



**PARCC Online Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 10**

<b>Unit 1</b>		
<b>Items 1-7</b>		
<b>Task: Literary Analysis (LAT)</b>		
<b>Passage 1: from "Red Cranes" by Jacey Choy</b>		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL1; RL4
2	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL1; RL3
3	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RL1; RL3
<b>Passage 2: from "The Firefly Hunt" by Jun'ichiro Tanizaki</b>		
4	<b>Item Type: TECR</b> <b>Part A: B</b>  <b>Part B:</b> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;">                     the moving plumes of grass                 </div>	RL1; RL4; L6
5	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RL1; RL2;
6	<b>Item Type: TECR</b> <b>Part A: C</b> <b>Part B:</b> mattered what they had on. They could still see each other's faces when they left the house, but by the time they reached the river it was only short of pitch dark. . . . A river it was called; actually it was no more than a ditch through the paddies, a little wider perhaps than most ditches, with plumes of grass bending over it from either bank and almost closing off the surface. A bridge was still dimly visible a hundred yards or so ahead. . . .	RL1; RL5

<b>Passage 1:</b> from “Red Cranes” by Jacey Choy and <b>Passage 2:</b> from “The Firefly Hunt” by Jun’ichiro Tanizaki		
7	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RL1; RL3; RL6; W2; W4-10
<b>Items 8-13</b>		
<b>Passage Type: Informational M/L</b>		
<b>Passage:</b> from “Plastic: A Toxic Love Story” by Susan Freinkel		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
8	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> B	RI1; RI4; RI6
9	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> D	RI1; RI2
10	<b>Item Type: EBSR</b> <b>Part A:</b> A <b>Part B:</b> C	RI1; RI5; RI6
11	<b>Item Type: EBSR</b> <b>Part A:</b> B <b>Part B:</b> B	RI1; RI4
12	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> D	RI1; RI6
13	<b>Item Type: EBSR</b> <b>Part A:</b> C <b>Part B:</b> B	RI1; RI3

Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas		
Item Number	Answer(s)	Standards Alignment
1	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B and C</b>	RI1; RI2
2	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI1; RI5; RI6
Passage 2: "Tinker v. Des Moines Independent Community School District" dissenting opinion by Justice Hugo Black		
3	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RI1; L4
4	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI6
Passage 1: "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas and Passage 2: "Tinker v. Des Moines Independent Community School District" dissenting opinion by Justice Hugo Black		
5	<b>Item Type: TECR</b>  <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <b>Majority Opinion Argument</b> </div> <div style="text-align: center;"> <b>Dissenting Opinion Counterargument</b> </div> </div> <p>"There is no indication that the work of the schools or any class was disrupted." (paragraph 3)</p> <p>"In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views." (paragraph 9)</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px 0;"> <p>"There is also evidence that a teacher of mathematics had his lesson period practically 'wrecked,' chiefly by disputes with Mary Beth Tinker, who wore her armband for her 'demonstration.'" (paragraph 4)</p> </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px 0;"> <p>"In <i>Cox v. Louisiana</i>, 379 U.S. 536, 554 (1965), for example, the Court clearly stated that the rights of free speech and assembly 'do not mean that everyone with opinions or beliefs to express may address a group at any public place and at any time.'" (paragraph 3)</p> </div>	RI1; RI9

6	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI1; RI5; RI9
<b>Passage 3:</b> Audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
7	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; L4
<b>Passage 1:</b> “Tinker v. Des Moines Independent Community School District” majority opinion by Justice Abe Fortas and <b>Passage 3:</b> Audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
8	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RI2; RI9
<b>Passage 1:</b> “Tinker v. Des Moines Independent Community School District” majority opinion by Justice Abe Fortas, <b>Passage 2:</b> “Tinker v. Des Moines Independent Community School District” dissenting opinion by Justice Hugo Black, and <b>Passage 3:</b> Audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
9	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RI1; RI3; RI9; W2; W4-10
<b>Items 10-13</b>		
<b>Passage Type: Informational S/M</b>		
<b>Passage:</b> from “The Sinews of Peace” by Winston Churchill		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
10	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI4; RI6; L4
11	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	RI1; RI5; RI6
12	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RI1; RI6
13	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RI8

Unit 3		
Items 1-5		
Task: Narrative (NWT)		
Passage: from <i>Three Men on the Bummel</i> by Jerome K. Jerome		
Item Number	Answer(s)	Standards Alignment
1	<b>Item Type: TECR</b> <b>Part A: C</b> <b>Part B: either Paragraph 7 OR Paragraph 12</b>	RL1; RL2; RL3;
2	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RL1; RL3
3	<b>Item Type: TECR</b> <b>Part A: A</b> <b>Part B: Paragraph 7</b>	RL1; RL2; RL3
4	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C and F</b>	RL1; RL3;
5	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	W3-10
Items 6-11		
Passage Type: Paired Passage Set		
Passage 1: from <i>Woman on the Other Shore</i> by Mitsuyo Kakuta, translated by Wayne P. Lammers		
Item Number	Answer(s)	Standards Alignment
6	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B, F</b>	RL1; RL4
7	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: D</b>	RL1; RL3
8	<b>Item Type: TECR</b> <b>Part A: D</b> <b>Part B: (correct responses are highlighted dark blue)</b>  <p>park. She saw that they were following the lead of one woman in particular, and although they were careful not to be too open about it, avoiding any obvious snubs, they were in effect ostracizing one of the other mothers. Being over thirty herself, Sayoko was noticeably</p> <p>2 Even so, once she realized what was going on, Sayoko found it depressing to go to the park, and she gave up the daily outings for a while. But then it wasn't long before she started feeling guilty about</p> <p>this way were known as "park hoppers." But it's not like we're hopping around by choice, she muttered as if making excuses to someone as she left the house with Akari in search of each new park. We're just trying to find a park where we can feel at home.</p>	RL1; RL5

Passage 2: from "A White Heron" by Sarah Orne Jewett		
9	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C, D</b>	RL1; RL2
10	<b>Item Type: TECR</b> <b>Part A: B</b> <b>Part B: (correct responses highlighted in dark blue)</b>  <p>among the trunks of the trees. A little girl was driving home her cow, a plodding, dilatory, provoking creature in her behavior, but a valued companion for all that. They were going away from whatever light there was, and striking deep into the woods, but their feet were familiar with the path, and it was no matter whether their eyes could see it or not.</p> <p>2 There was hardly a night the summer through when the old cow could be found waiting at the pasture bars; on the contrary, it was her greatest pleasure to hide herself away among the huckleberry bushes, and though she wore a loud bell she had made the discovery that if one stood perfectly still it would not ring. So Sylvia had to hunt for her until she found her, and call Co'! Co'! with never an answering Moo, until her childish patience was quite spent. If the creature had not given good milk and plenty of it, the case would have seemed very different to her owners. Besides, Sylvia had all the time there was, and very little use to make of it. Sometimes in pleasant weather it was a consolation to look upon the cow's pranks as an intelligent attempt to play hide and seek, and as the child had no playmates she lent herself to this amusement with a good deal of zest. Though this chase had been so long that the wary animal</p>	
Passage 1: from <i>Woman on the Other Shore</i> by Mitsuyo Kakuta, translated by Wayne P. Lammers; Passage 2: from "A White Heron" by Sarah Orne Jewett		
11	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C, F</b>	RL1; RL2