



PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 5

Unit 1										
Items 1-7										
Task: Literary Analysis (LAT)										
Passage 1: from <i>Ida B</i> by Katherine Hannigan										
Item Number	Answer(s)	Standards Alignment								
1	Item Type: EBSR Part A: D Part B: A	RL1; RL4; L4								
2	Item Type: EBSR Part A: B Part B: B	RL1; RL2								
3	Item Type: TECR <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">Description of Narrator’s Feeling</td> <td style="text-align: center; width: 25%;">Supporting Evidence for Narrator’s Feeling</td> <td style="text-align: center; width: 25%;">Description of Claire’s Feeling</td> <td style="text-align: center; width: 25%;">Supporting Evidence for Claire’s Feeling</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; background-color: yellow;">determined</td> <td style="text-align: center; border: 1px solid black; background-color: yellow;">“... making myself look her in the eye ...”</td> <td style="text-align: center; border: 1px solid black; background-color: yellow;">undecided</td> <td style="text-align: center; border: 1px solid black; background-color: yellow;">“Everything was there, but nothing was happening</td> </tr> </table>	Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling	determined	“... making myself look her in the eye ...”	undecided	“Everything was there, but nothing was happening	RL1; RL3
Description of Narrator’s Feeling	Supporting Evidence for Narrator’s Feeling	Description of Claire’s Feeling	Supporting Evidence for Claire’s Feeling							
determined	“... making myself look her in the eye ...”	undecided	“Everything was there, but nothing was happening							
Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool										
4	Item Type: EBSR Part A: A Part B: B	RL1; RL4; L5								
5	Item Type: EBSR Part A: C Part B: A and E	RL1; RL2								
6	Item Type: EBSR Part A: D Part B: A	RL1; RL5								
Passage 1: from <i>Ida B</i> by Katherine Hannigan and Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool										
7	Item Type: PCR Refer to Grade 4-5 Scoring Rubric	RL1; RL6; W2; W4-10								

Items: 8-11		
Passage Type: Literary S/M		
Passage: from <i>The Youngest Girl in the Fifth</i> by Angela Brazil		
8	Item Type: EBSR Part A: A Part B: B	RL1; RL4; L4
9	Item Type: EBSR Part A: A Part B: B	RL1; RL6
10	Item Type: EBSR Part A: C Part B: D, F	RL1; RL5
11	Item Type: TECR <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Miss Roscoe enters the classroom and calls for Gwen.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Gwen learns why Miss Roscoe is moving her to a different class level.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Miss Roscoe explains how other teachers will help Gwen.</div> <div style="border: 1px solid black; padding: 5px;">Miss Roscoe rushes Gwen down the hall to her new class.</div>	RL1; RL2

Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: from "The Amazing Penguin Rescue" by Lauren Tarshish		
Item Number	Answer	Standards Alignment
1	Item Type: EBSR Part A: C and F Part B: D and F	RI1; RI2
2	Item Type: TECR <div style="text-align: center;"> <pre> graph TD C["Cause: The penguin swims through oil."] --> E1["Effect 1: The penguin has difficulty swimming."] C --> E2["Effect 2: The penguin feels cold."] C --> E3["Effect 3: The penguin's eyes burn."] E1 --> R["Response: The penguin is rescued by people."] E2 --> R E3 --> R </pre> </div>	RI1; RI3
Passage 2: "The Amazing Penguin Rescue" by Dylan deNapoli		
3	Item Type: EBSR Part A: C Part B: A	RI1; L4; RI4
4	Item Type: EBSR Part A: C Part B: A and E	RI1; RI2
5	Item Type: EBSR Part A: B Part B: C	RI1; RI8

Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshish and **Passage 2:** “The Amazing Penguin Rescue” by Dylan deNapoli

6	<p>Item Type: TECR</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Article by Lauren Tarshis</th> <th style="width: 33%; text-align: center;">Article by Dyan deNapoli</th> <th style="width: 33%; text-align: center;">Both Articles</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"> <p>The author writes about the oil spill event as if it is happening in the immediate present.</p> </td> <td style="text-align: center; padding: 5px;"> <p>The author writes from a rescuer’s point of view about the oil spill event.</p> </td> <td style="text-align: center; padding: 5px;"> <p>The author introduces the oil spill event at the beginning of the article.</p> </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> <p>The author puts the reader in the role of a penguin involved in the oil spill event.</p> </td> <td style="text-align: center; padding: 5px;"> <p>The author uses statistics to provide more information about the oil spill event.</p> </td> <td style="text-align: center; padding: 5px;"> <p>The author uses strong emotional language to describe the oil spill event.</p> </td> </tr> </tbody> </table>	Article by Lauren Tarshis	Article by Dyan deNapoli	Both Articles	<p>The author writes about the oil spill event as if it is happening in the immediate present.</p>	<p>The author writes from a rescuer’s point of view about the oil spill event.</p>	<p>The author introduces the oil spill event at the beginning of the article.</p>	<p>The author puts the reader in the role of a penguin involved in the oil spill event.</p>	<p>The author uses statistics to provide more information about the oil spill event.</p>	<p>The author uses strong emotional language to describe the oil spill event.</p>	RI1; RI6
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Passage 3: “Endangered Penguins Caught in Oil Spill” (video)

7	<p>Item Type: EBSR Part A: A Part B: C</p>	RI1; L4; RI4
8	<p>Item Type: EBSR Part A: C Part B: A</p>	RI1; RI8

Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshish;
Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli; **Passage 3:** “Endangered Penguins Caught in Oil Spill” (video)

9	<p>Item Type: PCR Refer to Grade 4-5 Scoring Rubric</p>	RI1; RI7; RI9; W2; W4-10
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Unit 3																
Items 1-5																
Task: Narrative (NWT)																
Passage: from "The Growin' of Paul Bunyan" by William J. Brooke																
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1	Item Type: EBSR Part A: B Part B: A and B	RL1; RL3														
2	Item Type: TECR <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">Summary</td> </tr> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Johnny discovers that all his work has been destroyed.</div> </td> </tr> <tr> <td></td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul is proud of chopping down all the trees so quickly.</div> </td> </tr> <tr> <td></td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul is angry that Johnny does not appreciate his hard work.</div> </td> </tr> <tr> <td></td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Johnny challenges Paul to prove that growing a tree is easy.</div> </td> </tr> <tr> <td></td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul places his hands around the seed to keep it warm.</div> </td> </tr> <tr> <td style="text-align: center;">Last</td> <td style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul discovers the new plant has grown.</div> </td> </tr> </table>		Summary	First	<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Johnny discovers that all his work has been destroyed.</div>		<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul is proud of chopping down all the trees so quickly.</div>		<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul is angry that Johnny does not appreciate his hard work.</div>		<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Johnny challenges Paul to prove that growing a tree is easy.</div>		<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul places his hands around the seed to keep it warm.</div>	Last	<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Paul discovers the new plant has grown.</div>	RL1; RL2
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4	<p>Item Type: TECR</p> <table border="1"> <thead> <tr> <th data-bbox="224 142 427 170">Descriptions</th> <th data-bbox="435 142 719 170">Character</th> <th data-bbox="727 142 1011 170">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="224 243 427 270">Proud of his strength</td> <td data-bbox="435 201 719 331">Paul</td> <td data-bbox="727 201 1011 331">"Pretty good, huh?"</td> </tr> <tr> <td data-bbox="224 394 427 449">Wants to teach someone a lesson</td> <td data-bbox="435 369 719 499">Johnny</td> <td data-bbox="727 369 1011 499">"... so why don't you take this an' see if it's so easy to make it grow."</td> </tr> <tr> <td data-bbox="224 562 427 617">Saddened by the actions of another</td> <td data-bbox="435 537 719 667">Johnny</td> <td data-bbox="727 537 1011 667">"Are they all gone?"</td> </tr> <tr> <td data-bbox="224 730 427 785">Thinks that the other person's job is easy</td> <td data-bbox="435 705 719 835">Paul</td> <td data-bbox="727 705 1011 835">"You just stick it in the ground an' the seed does all the work."</td> </tr> </tbody> </table>	Descriptions	Character	Supporting Evidence	Proud of his strength	Paul	"Pretty good, huh?"	Wants to teach someone a lesson	Johnny	"... so why don't you take this an' see if it's so easy to make it grow."	Saddened by the actions of another	Johnny	"Are they all gone?"	Thinks that the other person's job is easy	Paul	"You just stick it in the ground an' the seed does all the work."	RL1; RL3
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5	<p>Item Type: PCR Refer to Grade 4-5 Scoring Rubric</p>	W3-10															
Items 6-11																	
Passage Type: Informational M/L																	
Passage: "Phillis's Big Test" by Catherine Clinton																	
6	<p>Item Type: EBSR Part A: C Part B: A</p>	RI1; RI4; L4															
7	<p>Item Type: EBSR Part A: B Part B: D</p>	RI1; RI3															
8	<p>Item Type: EBSR Part A: D Part B: C, F</p>	RI1; RI2															
9	<p>Item Type: EBSR Part A: B Part B: D, E</p>	RI1; RI8															

10	Item Type: TECR <table border="0" data-bbox="386 199 1169 357"><tr><td data-bbox="386 199 771 231" style="text-align: center;">Opportunities</td><td data-bbox="771 199 1169 231" style="text-align: center;">Challenges</td></tr><tr><td data-bbox="386 231 771 283">was supported by the family</td><td data-bbox="771 231 1169 283">became a slave at a young age</td></tr><tr><td data-bbox="386 283 771 336">was taught lessons by the twins</td><td data-bbox="771 283 1169 336">had to prove she was a poet</td></tr></table>	Opportunities	Challenges	was supported by the family	became a slave at a young age	was taught lessons by the twins	had to prove she was a poet	R11; R18
Opportunities	Challenges							
was supported by the family	became a slave at a young age							
was taught lessons by the twins	had to prove she was a poet							
11	Item Type: EBSR Part A: B Part B: D	R11; R13						