

High School & Middle School ELA Integration Standards Requiring Paired Passages

These eight standards at the high school level call for paired passages sometimes using certain genres or documents.

RI .9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Performance Task: 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 Higo Black
- a transcript of a radio interview with law professor Catherin 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 principles set forth in the sources. The essay should consider at least **two** of the sources presented.

This Research Simulation Task assesses RI.9-10.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 10.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Performance Task: Refer to the passages from “Robert Oppenheimer Speech,” “A Petition to the President of the United States,” and “The Decision to Drop the Bomb.”

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.

This Research Simulation Task assesses RH.9-10.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 9.

RL .9.-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Performance Task: Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, 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.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

This Literary Analysis Task assess RL.9-10.9 and was found at <http://parcc.pearson.com/sample-items>. Click on High School ELA Item Set.. "Daedalus and Icarus" starts with question 7. This task can only be done online.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Performance Task: 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.

Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or illustrate a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all three sources.

This Research Simulation Task assess RH.11-12.6 and was found at <http://parcc.pearson.com/sample-items>. Click on High School ELA Item Set. "Abigail and John Adams" starts with question 14. This task can only be done online.

RI .11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution , the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features

Performance Task: 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 for the Second Virginia Convention”
- The transcript of the video “From Subjects to Citizens”

An important idea presented in sources involves 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 sources to support your ideas.

This Research Simulation Task assess RI.11-12.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 11.

RL .11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics.

Performance Task: Now that you have read and answered questions about the passages from *Quicksand* and *The Autobiography of an Ex-Colored Man*, write an essay in which you identify a theme that is similar in both passages and analyze how each author uses the characters, events, and settings in the passages to develop the theme.

This Literary Analysis Task assesses RL.11-12.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 11.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

No Performance Task found.

RL .11-12.7 Analyze multiple interpretation of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the text source. (Include at least one play by Shakespeare and one play by an American dramatist.)

No Performance Task found.

Middle School ELA Integration Standards Requiring Paired Passages

RL .6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Performance Task: You have read the passage from *Boy's Life* and “Emancipation: A Life Fable.” Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from **both** texts.

This Literary Analysis Task assesses RL.6.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 6.

RI .6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)

Refer to the article titled “The Stripes Will Survive,” the passage titled “The Zoos Go Wild,” and passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer question 17 below.

Performance Task: (17) You have read three texts that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

This Research Simulation Task assesses RI.6.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 6.

RI .7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Today you will research the Gold Rush in the late 1800s. You will read the article “Klondike Gold Rush” then you will read a passage from *A Woman Who Went to Alaska* and view the video *City of Gold*. As you read these sources, you will gather information and answer questions about the authors’ points of view and the way they present information so you can write an essay.

Performance Task: The authors of “Klondike Gold Rush and *A Woman who went to Alaska* and the narrator of *City of Gold* are discussing the same topic but are using different points of view. How does each person’s point of view shape the reader’s understanding of the miners’ lives? Use details from each source to support your answer.

1. This Research Simulation Task assess RI .7.9 and was found at <http://prc.parcconline.org>.
2. When you go there, click the “Assessment” box and then click “Released Items” to the left.
3. In the SUBJECT box type “English language arts” and under GRADE LEVEL scroll down to” 7th.” This will filter for grade 7 ELA tasks.
4. Next, Scroll down until you get to “Grade 07 ELA – Research Simulation Task – Item Set” which is the performance task above.

Underneath the task itself is “Grade 7 ELA – Research Simulation Task – Sample Student Responses.” These should be of interest to see what expectations are for essay scores of 1, 2, 3, and 4.

RI .7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

You have read a website entry and an article, and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person. The three titles are:

“The Biography of Amelia Earhart”

“Earhart’s Final Resting Place”

“Amelia’s Earhart’s Life and Disappearance” (video)

Consider the argument each author uses to demonstrate Earhart’s bravery.

Performance Task: Write an essay that analyzes the strength of the arguments related to Earhart’s bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

This Research Simulation Task assess RI .7.9 and was found at <http://parcc.pearson.com/sample-items>. Click Grades 6-8 ELA Item Set. “Amelia Earhart” starts with question 1. *This task can only be done online.*

RI .8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Today you will research the topic of sound and the invention of the phonograph. You will read the article “The Incredible Talking Machine.” Then you will read a passage from the article “History of the Cylinder Phonograph” and the article “Psst ... Hey, You.” As you read these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

Performance Task: You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay about how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in “Psst ...Hey, you.” Be sure to use details from all **three** articles to support your answer.

1. This Research Simulation Task assess RH .8.9 and was found at <http://prc.parcconline.org>.
2. When you go there, click the “Assessment” box and then click “Released Items” to the left.
3. In the SUBJECT box type “English language arts” and under GRADE LEVEL scroll down to “8th.” This will filter for grade 8 ELA tasks.

4. Next, Scroll down until you get to “Grade 08 ELA – Research Simulation Task – Item Set” which is the performance task above.

Underneath the task itself is “Grade 8 ELA – Research Simulation Task – Sample Student Responses.” These should be of interest to see what expectations are for essay scores of 1, 2, 3, and 4.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Refer to the article “Elephants Can Lend a Helping Trunk,” the passage from “Elephants Know When They Need a Helping Trunk in a Cooperative Task,” and the article “Elephants Console Each Other.” Then answer question 17 below.

Performance Task: (17) You have read three passages about studies involving the behavior of elephants:

- “Elephants Can Lend a Helping Trunk”
- From “Elephants Know When They Need a Helping Trunk in a Cooperative Task”
- “Elephants Console Each Other”

Write an essay analyzing each author’s purpose in describing the studies of elephant behavior, and compare the information about the behavior of elephants each author presents in the passages. Remember to use evidence from all three passages to support your response.

This Research Simulation Task assesses RST.6-8.9 and was found at <http://www.parcc.pearson.com> under Paper PBA Practice Test for grade 8.

No Performance Tasks were found in the PARCC released tasks for these integration standards.

RI .7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

No Performance Task found.

RL .7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

No Performance Task found.

RL .8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

No Performance Task found.

RI .8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.