PARCC FICTION RIGOR EXCEEDS NWEA
The NWEA Skills Categories: Reading FICTION

The following NWEA skills are sequenced based on the PARCC progression—PARCC provides a progression of questions while NWEA’s question sequence does not provide for progressive interpretation.

GET IT: What does the story tell me?
✓ LOCATES INFORMATION
✓ INFERS MEANING
✓ MAKES PREDICTIONS
✓ DRAWS CONCLUSIONS

GET IT CLEAR: Getting the Message
The following NWEA skills relate to inferring the theme or moral of a story.
✓ SUMMARIZES
✓ INFERS/ANALYZES THEME
✓ LESSON/MORAL Note: Usually is the theme.
✓ MAIN IDEA of a Story or other work of literature

ANALYZE The ELEMENTS
The author uses the plot and character development to communicate the theme. Setting usually supports development of the theme.
✓ SETTING
✓ CHARACTER
✓ PLOT

The plot is the key to understanding the theme-message-moral of a story. Plot analysis includes:
- SEQUENCE
- CAUSE AND EFFECT
- CONFLICT/RESOLUTION

✓ Figure out the theme

ANALYZE THE WRITER’S CRAFT
✓ AUTHOR’S VIEWPOINT
✓ TONE

POINT OF VIEW

AUTHOR’S STYLE/TECHNIQUE
✓ DIALOGUE
✓ FOreshadowing
✓ IRONY
✓ MOOD

FICTION AND POETRY
TECHNIQUES:
May be used in poetry and in other genres.
✓ IMAGERY AND SENSORY LANGUAGE
✓ FIGURATIVE LANGUAGE
✓ SIMILES AND METAPHORS
✓IDIOMS
✓ SYMBOLISM
FICTION Constructed Response Tasks
To respond, first organize your ideas in a list or other organizer.

- **CCSSR2—theme—CCSSR5—author's techniques—CCSSR9** Analyze a poem and story. Identify a theme in the story and in the poem. 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.

- **CCSSR2—theme—and CCSSR9—compare two writer's representation of the same theme.** After you read two stories, think about the similarities and differences in how the writers 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.

- **CCSSR3—analyze the plot of a story, then CCSSW3—write a narrative.** Write a continuation of the story, using details from the passage. What obstacles might the main character face, and what actions might he take to overcome them?

- **CCSSR3—analyze plot; CCSSW3—write a narrative.** Imagine that you, like the main character in the story, have the same experience. Write a story that tells what happens when that same thing happens to you.

- **CCSSR5---analyze the relationship between the narrator and the representation of the theme (CCSSR2) in two different stories (CCSSR9).** Read two different stories. Write an essay describing how each narrator’s point of view influenced how the events are described. Be sure to use details from both stories.

- **CCSSR3—Analyze a character’s development.** Write _________’s journal for the story. Include information about how the characters responded to the events in the story as you write the journal.

- **CCSSR3—analyze the development of a plot in terms of the character’s actions and how the writer communicates that development (CCSSR5).** Analyze two stories in which one character tries to teach important lessons to the main character. Write an essay that explains how the two characters’ words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

- **CCSSR3—Analyze the role of the narrator in a story and the effects that the narrator’s point of view have (CCSSR6).** After you read a story, think about how it would be different if it were told from another character’s point of view. Write a narrative story telling the story from that other character’s point of view. Use supporting details from the story.

- **CCSSR3—Analyze the elements of a story and the choices the writer made to communicate it (CCSSR5).** Read a story. Then think about the details the author uses to establish the setting and the characters. Write an original story about what happens next. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

- **CCSSR5—analyze how the writer’s narrator affects the mood of a story (CCSSR3).** Write an essay analyzing how the narrator’s point of view is different from other characters in the story. Explain how the differences create tension in the story. Remember to use details from the text to support your ideas.

- **CCSSR9—Compare and contrast two texts that develop the same theme.** Write an essay that compares and contrasts the approaches each text uses to develop the same theme.
**Prose Constructed Response Organizer: FICTION**  
**Task Based on Reading Two Stories that Teach Lessons**  
*(3rd grade—adaptable)*

Write an essay that explains how the characters’ words and actions that teach the lessons are important to the plots of the stories. First organize your thinking in these charts. Use what you learned about the characters to support your essay.

**Story 1:**

<table>
<thead>
<tr>
<th>Character who teaches the lesson:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the lesson is:</td>
<td></td>
</tr>
<tr>
<td>Actions that teach the lesson:</td>
<td></td>
</tr>
<tr>
<td>Words that teach the lesson:</td>
<td></td>
</tr>
</tbody>
</table>

**Story 2:**

<table>
<thead>
<tr>
<th>Character who teaches the lesson:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What the lesson is:</td>
<td></td>
</tr>
<tr>
<td>Actions that teach the lesson:</td>
<td></td>
</tr>
<tr>
<td>Words that teach the lesson:</td>
<td></td>
</tr>
</tbody>
</table>
FICTION Prose Constructed Response Organizer
Write a character’s journal for a story. (3rd grade—adaptable)
Include information about how the character responded to the events in the story as you write the journal.

CCSSR3—analyze a character’s development.

**Write the journal of a character.**
“Include information about how the character responded to the events.”

Character: ________________________________

Traits: ________________________________ and ____________________________

List three events and tell how the character responded to the events.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>RESPONSE TO IT—How I felt or what I did</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How the character felt about how the story ended.

________________________________________________________________________

Write the journal as if you were the character.
Include details from the story.
Tell how you felt about what happened and about what you did.
FICTION Prose Constructed Response Organizer
In the story, the main character has a problem. Imagine that you have the same problem. Write a story about how the problem started and what you did. (4th grade adaptable) CCSSR3—plot/story structure; CCSSR2—theme; CCSSW3—narrative

Use this outline to plan your story.

Setting: ____________________________________________________________
___________________________________________________________________

What is the problem will you face? ____________________________
___________________________________________________________________

What is the theme you want your readers to learn from how you solve it?
___________________________________________________________________

What will happen:

<table>
<thead>
<tr>
<th>How the problem started:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I do after it starts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How the story ends:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

PLUS: What I will use to make my story interesting:

___dialogue  ___narrator  ___surprises  ___ ___________________
FICTION PROSE CONSTRUCTED RESPONSE Organizer
Analyze the Narrator’s Point of View in two stories
(CCSSR5 and 9)  5th grade adaptable PCR
The stories both include events that did not happen. Write an essay describing how each narrator’s point of view influenced how these events are described. Be sure to use details from both stories. Use these charts to organize your thinking.

Story 1

<table>
<thead>
<tr>
<th>Event</th>
<th>How the Narrator Guides the Reader to Feel</th>
<th>How I know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Story 2

<table>
<thead>
<tr>
<th>Event</th>
<th>How the Narrator Guides the Reader to Feel</th>
<th>How I know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FICTION PROSE CONSTRUCTED RESPONSE Organizer

**Write the Sequel (CCSSR3, 5 and 9) 6th grade adaptable PCR**

In the part of the story you read, the author creates a vivid setting and two distinct characters. Think about the details the author uses to establish the setting and the characters. Write a story about what happens next. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

Start with a summary of the story.

Setting: ____________________________________________________________
___________________________________________________________________
___________________________________________________________________

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
<th>Important Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How the story ended._______________________________________________
___________________________________________________________________

What problems will the main character face next? _________________
___________________________________________________________________

Theme: ___________________________________________________________

Next Events

<table>
<thead>
<tr>
<th>Next</th>
<th>Then</th>
<th>How it will end.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who will narrate? _________________________________________________

Will you include: __dialogue  ___change of setting  ___a new character
FICTION PROSE CONSTRUCTED RESPONSE Organizer
Analyze the development of a theme in part of a story and part of a play (CCSSR2, 3 and 9) 7th grade PCR (Adaptable)
You have read a part of a story and a scene from a story. 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.

**Story Theme:** _______________________________________________

**Play Theme:** _______________________________________________

Use this chart to organize your essay: How the writer uses character, plot, dialogue, other techniques to develop the theme.

<table>
<thead>
<tr>
<th></th>
<th>Story</th>
<th>Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue, Narrator, other ways the writer develops the theme.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FICTION PROSE CONSTRUCTED RESPONSE Organizer
Analyze the development of a theme in part of a story and part of a play
(CCSSR3, 5) 8th grade PCR (Adaptable)
In the two stories, the narrators have points of view different from those of other important characters. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

Complete this analysis for each of the stories. Then use your analysis of each story to write your response.

Narrator: __________________________________________________
How the narrator’s point of view is different from another important character.

Main Problem: _____________________________________________________

Narrator's Point of View about the Problem:
___________________________________________________________________
___________________________________________________________________

__________________________’s Point of View about the Problem:
___________________________________________________________________
___________________________________________________________________

How the different points of view create tension in the story.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Polk Bros. Foundation Center for Urban Education   teacher.depaul.edu © 2014
Fiction Prose Constructed Response Organizer
CCSSR3—analyze relationships

How is the Narrator’s Point of View different from the other characters in the story? (This is based on a few grades’ PCRs).

Problem the characters face:

How the narrator and other characters feel about it.

<table>
<thead>
<tr>
<th>Character</th>
<th>Feeling</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the narrator feel about the other characters in the story?

________________________________________________________________________

________________________________________________________________________

How does the narrator feel about how the story ends?

________________________________________________________________________

How do the other characters feel about the way it ends?

________________________________________________________________________

________________________________________________________________________