

PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 9

Unit 1		
Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: "Departure" by Sherwood Anderson		
Item Number	Answer(s)	Standards Alignment
1	Item Type: EBSR Part A: B Part B: D	RL1; RL4
2	Item Type: EBSR Part A: A Part B: C, D	RL1; RL3
3	Item Type: TECR First <input type="text" value="A young man revisits important places in his town before leaving."/> Second <input type="text" value="Townsppeople gather to say good-bye to a young man."/> Third <input type="text" value="A young man remembers moments from his past."/> Fourth <input type="text" value="A train transports a young man from his hometown."/>	RL1; RL2
Passage 2: from "Up the Coolly" by Hamlin Garland		
4	Item Type: EBSR Part A: C Part B: D	RL1; RL4
5	Item Type: TECR Part A: B Part B: <p>40 Howard knew the voice, though it was older and deeper and more sullen. "Don't you know me, Grant? I am Howard."</p> <p>41 The man approached him, gazing intently at his face. "You are?" after a pause. "Well, I'm glad to see you, but I can't shake hands. That damned cow had laid down in the mud."</p> <p>42 They stood and looked at each other. Howard's cuffs, collar, and shirt, alien in their elegance, showed through the dusk, and a glint of light shot out from the jewel of his necktie, as the light from the house caught it at the right angle. As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant's heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head.</p>	RL1; RL3; RL5

Passage 1: “Departure” by Sherwood Anderson and Passage 2: from “Up the Coolly” by Hamlin Garland												
6	Item Type: EBSR Part A: A Part B: A, D	RL1; RL2										
7	Item Type: PCR Refer to Grade 6–11 Scoring Rubric	RL1; RL5; W2; W4–10										
Items: 8–13												
Passage Type: Informational M/L												
Passage: “The Signers of the Declaration: Historical Background” from the National Park Service												
8	Item Type: EBSR Part A: C Part B: D	RI1; RH2										
9	Item Type: EBSR Part A: D Part B: B	RI1; RH4										
10	Item Type: TECR <table border="1" data-bbox="284 762 1182 1020"> <thead> <tr> <th>Causes</th> <th>Effects</th> </tr> </thead> <tbody> <tr> <td>French and Indian War</td> <td>increased British taxes on colonies</td> </tr> <tr> <td>Redcoat presence in the Colonies after the expulsion of the French</td> <td>Colonists’ fear of a British conspiracy</td> </tr> <tr> <td>violent protests</td> <td>dissolution of certain colonial assemblies</td> </tr> <tr> <td>closing of the port of Boston</td> <td>first Continental Congress</td> </tr> </tbody> </table>	Causes	Effects	French and Indian War	increased British taxes on colonies	Redcoat presence in the Colonies after the expulsion of the French	Colonists’ fear of a British conspiracy	violent protests	dissolution of certain colonial assemblies	closing of the port of Boston	first Continental Congress	RI1; RH3
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11	Item Type: TECR <table border="1" data-bbox="284 1167 776 1654"> <thead> <tr> <th>Introduction</th> </tr> </thead> <tbody> <tr> <td>to establish the Declaration of Independence as a symbol of freedom</td> </tr> </tbody> <thead> <tr> <th>Body</th> </tr> </thead> <tbody> <tr> <td>to highlight growing tension between the colonies and the English monarchy</td> </tr> </tbody> <thead> <tr> <th>Conclusion</th> </tr> </thead> <tbody> <tr> <td>to present a climactic event that set the stage for the American Revolution</td> </tr> </tbody> </table>	Introduction	to establish the Declaration of Independence as a symbol of freedom	Body	to highlight growing tension between the colonies and the English monarchy	Conclusion	to present a climactic event that set the stage for the American Revolution	RI1; RH5; RI6				
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12	<p>Item Type: TECR</p> <p>Realizing that some of these disturbances stemmed from agitation in the colonial assemblies, which had enjoyed wide autonomy, the Crown tightened its control over them.</p> <p>In May 1774, in retaliation for the "Boston Tea Party," Parliament closed the port of Boston and virtually abolished provincial self-government in Massachusetts.</p> <p>Late on the night of April 18 the Royal Governor, Gen. Thomas Gage, alarmed at the militancy of the rebels, dispatched 600 troops from Boston to seize a major supply depot at Concord.</p>	RI1; RI3
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13	<p>Item Type: EBSR Part A: A Part B: D, E</p>	RI1; RI2
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Unit 2

Items 1-9

Task: Research Simulation (RST)

Passage 1: from "Speech to the Association of Los Alamos Scientists" by Robert Oppenheimer

Item Number	Answer(s)	Standards Alignment
1	<p>Item Type: TECR Part A: C Part B: (correct response in yellow)</p> <p>be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can't answer it, as will often be the case, I will just have to say so.</p>	RI1, RI4
2	<p>Item Type: EBSR Part A: B Part B: C</p>	RI1; RH5
3	<p>Item Type: EBSR Part A: D Part B: B</p>	RI1; RH8

Passage 2: "A Petition to the President of the United States"

4	<p>Item Type: EBSR Part A: A Part B: D</p>	RI1; RI4
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5	Item Type: EBSR Part A: C Part B: D	RI1; RH2												
Passage 1: from “Speech to the Association of Los Alamos Scientists” by Robert Oppenheimer and Passage 2: “A Petition to the President of the United States”														
6	Item Type: EBSR Part A: D Part B: C	RI1; RH6												
Passage 3: “The Decision to Drop the Bomb” (ushistory.org)														
7	Item Type: EBSR Part A: B Part B: A	RI1; RI4												
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9	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RI1; RH6; W2; W4-10												

Items 10 - 13		
Passage Type: Literary S/M		
Passage: from "An Uncomfortable Bed" by Guy de Maupassant		
Item Number	Answer(s)	Standards Alignment
10	<p>Item Type: TECR Part A: A Part B:</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;"> <p>I scented a practical joke in the air, as a dog scents game. But what was it?</p> </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p>I was going perhaps to receive a cold shower-bath from overhead, or perhaps, the moment I stretched myself out, to find myself sinking to the floor with my mattress.</p> </div>	RL1; RL5; RL6
11	<p>Item Type: EBSR Part A: D Part B: C</p>	RL1; RL3
12	<p>Item Type: EBSR Part A: A Part B: C</p>	RL1; RL4
13	<p>Item Type: EBSR Part A: B Part B: D</p>	RL1; RL2
Unit 3		
Items 1-5		
Task: Narrative Writing (NWT)		
Passage: from <i>Bleak House</i> by Charles Dickens		
Item Number	Answer(s)	Standards Alignment
1	<p>Item Type: EBSR Part A: C Part B: C</p>	RL1; RL3

2	<p>Item Type: TECR</p> <table border="1"> <thead> <tr> <th data-bbox="302 107 583 134">CENTRAL THEME</th> <th data-bbox="583 107 867 134">SUPPORTING DETAIL</th> <th data-bbox="867 107 1162 134">SUPPORTING DETAIL</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 174 583 627">Different people can view particular situations in very different ways.</td> <td data-bbox="583 174 867 627">"Richard and I looked at one another again. It was a most singular thing that the arrest was our embarrassment and not Mr. Skimpole's." (paragraph 21)</td> <td data-bbox="867 174 1162 627">"Keep your temper, my good fellow, keep your temper!' Mr. Skimpole gently reasoned with him as he made a little drawing of his head on the fly-leaf of a book." (paragraph 26)</td> </tr> </tbody> </table>	CENTRAL THEME	SUPPORTING DETAIL	SUPPORTING DETAIL	Different people can view particular situations in very different ways.	"Richard and I looked at one another again. It was a most singular thing that the arrest was our embarrassment and not Mr. Skimpole's." (paragraph 21)	"Keep your temper, my good fellow, keep your temper!' Mr. Skimpole gently reasoned with him as he made a little drawing of his head on the fly-leaf of a book." (paragraph 26)	RL1; RL2
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3	<p>Item Type: EBSR Part A: A Part B: C</p>	RL1; RL4						
4	<p>Item Type: EBSR Part A: C Part B: A</p>	RL1; RL3						
5	<p>Item Type: PCR Refer to Grade 6-11 Scoring Rubric</p>	W3-10						

Items: 6-11

Passage Type: Informational Pair

Passage 1: from *The Innocents Abroad* by Mark Twain

Item Number	Answer(s)	Standards Alignment
6	<p>Item Type: EBSR Part A: A Part B: B</p>	RI1; RI4
7	<p>Item Type: EBSR Part A: A Part B: C</p>	RI1; RI2
8	<p>Item Type: EBSR Part A: B Part B: B</p>	RI1; RI2

Passage 2: from "The Importance of Elsewhere" by Paul Theroux

9	Item Type: EBSR Part A: D Part B: A	R11; R15
10	Item Type: TECR Part A: B Part B: (correct responses in yellow) <p>1 As a child, yearning to leave home and go far away, the image of my mind was flight—my little self hurrying off alone. The word "travel" did not occur to me, nor did the word "transformation," which was my</p> <p>*****</p> <p>loneliness, don't marry." I would say, if you're afraid of loneliness, don't travel. The literature of travel shows the effects of solitude, sometimes mournful, more often enriching, now and then unexpectedly spiritual.</p> <p>3 All my traveling life I have been asked the maddening and oversimplifying question "what is your</p>	R11; R15
11	Item Type: EBSR Part A: D Part B: A, D	R11; R12