



2015 Released Items: Grade 3 Performance-Based Assessment Narrative Writing Task

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 3 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. A complete Narrative Writing Task from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text

Additional related materials not included in this document:

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

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PARCC PBA Release Items Answer and Standards Alignment
ELA/Literacy: Grade 3

Task: Narrative Writing Task (NWT)												
Passage(s): Camping with the Cousins												
Item Code	Answer(s)	Standards/Evidence Statement Alignment										
VF651815	Item Type: EBSR Part A: C Part B: B	RL 3.1.1 RL 3.1.2 RL 3.3.1										
VF651767	Item Type: EBSR Part A: A Part B: C	RL 3.1.1 RL 3.1.2 RL 3.3.1										
VF886895	Item Type: TECR Narrator and Cousins <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Example</th> <th style="width: 50%;">Characteristic</th> </tr> </thead> <tbody> <tr> <td>"We watch the sun gradually move toward our campsite." (paragraph 3)</td> <td>They enjoy being ▾</td> </tr> <tr> <td>"We do it over and over again." (paragraph 4)</td> <td>They enjoy learnin' ▾</td> </tr> <tr> <td>"Anna finds a flat rock for sitting and calls it our back porch." (paragraph 5)</td> <td>They are imaginat ▾</td> </tr> <tr> <td>"We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump." (paragraph 7)</td> <td>They are indepen ▾</td> </tr> </tbody> </table>	Example	Characteristic	"We watch the sun gradually move toward our campsite." (paragraph 3)	They enjoy being ▾	"We do it over and over again." (paragraph 4)	They enjoy learnin' ▾	"Anna finds a flat rock for sitting and calls it our back porch." (paragraph 5)	They are imaginat ▾	"We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump." (paragraph 7)	They are indepen ▾	RL 3.1.1 RL 3.1.2 RL 3.3.1
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VF651834	Item Type: EBSR Part A: C Part B: C	RL 3.1.1 RL 3.1.2 RL 3.7.1										
VF886878	Item Type: EBSR Part A: A Part B: B, D	RL 3.1.1 RL 3.1.2 RL 3.2.2										
VF651978	Item Type: PCR Refer to Grade 3 Scoring Rubric	RL 3.1.1 RL 3.3.1 W 3.1 W 3.4-3.10										
VH010150	Item Type: EBSR (paper form—additional item) Part A: B Part B: D	RL 3.1.1 RL 3.1.2 RL 3.3.1										

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

Part A

What happens because the narrator goes to the water?

- A. She finds the perfect place to listen to a story.
- B. She becomes good at fishing and catches a fish in a net.
- C. She discovers an interesting new place to play with her cousins.
- D. She becomes too cold and has to put on more clothes to warm up.

Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?

- A. “The fishing is best early,’ my dad says, and he takes me and my sister and Nate fishing.” (paragraph 4)
- B. “We explore the stream and find a secret fort under some low tree branches.” (paragraph 5)
- C. “After lunch Gramps and my mom find sunny spots for reading.” (paragraph 8)
- D. “Back in our tent, my sister and I climb into our sleeping bags.” (paragraph 11)

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Part A

Based on evidence in “Camping with the Cousins,” which sentence describes the narrator?

- A. She likes exploring the outdoors with her family.
- B. She thinks sleeping in tents is uncomfortable.
- C. She feels bored with fishing in the stream.
- D. She enjoys preparing meals for her family.

Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?





- A. “Gramps has a sore back from sleeping in a tent.” (paragraph 3)
- B. “. . . heart jumps just as the trout did . . .” (paragraph 4)
- C. “We gather large rocks to make a bridge over the stream.” (paragraph 5)
- D. “. . . lemonade that we mix ourselves . . .” (paragraph 7)

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In each list in the chart, select the characteristic of the narrator and the narrator’s cousins to match the example of that characteristic.

Narrator and Cousins

Example	Characteristic
“We watch the sun gradually move toward our campsite.” (paragraph 3)	Choose... 
“We do it over and over again.” (paragraph 4)	Choose... 
“Anna finds a flat rock for sitting and calls it our back porch.” (paragraph 5)	Choose... 
“We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump.” (paragraph 7)	Choose... 

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Part A

How does illustration 2 add to the meaning of the text?

- A. It shows the reader how the family sings its favorite songs.
- B. It shows the reader how the narrator’s mother and aunt make the fire.
- C. It helps the reader see how the family enjoys spending time together.
- D. It helps the reader understand how uncomfortable the cousins are outdoors.

Part B

Which sentence from “Camping with the Cousins” supports the answer to Part A?

- A. “Aunt Chris and my mom start a fire.” (paragraph 10)
- B. “Anna’s marshmallow burns.” (paragraph 10)
- C. “We laugh and sing around the campfire.” (paragraph 10)
- D. “It’s getting dark and cold.” (paragraph 10)

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Part A

Which statement **best** describes a central message in the story?

- A. Sharing love and happy times with family is the best part of camping.
- B. The most enjoyable time to go fishing is early in the morning.
- C. Camping is most enjoyable when it is warm outside.
- D. The best place to use imagination is in nature.

Part B

Select **two** sentences from the story that support the answer to Part A.

- A. “Aunt Chris is lighting the stove.” (paragraph 1)
- B. “Mabs and Gramps are up, and we cousins give them big hugs.” (paragraph 3)
- C. “When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line.” (paragraph 4)
- D. “Then my cousins and I go back to our secret fort.” (paragraph 8)
- E. “Uncle George makes the best dinners, too.” (paragraph 9)
- F. “I see the first faint stars.” (paragraph 10)

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The next day, the family chose to go swimming in the lake. Write a story about the family's time swimming. Be sure to use what you learned about the narrator and her family in “Camping with the Cousins.”

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Part A

How does the narrator feel when she touches the trout?

- A. She is sorry for the trout.
- B. She is surprised by the scales.
- C. She wants to catch more trout.
- D. She wants to run away from the stream.

Part B

Which statement from paragraph 4 supports the answer to Part A?

- A. “. . . he takes me and my sister and Nate fishing.”
- B. “My dad teaches me how to cast and reel.”
- C. “I don’t have any luck, but Nate catches a trout.”
- D. “. . . my heart jumps just as the trout did on the line.”