

Scaffolding PARCC Sample Items: *Eliza's Cherry Tree*

The following tables were created by Dr. Diane Staehr Fenner and originally appeared on Colorín Colorado's Common Core and ELLs blog as part of the 9/6/13 blog post, "Instructional Suggestions for ELLs: PARCC Assessment Task (Part 2).

<http://blog.colorincolorado.org/2013/09/06/instructional-suggestions-for-ells-parcc-assessment-task-part-2/>

Identifying Central Ideas and Details from Informational Text

Title of Text: <i>Eliza's Cherry Trees</i>	
Central Ideas	Details Supported by Evidence from Text
Eliza enjoyed _____ new places.	<ul style="list-style-type: none"> • She traveled to _____ when not many tourists had been there before. • She visited her older brother _____. • She wrote a book about _____. • She loved Japan and wanted to share her _____ with _____.
Eliza's favorite plants in Japan were _____.	<ul style="list-style-type: none"> • She called cherry trees "_____."
Important vocabulary words from the text:	

Sequence Support

First, Eliza traveled to _____ and _____. While she was in _____, her favorite plant was _____.

Next, she wrote _____.

Afterward, she had an idea to plant _____ in Washington, DC.

Then,

Finally,

Framework for Ensuring Students Comprehend the Task and Gather Evidence

Question	Answer	What is Needed
What kind of writing am I producing? (What is the task?)	An article for a school newspaper	What an article for a school paper should look like:
What is the purpose of my writing?	To describe how Eliza and Carver faced challenges to change something in America	Reword this into a topic sentence (introduction)
What are the components of this writing task?	Why one solution worked	Example of Eliza's solution that worked
	Why another solution worked	Example of Carver's solution that worked
	Why one solution did not work	Example of Eliza's solution that did not work
	Why another solution did not work	Example of Carver's solution that did not work
	Challenges that were the same	<ul style="list-style-type: none"> Describe two challenges How the challenges were the same
	Challenges that were different	<ul style="list-style-type: none"> Describe two different challenges How the challenges were different
What other information do I need?	Conclusion	Summarize topic sentence and components (solutions and challenges)

Comparing and Contrasting Texts

Text 1:	Text 2:
Similarities	
Differences	

Sentence Frames for Comparing and Contrasting

Sentence Frames for Comparing

The things _____ have in common are _____.

_____ are similar because _____.

_____ is like _____ because _____.

Sentence Frames for Contrasting

_____ and _____ are different because _____.

_____ is unlike _____ because _____.

There are some differences between _____ and _____.

One of the differences is _____.

Student Self-Assessment Rubric

Criterion	Yes	No	Comments
Does my writing demonstrate that I understood the central ideas of the text?			
Does my writing clearly use evidence from the text?			
Does my writing use details from the text?			
Is my writing appropriate to the task and purpose?			
Does my writing contain an introduction?			
Does my writing contain a conclusion?			
Does my writing use linking words and phrases (for example, as a result, in conclusion, etc.)?			
Does my writing use descriptive words?			
Does my writing use words that show time? (first, next, then, finally, etc.)			
Is my writing's grammar and spelling correct?			