PARCC is raising rigor with the Prose Constructed Response to reading.

**There are three kinds of PCRs on PARCC:**
Source: PARCConline.org

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<th>Literature Task</th>
<th>Narrative Task</th>
<th>Research Simulation Task</th>
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<td>This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</td>
<td>Narrative Task broadens the way in which students may use this type of writing.</td>
<td>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.</td>
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**PARCC Explanation (PARCCOnline.org)**

**Questions that require a written response:**
- Allow students to **elicit evidence** demonstrating that they have understood a text or texts read
- Allow students to **demonstrate that they can communicate that understanding well** both in terms of written expression and knowledge of language and conventions
- Allow teachers the **opportunity to provide feedback** on how individual pieces of writing meet or do not meet the criteria for quality writing

**WRITTEN RESPONSE TASKS**
- Written tasks should require **writing to sources** rather than to a de-contextualized or generalized prompt

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Prose Constructed Response Samples (PARCConline.org)

In the PARCC, students first read a selection, respond to questions about it, and then read another selection, respond to questions about it, and then either read a third selection and respond to questions about it and then respond to the PCR. In some of the PARCC samples, students read one literary selection and then respond to questions about it followed by the PCR.

Literature PCR Tasks

The story “Departure” describes a character leaving home, and the passage from “Up the Coolly” describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response. (9th grade PARCC sample, PARCConline.org)

After discovering that his wife has gone missing from the bicycle they were sharing, Mr. Harris returns “to where the road broke into four” and seems unable to remember where he has come from. Using what you know about Mr. Harris, write a narrative story that describes how he chooses which road to take and the experiences he has on his return journey.

Be sure to use details from the passage in developing your narrative.

You have read two passages, one from Jacey Choy’s “Red Cranes” and one from Jun’ichio Tanizaki’s “The Firefly Hunt”. Though Mie and Sachko, the main characters in the passages, have certain similarities, the authors develop their characters in very different ways. Write an essay in which you analyze the different approaches the authors take to develop these characters? In your essay, be sure to discuss how each author makes use of such elements as

- The main characters’ interactions with other characters
- The presentation of the main characters’ thoughts, and
- The strong feelings each character experiences at the end of each passage.

Use specific evidence from both passages to support your analysis.

The story “Departure” describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys that builds mystery and/or tension. Be sure to use support from both texts in developing your response.

This passage is written as a first-person narrative told from Miss Summerson’s point of view. Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.
Nonfiction PCR Tasks

Write an essay that compares and contrasts a primary argument in each text that you have read regarding the decision to drop the atomic bomb. Your essay should explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.

You have studied three sources involving the establishment of American independence from Great Britain. The sources are:
- “Declaration of Independence,” signed on July 4, 1776
- A passage from Patrick Henry’s March 23, 1776 “Speech to the Second Virginia Convention”
- The transcript of the video “From Subjects to Citizens"

An important idea presented in the sources involves the colonists' notions of the purpose of government. Write an essay in which you explore the perspectives offered in the source documents regarding government’s purpose and its relationship to the people it governs. Use evidence from all three source documents to support your ideas.

You have just read three sources discussing the Supreme Court case of Tinker v. Des Moines:
- The United States Supreme Court majority opinion by Chief Justice Abe Fortas
- The United States Supreme Court dissenting opinion by Justice Hugo Black
- A transcript of a radio interview with law professor Catherine Ross

Consider the points made by each source about the issues surrounding the Tinker v. Des Moines case.

Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the Tinker v. Des Moines case and the arguments and principals set forth in the sources. The essay should consider at least two of the sources presented.

Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences. You may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.