PARCC SAMPLE QUESTION AND TASK MODELS

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 4 PARCC SAMPLE-BASED FRAMES

Grade 4 PARCC Frames--FICTION
Today you will read a story and a poem. After you finish the task, you will write an essay about a theme in the story and the poem.

Story 1 Questions

EBSR What is the meaning of the word _______ as it is used in the paragraph? Which detail from the story helps the reader understand the meaning of _______?

TECR Select three phrases that help describe the setting. Then select three pieces of supporting evidence from the story.

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<thead>
<tr>
<th>Phrases that Describe the Setting</th>
<th>Evidence</th>
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EBSR In _______ what can be learned about____________ from his/her statement, _________________________? Which detail supports the answer?

Poem 1 Questions

EBSR What is the meaning of the phrase from lines ___ - ___ of the poem? Which lines from the poem best demonstrate the answer?

EBSR Which sentence summarizes the speaker’s thoughts in the poem? Which lines from the poem show evidence of the answer?

TECR Think about how _________ (the story) and _________ (the poem) communicate ideas by using different structures. Complete the chart by matching each structural element to the story or the poem.

|                                |          |
|                                |          |
|                                |          |

Constructed Response about BOTH readings.
Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.
Grade 4 PARCC Frames--NONFICTION

Today you will read two articles and watch a video about __________. As you review these sources, you will gather information and answer questions so that you can write an essay.

Article 1 Questions

EBSR Read the sentence from paragraph ____ of ________.
What does the word __________________ mean as it is used in the sentence? Which statement best supports the answer?

EBSR Which statement provides the best explanation of why _____ have _____? Which sentence best supports the answer?

TECR Select three ways __________________ solved the problems listed in the chart. Then select three outcomes of the problems.

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<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Outcome</th>
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Article 2 Questions

EBSR What does the phrase __________ mean as it is used in paragraph __? Which detail from the article best supports the answer?

EBSR Which statement best explains why __________ (does) __________? Which sentence from the article best supports the answer?

EBSR What structure does the author use to mainly organize the information in the article? Which sentence from the article supports the structure in the answer?
TECR The authors of the two articles present information about _______ in different ways. Complete the chart with one phrase from ___________ (article 1) and one phrase from ___________ (article 2) to show how each author presents information.

<table>
<thead>
<tr>
<th>Article 1</th>
<th>Article 2</th>
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Video 1 Questions

EBSR Watch the section from ____ to ____ of the video.
What is the meaning of the word ________ as it is used in this section of the video?
*Which detail from this part of the video supports the answer?*

EBSR Which of these statements best expresses a main idea from the video?
*Which statement from ___________________ (the video) best supports the answer?*

*Constructed Response about BOTH Readings AND the Video.* Your class has been studying about _________________. Using information from the articles and the video, describe the roles that both ____ and ____ play in ____.
*Use evidence from the articles and the video to support your answer.*
Grade 4 PARCC Frames--FICTION

Today, you will read about __________________ who ___________________.
As you read the story, think about the details the author uses, as you will be asked to write your own story.

EBSR What is the best summary of the story?
TECR Which two sentences from the story best support the answer?

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

EBSR Which statement best describes the main character between paragraph ___ and paragraph ___ in the story?
Which statement from paragraphs ___ through ___ supports the answer?

EBSR Based on the events in the story, which phrase best describes the main character at the end of the story?
Which detail from the story best supports the answer?

EBSR Which is a main theme of the story?
Which sentence from the story best supports the answer?

Prose Constructed Response about the Reading.

Think about the details the author uses to create the characters, settings, and events.

Imagine that you, like _______________ (character) in the story, _______________ (event).
Write a story about how you _______________ (event) and what happens to you when you _______________ (action taken). Use what you have learned about _______________ when writing your story.