

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

<b>Unit 1</b>		
<b>Items 1-7</b>		
<b>Task: Literary Analysis (LAT)</b>		
<b>Passage 1: "Departure" by Sherwood Anderson</b>		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1 VH259613	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL1; RL4
2 VH176343	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C, D</b>	RL1; RL3
3 VH177012	<b>Item Type: TECR</b>  <div style="margin-left: 40px;"> <p>First <span style="border: 1px solid black; padding: 2px;">A young man revisits important places in his town before leaving.</span></p> <p>Second <span style="border: 1px solid black; padding: 2px;">Townpeople gather to say good-bye to a young man.</span></p> <p>Third <span style="border: 1px solid black; padding: 2px;">A young man remembers moments from his past.</span></p> <p>Fourth <span style="border: 1px solid black; padding: 2px;">A train transports a young man from his hometown.</span></p> </div>	RL1; RL2
<b>Passage 2: from "Up the Coolly" by Hamlin Garland</b>		
4 VH218442	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RL1; RL4
5 VH218486	<b>Item Type: TECR</b> <b>Part A: B</b> <b>Part B:</b> <p><b>40</b> Howard knew the voice, though it was older and deeper and more sullen. "Don't you know me, Grant? I am Howard."</p> <p><b>41</b> 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><b>42</b> 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
<b>Passage 1: "Departure" by Sherwood Anderson and Passage 2: from "Up the Coolly" by Hamlin Garland</b>		
6 VH176988	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A, D</b>	RL1; RL2
7 VH176992	<b>Item Type: PCR</b> Refer to Grade 9 Scoring Rubric	RL1; RL5; W2; W4-10
<b>Items: 8-11</b>		

**Passage Type: Literary S/M**

**Passage:** from “An Uncomfortable Bed” by Guy de Maupassant

8 X0909_A	<b>Item Type: TECR</b> <b>Part A: A</b> <b>Part B:</b> <div data-bbox="289 247 964 478" style="border: 1px solid black; background-color: yellow; padding: 5px;"><p>I scented a practical joke in the air, as a dog scents game. But what was it?</p></div> <div data-bbox="289 512 964 743" 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
9 VF803202	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RL1; RL3
10 X0905_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL1; RL4
11 VF802850	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL1; RL2

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 VH049159	<b>Item Type: TECR</b> <b>Part A: C</b> <b>Part B: (correct response in yellow)</b> 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.	RI1, RI4
2 VH117698	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; RH5
3 VH117705	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RI1; RH8
Passage 2: "A Petition to the President of the United States"		
4 VH117712	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RI4
5 VH048445	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	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 VH118673	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI1; RH6
Passage 3: "The Decision to Drop the Bomb" (ushistory.org)		
7 VH048548	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RI4
Passage 1: from "Speech to the Association of Los Alamos Scientists" by Robert Oppenheimer; Passage 2: "A Petition to the President of the United States"; Passage 3: "The Decision to Drop the Bomb" (ushistory.org)		

<p>8 VH082089</p>	<p><b>Item Type: TECR</b></p> <table border="1"> <thead> <tr> <th data-bbox="293 100 581 243"> <b>Robert Oppenheimer Speech</b> </th> <th data-bbox="586 100 873 243"> <b>Petition to the President</b> </th> <th data-bbox="878 100 1166 243"> <b>Decision to Drop the Bomb</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="293 249 581 392"> <p>disconnect between scientific theory and real-world application</p> </td> <td data-bbox="586 249 873 392"> <p>defeat of German forces relieving immediate danger to United States</p> </td> <td data-bbox="878 249 1166 392"> <p>reasons atomic bomb was used</p> </td> </tr> <tr> <td data-bbox="293 399 581 541"> <p>suddenness of important scientific discovery</p> </td> <td data-bbox="586 399 873 541"> <p>necessity of public statement to Japanese people</p> </td> <td data-bbox="878 399 1166 541"> <p>misunderstandings about effects of atomic bomb</p> </td> </tr> <tr> <td data-bbox="293 548 581 690"> <p>creation of atomic bomb in context of other scientific work</p> </td> <td data-bbox="586 548 873 690"> <p>moral responsibility of United States</p> </td> <td data-bbox="878 548 1166 690"> <p>long-term political implications of decision to use atomic bomb</p> </td> </tr> </tbody> </table>	<b>Robert Oppenheimer Speech</b>	<b>Petition to the President</b>	<b>Decision to Drop the Bomb</b>	<p>disconnect between scientific theory and real-world application</p>	<p>defeat of German forces relieving immediate danger to United States</p>	<p>reasons atomic bomb was used</p>	<p>suddenness of important scientific discovery</p>	<p>necessity of public statement to Japanese people</p>	<p>misunderstandings about effects of atomic bomb</p>	<p>creation of atomic bomb in context of other scientific work</p>	<p>moral responsibility of United States</p>	<p>long-term political implications of decision to use atomic bomb</p>	<p>RI1; RH6</p>
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<p>9 VH118054</p>	<p><b>Item Type: PCR</b> Refer to Grade 9 Scoring Rubric</p>	<p>RI1; RH6; W2; W4-10</p>												

<b>Unit 3</b>												
<b>Items 1-5</b>												
<b>Task:</b> Narrative Writing (NWT)												
<b>Passage:</b> from <i>Bleak House</i> by Charles Dickens												
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>										
1 VH117771	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RL1; RL3										
2 VH118289	<b>Item Type:</b> TECR  CENTRAL THEME      SUPPORTING DETAIL      SUPPORTING DETAIL  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Different people can view particular situations in very different ways.</td> <td style="width: 33%; padding: 5px;">"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 style="width: 33%; padding: 5px;">"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> </table>	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 VH117780	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL1; RL4										
4 VH117790	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RL1; RL3										
5 VH117806	<b>Item Type:</b> PCR Refer to Grade 9 Scoring Rubric	W3-10										
<b>Items: 6-11</b>												
<b>Passage Type:</b> Informational M/L												
<b>Passage:</b> "The Signers of the Declaration: Historical Background" from the National Park Service												
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6 G5057	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI1; RH2										
7 G5008	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RI1; RH4										
8 G5004	<b>Item Type:</b> TECR  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Causes</th> <th style="width: 50%;">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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<p>9 G5010</p>	<p><b>Item Type: TECR</b></p> <p>Introduction</p> <p>to establish the Declaration of Independence as a symbol of freedom</p> <p>Body</p> <p>to highlight growing tension between the colonies and the English monarchy</p> <p>Conclusion</p> <p>to present a climactic event that set the stage for the American Revolution</p>	<p>RI1; RH5; RI6</p>
<p>10 G5006</p>	<p><b>Item Type: TECR</b></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>	<p>RI1; RI3</p>
<p>11 G5007</p>	<p><b>Item Type: EBSR</b>  <b>Part A: A</b>  <b>Part B: D, E</b></p>	<p>RI1; RI2</p>