PARCC question:
How do you read nonfiction?

PARCC Challenge:
Figure out the
Central Idea

• Ideas that Develop that Central Idea
• Relevant Examples
• Supporting Information
• The writer’s purpose—what does the writer want you to understand?
• How sufficient and relevant is the evidence?
How should teachers guide students? **PROGRESSIVELY**

**A Bloom-Based Progression**

<table>
<thead>
<tr>
<th>Know More</th>
<th>Comprehend Clearly</th>
<th>Apply Knowledge</th>
<th>Analyze Logically</th>
<th>Evaluate</th>
<th>Synthesize</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate</td>
<td>identify</td>
<td>adapt</td>
<td>compare</td>
<td>assess</td>
<td>combine</td>
</tr>
<tr>
<td>define</td>
<td>describe</td>
<td>change</td>
<td>contrast</td>
<td>defend</td>
<td>connect</td>
</tr>
<tr>
<td>memorize</td>
<td>collect</td>
<td>demonstrate</td>
<td>examine</td>
<td>judge</td>
<td>create</td>
</tr>
<tr>
<td>repeat</td>
<td>classify</td>
<td>illustrate</td>
<td>infer</td>
<td>rank</td>
<td>design</td>
</tr>
<tr>
<td>retell</td>
<td>sequence</td>
<td>solve</td>
<td>organize</td>
<td>support</td>
<td>integrate</td>
</tr>
</tbody>
</table>

- **When?**
- **Where?**
- **Who?**
- **What?**
- **How?**

- In what sequence did _____ happen?
- What is the stated cause?
- Locate and classify ___.
- Summarize the important parts.
- Explain how _____ works.
- How do you _____?
- What would happen if ___ changed?
- How do you solve this kind of problem?
- How do you answer this kind of question?
- Give examples.
- List opposites.
- Predict.
- What are important differences?
- What do you infer caused this?
- How did ___ affect ___?
- What is your evidence?
- How do the parts relate?
- What is the theme?
- What is the strongest evidence?
- Give and justify your opinion on _____.
- Which is the best choice? Why?
- Identify facts and opinions in ___.
- What is the answer to the BIG question?
- Create a ____ that shows _____.
- Based on what you knew and what you learned, what do you think?

- list
- label
- glossary
- drawing
- caption
- drawing
- chart
- sequence
- chart
timeline
picture book
- directions with example
- explanation
- illustration
- model
- plan
- diagram
- flowchart
- logic
- statement--I infer __ based on ___.
- presentation
- report
- editorial
- rating
- report
- recommendation
- critique
- debate
- artwork
- booklet
- exhibit
- poem
- report
- story
BIG Idea:
Nonfiction writers use facts and examples to explain ideas about a topic in informational text.

BIG question for nonfiction readers:
How do you read nonfiction?
What do students need to do to respond to a PARCC Nonfiction question?

Read carefully.
Read completely.
Think Clearly.

Third Grade Sample Pilot Item  PARCCONLINE.org

Third grade end of year

- Students will be given several passages to read closely.
- EBSR and TECR 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.
- Will draw on higher order skills such as critical reading and analysis, the comparison and synthesis of ideas within and across texts, and determining the meaning of words and phrases in context.

Read all parts of the question before responding

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."

NOTICE THAT THE ITEMS REQUIRE MORE THAN ONE KIND OF COMPETENCE.

- Specific CCSS alignment to:
  – RI.3.1 (evidence).
  – RI.3.2 (main idea).
  – RI.3.10 (complex text).

Note from PARCC: While this is an example of a less complex item—one where the main idea and details to support it are explicit and readily found—students must provide evidence for the accuracy of their answer in Part B, illustrating one of the key shifts: use of textual evidence.
PARCC WORDS TO USE

relevant

sufficient

Which are the most relevant facts?

Did the writer provide sufficient evidence?

THINK ABOUT THAT:

WHEN YOU READ;

WHEN YOU RESPOND!
PARCC PLANNER for NONFICTION LEARNERS
Guide students to learn how to read nonfiction and learn content.

**Topic:** ____________________________________________

**BIG Idea:** _____________________________________________

**BIG Question:**  ______________________________________________________

<table>
<thead>
<tr>
<th>Goal</th>
<th>Learn how to ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Vocabulary—students identify core academic vocabulary and construct glossary during lesson or unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read</th>
<th>CCSSR1: Read closely, then infer with evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCSSR2: Identify important ideas (CCSSR6—analyze writer’s choices)</td>
</tr>
<tr>
<td></td>
<td>Read/Listen to ____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organize</th>
<th>Show what you learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make a</td>
</tr>
<tr>
<td></td>
<td>___ picture ___ glossary ___ list ___ chart ___ timeline ___ diagram</td>
</tr>
<tr>
<td></td>
<td>THAT SHOWS THE MOST IMPORTANT INFORMATION.</td>
</tr>
</tbody>
</table>

**TASKS**

**Write, Illustrate**

<table>
<thead>
<tr>
<th>Explain</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ sentences __ paragraph __ letter __ poem __ booklet</td>
<td></td>
</tr>
<tr>
<td>__ _____________________</td>
<td>and/or</td>
</tr>
<tr>
<td>Draw _____________________</td>
<td></td>
</tr>
</tbody>
</table>

**INTEGRATE**

**CCSSW7**

**Advocate—**

**CCSSW1**

**Explain—**

**CCSSW2**

**Narrate—**

**CCSSW3**

**EXPAND—PLUS**

Then write

__ constructed response

__ narrative fiction or __ narrative nonfiction or __ argument/opinion
Common Questions
These questions can be used to assess students’ comprehension of texts. The following pages include guides that also can be used to assess specific kinds of reading processes.

NONFICTION QUESTIONS
You can use these questions to assess students’ reading of any nonfiction passage.

Author’s purpose
Why did the writer include this?

Important Information
What is the most important information in the first paragraph? Why do you think it is important?

Supporting Ideas
List the topics of the paragraphs.

Main Idea
What is the main idea of the selection? Why do you think that is the main idea?

Structure of the Text
How does the writer begin and end the passage? How does the beginning help you to figure out what you will learn? How does the ending help you understand what the writer wanted you to understand?
GET IT! I Can Comprehend A Paragraph or Page

CCSSRI1.2. Identify the main topic and retell key details of a text.

You can draw the meaning of a sentence, or a paragraph or page. And if you show it with pictures, you see what you are learning as you read. Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.

Then show your picture to another student. Ask that student to find the part you pictured. Ask them to write what they see your picture says.

I see _______________________________________________
__________________________________________________
__________________________________________________
GET IT! Visualize Nonfiction:
Show, Then Write What You Learn

CCSSR1. 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.
CCSS Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic: ________________________________

Important Information Picture important facts.

Write what you learned.
Add captions to your pictures.
Then write a booklet. You can cut out the boxes and put them in the order you want to use the facts.
MAKE IT CLEAR: Identify Main Ideas
CCSSR1, read closely, CCSSR2, identify main ideas

Every nonfiction passage includes different important ideas. Read a section from a nonfiction text. What are 2 different ideas you find in the passage? List them in the left column. Then in the right column list two facts that support each of the 2 ideas.

<table>
<thead>
<tr>
<th>Idea</th>
<th>2 Facts That Support It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did you choose your facts?

________________________________________________________________________

How do you think a writer chooses the facts to explain an idea?

________________________________________________________________________

________________________________________________________________________
ANALYZE NONFICTION: Figure out the CENTRAL Idea and Main Ideas
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<table>
<thead>
<tr>
<th>CENTRAL IDEA — For the WHOLE Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One MAIN IDEA in the Text— that helps explain the CENTRAL Idea</td>
</tr>
<tr>
<td>Another MAIN IDEA in the Text— that helps explain the CENTRAL Idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTING INFORMATION FOR THIS IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPORTING INFORMATION FOR THIS IDEA</td>
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</table>

<table>
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<tbody>
<tr>
<td>SUPPORTING INFORMATION FOR THIS IDEA</td>
</tr>
</tbody>
</table>

Then choose one of these activities.
- write a short summary of the text
- make an outline of the text
- draw an illustration that shows one of the important ideas
FIGURE OUT WHAT’S IMPORTANT:
Identify relevant information to answer a BIG question.
CCSS Anchor Reading 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.

*Topic:* __________________________________________________________________________

*BIG question about it:* __________________________________________________________________________

What I will read: __________________________________________________________________________

*List information from the text to answer the question.*

<table>
<thead>
<tr>
<th>Information</th>
<th>Page #</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.

7th grade PARCC Sample Pilot Items
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http://teacher.depaul.edu
Notice that these are TASKS not questions and that they require multiple competencies, more than one standard.

Session 1:

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

<table>
<thead>
<tr>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earhart and Noonan lived as castaways on Nikumaroro Island.</td>
</tr>
<tr>
<td>Earhart and Noonan’s plane crashed into the Pacific Ocean.</td>
</tr>
<tr>
<td>People don’t really know where Earhart and Noonan died.</td>
</tr>
</tbody>
</table>

Part A
Which claim 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.

Part C
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.

Session 2:
Students read two additional sources 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.

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

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.
THINK IT THROUGH: Analyze and Evaluate Claims

CCSSR1 read carefully; ccssrccssr8 identify and analyze claims

Topic or Issue: ________________________________________________________

Read Carefully and COMPLETELY: List the sub-topics in the passage.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is a claim that the writer makes?

________________________________________________________

List at least two facts the writer uses to support that claim.

☐ __________________________________________________________

☐ __________________________________________________________

☐ __________________________________________________________

☐ __________________________________________________________

Which fact supports the claim the most strongly? Put 1 in front of that fact. Then rank the other facts in order from the strongest to the least relevant.

Constructed Response: Summarize the writer’s message. Explain what the writer wants you to understand and include the most relevant facts to support that message.
Support Your Answer

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Name__________________________________________ Date: ______________________

**question**

---

*Locate relevant information in two different sources.*

**Source 1:** __________________________________________________________

<table>
<thead>
<tr>
<th>Important Information</th>
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<tbody>
<tr>
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</table>

**Source 2:** __________________________________________________________

<table>
<thead>
<tr>
<th>Important Information</th>
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</tbody>
</table>

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*Use this information to write your response.*
CONNECT IT!
Develop the Integration Competence

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSSW7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

The following example includes a lesson plan plus resources that integrate a variety of kinds of sources to respond to a big question.
Integrate Information from Different Sources

Use nonfiction readings, photographs to learn more about a topic?
List important information from each source.

One picture shows that

The caption tells me that
The Readings explain that…

<table>
<thead>
<tr>
<th>Reading 1 Important Information</th>
<th>Reading 2 Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are three important ideas you have learned from this information?

________________________________________

________________________________________

________________________________________

Put it together.
Explain what is important to understand about this topic.
THINK ACROSS TEXTS

Analyze Nonfiction Texts on the Same Topic or Theme
Compare and Contrast Texts

CCSSR9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Topic or Theme:* ____________________________________________

*Text* ______________________   *Text* ____________________________

**THINK IT THROUGH—EVALUATE!**

*Constructed Response:*
*Write your analysis of the two texts.*

*What are the most important differences?*

*How are they most alike?*

*How are the two writers’ approaches different?*
### Analyze, then Organize an Argument

CCSSR 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.

<table>
<thead>
<tr>
<th>Position 1</th>
<th>Position 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongest evidence</strong></td>
<td><strong>Strongest evidence</strong></td>
</tr>
</tbody>
</table>

**My Position:** ________________________________________________________________

**Strongest Evidence to support my position:**

**Constructed Response:** Evaluate the two positions. Which has greater support. Then construct your own response. You can support one or the other position or a different position that you decide.
DEBATE WITH LOGIC

CCSSR8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and sufficiency of the evidence.

CCSS Writing Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Issue:

One Position

Supporting Reasons and Facts:

Another Position

Supporting Reasons and Facts:

Which side has the strongest evidence?

Which side do you choose?

Strengthen your position. List examples and evidence to support your position. Look closely at the other position. Include evidence that would strengthen your argument against theirs.