.

The passage ends with Miyax waiting for the black wolf to look at her.

Write **an original story** to continue where the passage ended.

In your story, **be sure to use what you have learned about the character Miyax** as you tell what happens to her next.

The questions are sequenced to guide students' reading carefully and completely for nonfiction as well as fiction.

PARCC 7th Grade Sample**(PARCConline.org)****Session 1:**

Students begin by reading an anchor text that introduces the topic.

Items ask students to gather key details about the passage to support their understanding.

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan died.

Part A

Highlight the claim that is supported by the most relevant and sufficient facts within "Earhart's Final Resting Place Believed Found."

Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.

- Specific CCSS alignment to:
 - RI.7.1 (use of evidence).
 - RI.7.8 (author's claims and evidence).
 - RI.7.10 (complex texts).
- ✓ This item helps students gather information and details for use on the first and second Prose Constructed Response.
- ✓ Requires students to *employ reasoning skills*, since all of the claims listed could be made, but only one is supported by the most relevant and sufficient facts.

PARCC sequences questions with increasing challenge.

“Purposely designed to help students gather information for writing the final analytic essay that asks students to evaluate the arguments made in three texts about Earhart’s bravery (i.e., her bravery can be expressed as her ability to face the many challenges).”
(source—PARCCOnline.org)

Part C

Then, they write a summary or short analysis of the piece.

Based on the information in the text “Biography of Amelia Earhart,” write an essay that **summarizes and explains the challenges Earhart faced throughout her life**. Remember to use textual evidence to support your ideas.

Notice that this prose constructed response really is a task, students must construct a text-based response that demonstrates several standards. The following list of applied standards is provided by PARCCOnline.org.

Specific CCSS alignment to:

- RI.7.1 (use of evidence)
 - RI.7.2 (summary of text)
 - RI.7.10 (complex texts).
 - W.7.2 (writing to explain or inform); W.7.4 (writing coherently); W.7.9 (drawing evidence from texts). L.7.1-3 (grammar and conventions).
-
- ✓ Requires writing to sources rather than to a de-contextualized or generalized prompt (e.g., asks about a specific aspect of Earhart’s life).
 - ✓ Requires students to draw evidence from the text and cite this evidence clearly.
 - ✓ Requires students to apply the knowledge of language and conventions when writing.

In this sample, students complete an analysis of one text and then continue to read two more sources and then complete another Prose Constructed Response.

Prose Constructed Response (PCR)

Why does PARCC complete each reading response 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:

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.	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.	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. 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.
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These all are text-based responses.

Standard 1 is part of every PCR.

Each PCR requires standard 1 (close reading) and emphasizes other reading and writing standards.

The Reading Assessments usually include two texts students analyze and often for nonfiction topics a video they also analyze.

NOTE: After students have processed more than one text, the Reading assessments culminate with a Prose Constructed Response that requires students to integrate ideas and information from two or more of the sources they have read and responded to with evidence. So there's a bigger PCR—bigger in that the students use more than one source in their response.

Session 2—the Amelia Earhart Readings Continue PARCC 7th Grade Sample
Source: PARCConline.org

“Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension.

Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.”

This prose constructed response requires students to analyze at least two of three texts that students have completed in earlier parts of the assessment.

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

“Biography of Amelia Earhart”

“Earhart's Final Resting Place Believed Found”

“Amelia Earhart's Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

NOTES:

In the online samples from PARCC, the third reading often is a reading of a video – usually if the topic of the three sources is nonfiction. However, in earlier grades the requirements may include only two readings or one reading and one video.

RECOMMENDATION:

Teachers can adapt this kind of assessment in instruction—guiding students to analyze more than one source to learn about a topic.

This list from PARCC identifies the standards required by that task about Amelia Earhart.

Specific CCSS alignment to:

- RI.7.1 (use of evidence);
 - RI.7.8 (evaluate claims in a text);
 - RI.7.9 (comparison of authors' presentation);
 - RI.7.10 (complex texts).
 - W.7.2 (writing to inform and explain);
 - W.7.4 (writing coherently);
 - W.7.7 (conduct short research projects);
 - W.7.8 (gather relevant information from multiple sources);
 - W.7.9 (drawing evidence from texts).
 - L.7.1-3 (grammar and conventions).
-
- ✓ Measures the ability to *compare and synthesize ideas* across multiple texts and the ability to analyze the strength of various arguments.
 - ✓ Asks students to *write to sources* rather than write to a de-contextualized prompt.
 - ✓ Focuses on students rigorously *citing evidence* for their answer.
 - ✓ Requires students to delve deeply into multiple texts to gather evidence to analyze a given claim, *simulating the research process*.
 - ✓ Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

When teachers guide students to read more than one source and to report learning from different sources they are exercising these competencies.

PARCC PROSE CONSTRUCTED RESPONSE QUESTIONS

Sample Source: PARCConline.org

Third Grade PCR ABOUT TWO READINGS

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.

Fifth Grade PCR ABOUT TWO READINGS AND A VIDEO

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.

Seventh Grade PCR ABOUT TWO READINGS AND A VIDEO

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.

I teach science or social studies—so what is my connection to PARCC?

Teachers can take the PARCC path to increase student learning in science and social studies.

Consider the possibilities—take standards 7 for writing and 7 for reading to make science and social studies a literacy/content learning journey.

Common Core Anchor WRITING Standard 7 Conduct short as well as more sustained research projects based on focused questions , demonstrating understanding of the subject under investigation.	Common Core READING Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats , including visually and quantitatively, as well as in words.
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To apply standard 7, you need to...

Get Ideas and Information:

Standard 1—read carefully and closely—use evidence.

Standard 2—look for ideas

Standard 3—figure out relationships

Pay attention to the writer's craft and structure:

Standard 4—expand academic vocabulary

Standard 5—figure out how and why the writer structures and includes information and examples in a text or video

Standard 6—analyze the writer's purpose and how the writer accomplishes it

To reach standard 10: Complex texts

So PARCC is about

- ✓ Analyzing Complex **Texts**
- ✓ **Reading thoughtfully** so that students can accomplish Complex Tasks.

Go to PARCCOnline.org and take the sample tests to see the challenge—and prepare to meet it.