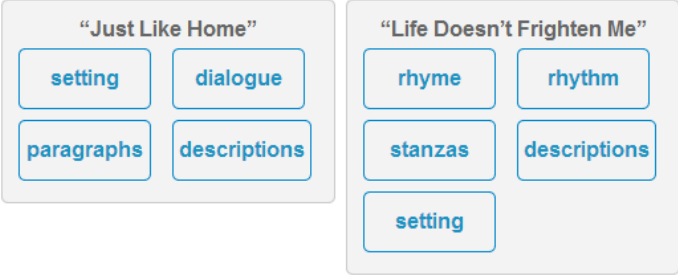
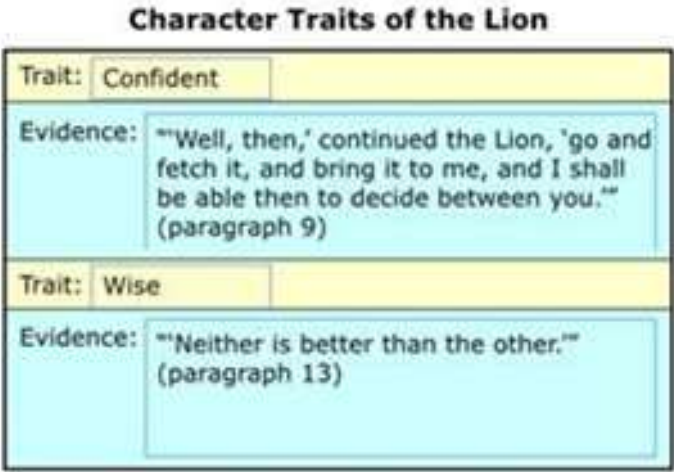
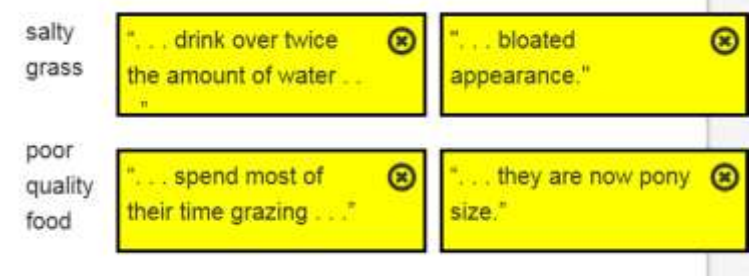




PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 4

| Unit 1 | | | | | | | | | | |
|--|--|-----------------------------------|--------------------------------|---------------------------------------|--|---|---|--------------------------------------|---|----------|
| Items 1-7 | | | | | | | | | | |
| Task: Literary Analysis (LAT) | | | | | | | | | | |
| Passage 1: “Just Like Home” by Mathengi Subramanian | | | | | | | | | | |
| Item Number | Answer | Standards Alignment | | | | | | | | |
| 1 | Item Type: EBSR Part A: B Part B: C | RL1; RL4 | | | | | | | | |
| 2 | Item Type: TECR <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Phrases that Describe the Setting</th> <th>Evidence from “Just Like Home”</th> </tr> </thead> <tbody> <tr> <td>a playground with a large cement area</td> <td>“Priya walked over to the basketball court and sat on the hot pavement.” (paragraph 5)</td> </tr> <tr> <td>a field for sitting and watching others</td> <td>“Now she sat in the corner of the field and watched the other kids play without her.” (paragraph 1)</td> </tr> <tr> <td>a workspace filled with art supplies</td> <td>“The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink.” (paragraph 2)</td> </tr> </tbody> </table> | Phrases that Describe the Setting | Evidence from “Just Like Home” | a playground with a large cement area | “Priya walked over to the basketball court and sat on the hot pavement.” (paragraph 5) | a field for sitting and watching others | “Now she sat in the corner of the field and watched the other kids play without her.” (paragraph 1) | a workspace filled with art supplies | “The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink.” (paragraph 2) | RL1; RL3 |
| Phrases that Describe the Setting | Evidence from “Just Like Home” | | | | | | | | | |
| a playground with a large cement area | “Priya walked over to the basketball court and sat on the hot pavement.” (paragraph 5) | | | | | | | | | |
| a field for sitting and watching others | “Now she sat in the corner of the field and watched the other kids play without her.” (paragraph 1) | | | | | | | | | |
| a workspace filled with art supplies | “The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink.” (paragraph 2) | | | | | | | | | |
| 3 | Item Type: EBSR Part A: C Part B: B | RL1; RL3 | | | | | | | | |
| Passage 2: “Life Doesn’t Frighten Me” by Maya Angelou | | | | | | | | | | |
| 4 | Item Type: EBSR Part A: A Part B: D | RL1; RL4 | | | | | | | | |
| 5 | Item Type: EBSR Part A: C Part B: C | RL1; RL2 | | | | | | | | |

| Passage 1: "Just Like Home" by Mathengi Subramanian and Passage 2: "Life Doesn't Frighten Me" by Maya Angelou | | |
|--|--|---------------------|
| 6 | Item Type: TECR  | RL1; RL5 |
| 7 | Item Type: PCR Refer to Grade 4-5 Scoring Rubric | RL1; RL2; W2; W4-10 |
| Items 8-11 | | |
| Passage Type: Literary S/M | | |
| Passage: "The Elephant and the Crocodile" by H. Berkeley Score | | |
| 8 | Item Type: EBSR Part A: A Part B: D | RL1; RL4; L4; L5 |
| 9 | Item Type: EBSR Part A: C Part B: B | RL1; RL3 |
| 10 | Item Type: TECR  | RL1; RL3 |
| 11 | Item Type: EBSR Part A: A Part B: D | RL1; RL2 |

| Unit 2 | | | | | | |
|--|--|---|--------------------------------------|--|--|----------|
| Items 1-9 | | | | | | |
| Task: Research Simulation (RST) | | | | | | |
| Passage 1 : from "The Wild Horses of Assateague Island" (National Park Service) | | | | | | |
| Item Number | Answer | Standards Alignment | | | | |
| 1 | Item Type: EBSR Part A: B Part B: A | RI1; RI4; L6 | | | | |
| 2 | Item Type: EBSR Part A: C Part B: B | RI1; RI3 | | | | |
| 3 | Item Type: TECR  | RI1; RI3 | | | | |
| Passage 2: "Wild Ponies of Chincoteague" by Annika Brynn Jenkins | | | | | | |
| 4 | Item Type: EBSR Part A: D Part B: A | RI1; RI3 | | | | |
| 5 | Item Type: EBSR Part A: D Part B: B | RI1; RI5 | | | | |
| Passage 1 : from "The Wild Horses of Assateague Island" and Passage 2: "Wild Ponies of Chincoteague" by Annika Brynn Jenkins | | | | | | |
| 6 | Item Type: TECR <p style="text-align: center;">How the Authors Present Information</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">"The Wild Horses of Assateague Island"</td> <td style="width: 50%; text-align: center; border: none;">"Wild Ponies of Chincoteague"</td> </tr> <tr> <td style="border: 1px solid black; padding: 10px; text-align: center;">By focusing on the description of the ways the horses have learned to survive in the harsh environment</td> <td style="border: 1px solid black; padding: 10px; text-align: center;">By focusing on the single experience of one person watching the ponies</td> </tr> </table> | "The Wild Horses of Assateague Island" | "Wild Ponies of Chincoteague" | By focusing on the description of the ways the horses have learned to survive in the harsh environment | By focusing on the single experience of one person watching the ponies | RI1; RI5 |
| "The Wild Horses of Assateague Island" | "Wild Ponies of Chincoteague" | | | | | |
| By focusing on the description of the ways the horses have learned to survive in the harsh environment | By focusing on the single experience of one person watching the ponies | | | | | |

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|---|---|--------------------------|
| Passage 3: "Chincoteague Ponies Make Annual Swim" (video) | | |
| 7 | Item Type: EBSR Part A: C Part B: D | RI1; RI4; L4 |
| 8 | Item Type: EBSR Part A: B Part B: A | RI1; RI2 |
| Passage 1 : from "The Wild Horses of Assateague Island"; Passage 2: "Wild Ponies of Chincoteague" by Annika Brynn Jenkins; and Passage 3: "Chincoteague Ponies Make Annual Swim" (video) | | |
| 9 | Item Type: PCR Refer to Grade 4-5 Scoring Rubric | RI1; RI7; RI9; W2; W4-10 |
| Unit 3 | | |
| Items 1-5 | | |
| Task: Narrative Writing Task (NWT) | | |
| Passage: "Those Wacky Shoes" by Julie Parker Amery | | |
| 1 | Item Type: EBSR Part A: B Part B: B, E | RL1; RL2 |
| 2 | Item Type: EBSR Part A: B Part B: C | RL1; RL3 |
| 3 | Item Type: EBSR Part A: A Part B: A | RL1; RL3 |
| 4 | Item Type: EBSR Part A: B Part B: C | RL1; RL2 |
| 5 | Item Type: PCR Refer to Grade 4-5 Scoring Rubric | W3-10 |
| Items 6-11 | | |
| Passage Type: Informational M/L | | |
| Passage: "The Peanut Man" (America's Library) | | |
| 6 | Item Type: EBSR Part A: A Part B: C, E | RI1; RI4 ; L4 |
| 7 | Item Type: EBSR Part A: B Part B: C | RI1; RI 2 |
| 8 | Item Type: EBSR Part A: A Part B: D | RI1; RI2 |

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|----|--|----------|
| 9 | Item Type: TECR <div data-bbox="240 117 824 174" style="border: 1px solid black; padding: 2px;">He was curious about plants.</div> <div data-bbox="240 226 824 283" style="border: 1px solid black; padding: 2px;">He worked as a teacher.</div> <div data-bbox="240 336 824 392" style="border: 1px solid black; padding: 2px;">He introduced crop rotation.</div> <div data-bbox="240 445 824 501" style="border: 1px solid black; padding: 2px;">He created new uses for peanuts.</div> <div data-bbox="240 554 824 611" style="border: 1px solid black; padding: 2px;">He spoke before Congress.</div> | RI1; RI2 |
| 10 | Item Type: EBSR Part A: C Part B: D | RI1; RI8 |
| 11 | Item Type: EBSR Part A: C Part B: D | RI1; RI3 |

