



PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 11

Unit 1		
Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: from <i>Quicksand</i> by Nella Larsen		
Item Number	Answer(s)	Standards Alignment
1	Item Type: EBSR Part A: B Part B: C	RL1, RL4
2	Item Type: TECR <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: blue;">Helga Crane experiences a feeling of relief as her ship sails away from New York City.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: blue;">Helga Crane is glad to be invited to dine with the purser at his table.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: blue;">Helga Crane recalls Dr. Anderson and struggles with her feelings toward him.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">Helga Crane has a specific concern upon docking, but her concern turns out to be unfounded.</p> </div>	RL1; RL2
3	Item Type: EBSR Part A: B Part B: D	RL1; RL3; RL5
Passage 2: from <i>The Autobiography of an Ex-Colored Man</i> by James Weldon Johnson		
4	Item Type: EBSR Part A: C Part B: C	RL1; RL4
5	Item Type: EBSR Part A: A Part B: D	RL1; RL3
Passage 1: from <i>Quicksand</i> by Nella Larsen and Passage 2: from <i>The Autobiography of an Ex-Colored Man</i> by James Weldon Johnson		
6	Item Type: EBSR Part A: D Part B: D	RL1; RL4; L4
7	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RL1; RL3; RL9; W2; W4-10

Items 8-13		
Passage Type: Informational M/L		
Passage: "Are We Causing Antibiotic Resistance by Trying to Prevent It?" by Beth Skwarecki		
8	Item Type: EBSR Part A: C Part B: A	RI1; RST4
9	Item Type: EBSR Part A: D Part B: C, D	RI1; RST2
10	Item Type: EBSR Part A: C Part B: B, E	RI1; RST6
11	Item Type: EBSR Part A: A Part B: B	RI1; RST6
12	Item Type: EBSR Part A: C Part B: B, D	RI1; RST2
13	Item Type: EBSR Part A: D Part B: B	RI1; RI3
Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: "Declaration of Independence" by Thomas Jefferson		
Item Number	Answer	Standards Alignment
1	Item Type: EBSR Part A: C Part B: A	RI1; L4; RI4
2	Item Type: EBSR Part A: C Part B: B	RI1; RI8
3	Item Type: EBSR Part A: B Part B: B	RI1; RI5; RI6
Passage 2: from "Speech to the Second Virginia Convention" by Patrick Henry		
4	Item Type: EBSR Part A: A Part B: A, C	RI1; L5; RI4
5	Item Type: EBSR Part A: C Part B: D	RI1; RI6
6	Item Type: EBSR Part A: B, D Part B: C, D	RI1; RI3
Passage 1: "Declaration of Independence" by Thomas Jefferson and Passage 3: from "Subjects to Citizens" (video) by The Kettering Foundation		
7	Item Type: EBSR Part A: D Part B: D	RST1; RI7

Passage 1: “Declaration of Independence” by Thomas Jefferson; Passage 2: from “Speech to the Second Virginia Convention” by Patrick Henry; Passage 3: from “Subjects to Citizens” (video) by The Kettering		
8	Item Type: EBSR Part A: D Part B: A; F	RI1; RI6; RI7; RI9
9	Item Type: PCR Refer to Grade 6–11 Scoring Rubric	
Items 10-13		
Passage Type: Informational S/M		
Passage: from “The Solitude of Self” by Elizabeth Cady Stanton		
10	Item Type: EBSR Part A: B Part B: C	RI1; RI4
11	Item Type: TECR Part A: A Part B: (correct response in dark blue) <hr/> <p>1 <u>The strongest reason for giving woman all the opportunities for higher education, for the full development of her faculties, forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear, is the solitude and personal responsibility of her own individual life.</u> The strongest reason why we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself. <u>No matter how much women prefer to lean, to be protected and supported, nor how much men desire to have them do so, they must make the voyage of life alone, and for safety in an emergency they must know something of the laws of navigation. To guide our own craft, we must be captain, pilot, engineer; with chart and compass to stand at the wheel; to watch the wind and waves and know when to take in the sail, and to read the signs in the firmament over all. It matters not whether the solitary voyager is man or woman.</u></p> <hr/>	RI1; RH5
12	Item Type: EBSR Part A: D Part B: A	RI1; RI6
13	Item Type: EBSR Part A: B Part B: D	RI1; RI8

Unit 3										
Items 1-5										
Task: Narrative Writing (NWT)										
Passage 1: from “The Overcoat” by Nikolai Gogol										
Item Number	Answer	Standards Alignment								
1	Item Type: EBSR Part A: D Part B: B	RL1; RL4								
2	Item Type: EBSR Part A: A Part B: D	RL1; RL3								
3	Item Type: EBSR Part A: C Part B: A	RL1; RL4								
4	Item Type: EBSR Part A: D Part B: B	RL1; RL3								
5	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	W3-10								
Items 6-11										
Passage Type: Paired Passage Set										
Passage 1: from <i>Heart of Darkness</i> by Joseph Conrad										
6	Item Type: EBSR Part A: B Part B: C	RL1; RL4								
7	Item Type: EBSR Part A: C Part B: C	RL1; RL3								
Passage 2: from <i>Frankenstein; or the Modern Prometheus</i> by Mary Shelly										
8	Item Type: EBSR Part A: B Part B: C, F	RL1; RL2								
9	Item Type: EBSR Part A: B Part B: D	RL1; RL4								
Passage 1: from <i>Heart of Darkness</i> by Joseph Conrad; Passage 2: from <i>Frankenstein; or the Modern Prometheus</i> by Mary Shelly										
10	Item Type: EBSR Part A: B Part B: C, D	RL1; RL2								
11	Item Type: TECR <table border="1" data-bbox="293 1661 1127 2043"> <tr> <td style="text-align: center;">Conrad’s Use of Setting</td> <td style="text-align: center;">Shelley’s Use of Setting</td> </tr> <tr> <td>Conrad juxtaposes the danger of the land with the security of the sea to introduce a theme.</td> <td>Shelley introduces an unexpected sighting of life in the bleak, uncivilized Arctic to create a sense of mystery.</td> </tr> <tr> <td style="text-align: center;">Evidence</td> <td style="text-align: center;">Evidence</td> </tr> <tr> <td>“. . . their home is always with them—the ship; and so is their country—the sea.” (paragraph 3)</td> <td>“We perceived . . . a being which had the shape of a man, but apparently of gigantic stature” (paragraph 8)</td> </tr> </table>	Conrad’s Use of Setting	Shelley’s Use of Setting	Conrad juxtaposes the danger of the land with the security of the sea to introduce a theme.	Shelley introduces an unexpected sighting of life in the bleak, uncivilized Arctic to create a sense of mystery.	Evidence	Evidence	“. . . their home is always with them—the ship; and so is their country—the sea.” (paragraph 3)	“We perceived . . . a being which had the shape of a man, but apparently of gigantic stature” (paragraph 8)	RL1; RL3
Conrad’s Use of Setting	Shelley’s Use of Setting									
Conrad juxtaposes the danger of the land with the security of the sea to introduce a theme.	Shelley introduces an unexpected sighting of life in the bleak, uncivilized Arctic to create a sense of mystery.									
Evidence	Evidence									
“. . . their home is always with them—the ship; and so is their country—the sea.” (paragraph 3)	“We perceived . . . a being which had the shape of a man, but apparently of gigantic stature” (paragraph 8)									

