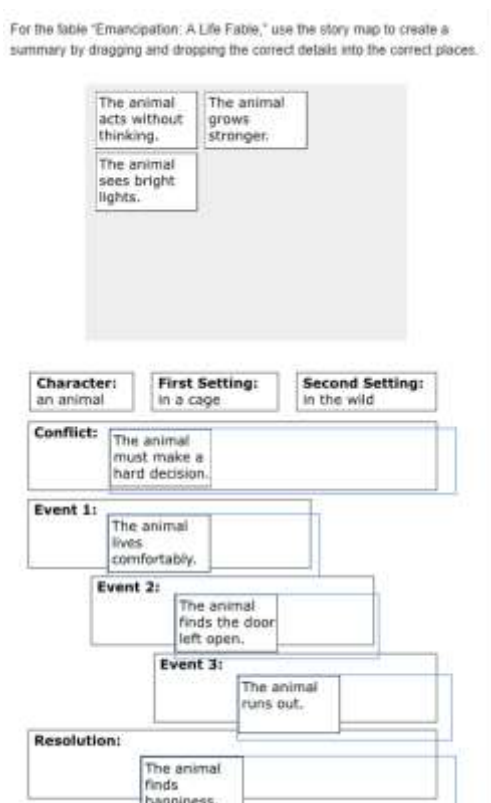


PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 6

Unit 1		
Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: from <i>Boy's Life</i> by Robert McCammon		
Item Number	Answer	Standards Alignment
1	Item Type: EBSR Part A: A Part B: A	RL1; RL4;
2	Item Type: EBSR Part A: B Part B: D	RL1; RL5
3	Item Type: EBSR Part A: D Part B: C and D	RL1; RL3
Passage 2: "Emancipation: A Life Fable" by Kate Chopin		
4	Item Type: EBSR Part A: B Part B: D	RL1; RL4
5	<p>For the fable "Emancipation: A Life Fable," use the story map to create a summary by dragging and dropping the correct details into the correct places.</p> 	RL1; RL2

Passage 1: from *Boy's Life* by Robert McCammon and **Passage 2:** "Emancipation: A Life Fable" by Kate Chopin

6	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Boy's Life</td> <td style="width: 33%; padding: 5px;">Both</td> <td style="width: 33%; padding: 5px;">"Emancipation: A Life Fable"</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Sometimes it is difficult to have patience.</td> <td style="padding: 5px; text-align: center;">New situations can cause discomfort.</td> <td style="padding: 5px; text-align: center;">Taking a chance can be rewarding.</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">Happiness can be found in having liberty.</td> <td style="padding: 5px;"></td> </tr> </table>	Boy's Life	Both	"Emancipation: A Life Fable"	Sometimes it is difficult to have patience.	New situations can cause discomfort.	Taking a chance can be rewarding.		Happiness can be found in having liberty.		RL1; RL2
Boy's Life	Both	"Emancipation: A Life Fable"									
Sometimes it is difficult to have patience.	New situations can cause discomfort.	Taking a chance can be rewarding.									
	Happiness can be found in having liberty.										

7	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RL1; RL9; W2; W4-10
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Items 8-13

Passage Type: Informational M/L

Passage 1: "Mapping the Invisible" by Stephen Ornes

Item Number	Answer	Standards Alignment
8	<div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 5px;"> <p style="text-align: center;">1</p> <p style="text-align: center; font-size: small;">Scientists have been able to create maps that show where dark matter lives.</p> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 5px;"> <p style="text-align: center;">2</p> <p style="text-align: center; font-size: small;">Dark matter is one of the most common materials in the universe, but it is invisible to the naked eye.</p> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 5px;"> <p style="text-align: center;">3</p> <p style="text-align: center; font-size: small;">Scientists cannot see dark matter, but they can see how it affects things around it.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;">4</p> <p style="text-align: center; font-size: small;">To make maps, scientists use telescopes to study how light changes as it travels through space—this is how they can find dark matter.</p> </div>	RI1; RI2
9	Item Type: EBSR Part A: A Part B: A	RI1; RI3
10	Item Type: EBSR Part A: C Part B: B	RI1; RI5
11	Item Type: EBSR Part A: D Part B: C, D	RI1; RI6

12	Item Type: EBSR Part A: B Part B: B	RI1; RI4
13	Item Type: EBSR Part A: A Part B: B	RI1; RI6
Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: "The Stripes Will Survive" by Jacqueline Adams		
Item Number	Answer	Standards Alignment
1	<p>Item Type: TECR</p> <p>Strategy The author explains a problem and then presents solutions.</p> <p>Evidence "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."</p> <p>Evidence "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."</p> <p>Evidence "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."</p>	RI1; RI2; RI5
2	Item Type: EBSR Part A: C Part B: D	RI1; RI6
Passage 2: "The Zoos Go Wild" from <i>No More Dodos</i> by Nicholas Nirgiotis and Theodore Nirgiotis		
3	Item Type: EBSR Part A: D Part B: B	RI1; L4; RI4
4	Item Type: EBSR Part A: C Part B: B	RI1; RI3
5	Item Type: EBSR Part A: C Part B: D	RI1; RI3
Passage 3: "Behind the Scenes at the National Zoo's Lion Cub" (video)		
6	Item Type: EBSR Part A: A Part B: C	RI1; L4

7	Item Type: EBSR Part A: B Part B: B	RI1; RI5
Passage 1: “The Stripes Will Survive” by Jacqueline Adams, Passage 2: “The Zoos Go Wild” from <i>No More Dodos</i> by Nicholas Nirgiotis and Theodore Nirgiotis, and Passage 3: “Behind the Scenes at the National Zoo’s Lion Cub” (video)		
8	Item Type: TECR (correct answers appear in yellow) <p> Animal enclosures should be made as realistic as possible. “Gaia had never had cubs before, but Gove says, ‘She’s been an absolutely perfect mother—tolerant, loving, and protective.’” </p> <p> Zoo animals instinctively take care of their family as they would in the wild. “The tiger family seems comfortable in Cleveland, where the weather is similar to that of their natural habitat in eastern Russia.” </p> <p> “His companions could chase each other and wrestle, knowing he was there to protect them.” </p> <p> “Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.” </p> <p> “Once they turned four weeks of age, we began with a very simple visual exam . . .” (1:24) </p> <p> “So we took them outside to make sure that they could swim and that they could reliably find their way back to the shore.” (2:10) </p>	RI1; RI2; RI7
9	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RI1; RI8; RI9; W2; W4-10
Items 10-13		
Passage Type: Informational S/M		
Passage: “The Alligator’s Super Sense” by Ana Marie Rodriguez		
Item Number	Answer(s)	Standards Alignment
10	Item Type: TECR Part A: explaining what led to Dr. Soares’s research Part B: E, F	RI1; RI5
11	Item Type: EBSR Part A: C Part B: D	RI1; RI4
12	Item Type: EBSR Part A: B Part B: A	RI1; RI7

13	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Collect alligator eggs and wait for them to hatch.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Use drugs to make an alligator fall asleep.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Connect an alligator to a computer.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Place an alligator into a water tank.</div> <div style="border: 1px solid black; padding: 5px;">Expose bumps to different types of stimulation.</div>	RI1; RI2; RI3
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Unit 3

Items 1-5

Task: Narrative (NWT)

Passage 1: from *Magic Elizabeth* by Norma Kassirer

1	Item Type: EBSR Part A: C Part B: B	RL1; RL2										
2	Item Type: EBSR Part A: C Part B: D and F	RL1; RL3										
3	Item Type: EBSR Part A: A Part B: D	RL1; RL5										
4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">STEPS IN PROCESS</th> <th style="width: 50%;">DETAILS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">Mrs. Chipley and Sally ride across town on a bus.</td> </tr> <tr> <td style="text-align: center;">Second</td> <td style="text-align: center;">Mrs. Chipley and Sally are caught in a sudden rainstorm.</td> </tr> <tr> <td style="text-align: center;">Third</td> <td style="text-align: center;">Mrs. Chipley explains why they are traveling to Aunt Sarah's house.</td> </tr> <tr> <td style="text-align: center;">Fourth</td> <td style="text-align: center;">Sally wonders aloud about what her Aunt Sarah is like.</td> </tr> </tbody> </table>	STEPS IN PROCESS	DETAILS	First	Mrs. Chipley and Sally ride across town on a bus.	Second	Mrs. Chipley and Sally are caught in a sudden rainstorm.	Third	Mrs. Chipley explains why they are traveling to Aunt Sarah's house.	Fourth	Sally wonders aloud about what her Aunt Sarah is like.	RL1; RL2
STEPS IN PROCESS	DETAILS											
First	Mrs. Chipley and Sally ride across town on a bus.											
Second	Mrs. Chipley and Sally are caught in a sudden rainstorm.											
Third	Mrs. Chipley explains why they are traveling to Aunt Sarah's house.											
Fourth	Sally wonders aloud about what her Aunt Sarah is like.											
5	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	W3-10										

Items 6-11

Passage Type: Paired Passage Set

Passage 1: from *The Story of a Bad Boy* by Thomas Bailey Aldrich

6	Item Type: EBSR Part A: D Part B: B	RL1; RL4
7	Item Type: EBSR Part A: D Part B: A	RL1; RL2

Passage 2: from <i>The Life of a Ship from the Launch to the Wreck</i> by R.M. Ballantyne		
8	Item Type: EBSR Part A: C Part B: C	RL1; RL4; L4
9	Item Type: EBSR Part A: A Part B: D	RL1; RL5
10	Item Type: EBSR Part A: D Part B: A	RL1; RL6
Passage 1: from <i>The Story of a Bad Boy</i> by Thomas Bailey Aldrich; Passage 2: from <i>The Life of a Ship from the Launch to the Wreck</i> by R.M. Ballantyne		
11	Item Type: TECR Part A: A Part B: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f9f9f9; width: 45%;"> <p style="text-align: center; margin: 0;"><i>from The Story of a Bad Boy</i></p> <div style="border: 1px solid #0070c0; padding: 5px; margin: 5px 0; text-align: center;"> <p>“ . . . he burns for the time when he shall stand on the quarter-deck. . . .” (paragraph 1)</p> </div> </div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f9f9f9; width: 45%;"> <p style="text-align: center; margin: 0;"><i>from The Life of a Ship from the Launch to the Wreck</i></p> <div style="border: 1px solid #0070c0; padding: 5px; margin: 5px 0; text-align: center;"> <p>“ . . . constantly sailing away from the harbour. . . .” (paragraph 1)</p> </div> </div> </div>	RL1; RL3

