



Grade 9
English Language Arts/Literacy
End of Year S/M Literary Text Set

2017 Released Items

2017 Released Items: Grade 9 End of Year S/M Literary Text Set

The End-of-Year literary text set requires students to read a literary text and answer questions.

The 2017 blueprint for the grade 9 literary text set includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text

Additional related materials not included in this document:

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2016 Summative Assessment

**PARCC Release Items Answer and Alignment Document
ELA/Literacy: Grade 9**

Text Type: S-M Lit		
Passage(s): "Ubiquitous Day Lily of July"		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VH134323	Item Type: EBSR Part A: A Part B: A, B	RL 9.1.1 L 9.4.1
VH134383	Item Type: EBSR Part A: C Part B: D	RL 9.1.1 RL 9.2.2
VH134354	Item Type: EBSR Part A: D Part B: A, F	RL 9.1.1 RL 9.5.1
VH134611	<p>Item Type: TECR</p> <p>The poet arranges the information in the poem in this manner:</p> <p>Lines 1–9 <input type="text" value="description of the day lily"/></p> <p>Lines 10–12 <input type="text" value="danger that the day lily faces"/></p> <p>Lines 13–18 <input type="text" value="comparisons between the day lily and others"/></p> <p>Lines 19–22 <input type="text" value="reason that the day lily is an inspiration"/></p> <p>... in order to do this: <input type="text" value="provide evidence that builds to the main point"/></p>	RL 9.1.1 RL 9.5.1
VH134342	Item Type: EBSR (additional item) Part A: B Part B: C	RL 9.1.1 RL 9.4.1
VH134372	Item Type: EBSR (additional item) Part A: A Part B: D	RL 9.1.1 RL 9.2.1

Read the poem "The Ubiquitous Day Lily of July." Then answer the questions.

The Ubiquitous Day Lily of July

by David Budbill

There is an orange day lily that blooms in July and is everywhere around these parts right now. Common. Ordinary. It grows in everybody's dooryard—abandoned or lived in—along the side of the road, in front of stone walls, **5** at gas stations and garages, at the entrance to driveways, anywhere it takes a mind to sprout. You always see them in clusters, bunches, never by themselves. They propagate by rhizomes, which is why they are so resilient, and why you see them in bunches.

10 There is an orange day lily that blooms in July and is ubiquitous right now. The roadside mowers mow a lot of them, but they don't get them all.

These are not the rare and delicate lemon yellow day lilies or the other kinds people have around their places. This one **15** is coarse and ordinary, almost harsh in its weathered beauty, like an older woman with a tough, worldly-wise and wrinkled face. There is nothing nubile, smooth or perky about this flower. It's not fresh. It's been around awhile and everybody knows it.

As I said, it's coarse and ordinary and it's beautiful because **20** it's ordinary. A plant gone wild and therefore become rugged, indestructible, indomitable, in short: tough, resilient, like anyone or thing has to be in order to survive.

"The Ubiquitous Day Lily of July" by David Budbill from THE WRITER'S ALMANAC WITH GARRISON KELLOR, American Public Media. Copyright © 2013 by David Budbill. Reprinted by permission of David Budbill.

1. Part A

Read the lines from the poem.

There is an orange day lily that blooms in July and is / ubiquitous right now.

What is the meaning of the word **ubiquitous** as it is used in the lines?

- A. found all over; widespread
- B. displeasing to look at; ugly
- C. gathered together; grouped
- D. showing signs of age; decaying

Part B

Which **two** phrases or lines from the poem help the reader understand the meaning of the word **ubiquitous**? Choose **two**.

- A. “. . . is / everywhere around these parts right now . . .” (lines 1–2)
- B. “. . . It grows in everybody’s dooryard . . .” (line 3)
- C. “you see them in bunches.” (line 9)
- D. “These are not the rare and delicate lemon yellow day lilies” (line 13)
- E. “. . . It’s been around awhile and everybody knows it.” (line 18)
- F. “. . . it’s beautiful because / it’s ordinary . . .” (lines 19–20)

2. Part A

How does the poet develop the theme of the poem?

- A. by showing daily life as the day lily views it
- B. by attributing to the day lily a unique perspective
- C. by describing the characteristics of the day lily
- D. by contrasting the areas where the day lily grows

Part B

Which words from the poem support the answer to Part A?

- A. “. . . along the side of the road, in front of stone walls,” (line 4)
- B. “. . . They propagate / by rhizomes . . .” (lines 7–8)
- C. “. . . The roadside mowers mow a lot / of them . . .” (lines 11–12)
- D. “rugged, indestructible, indomitable . . .” (line 21)

3. Part A

What is the main effect of the poet's use of one-word sentences in lines 2–3?

- A. It establishes a melancholy mood.
- B. It reveals the speaker's point of view.
- C. It indicates that the setting is familiar to the reader.
- D. It slows the pace of the poem to create emphasis.

Part B

Which **two** phrases from the poem create the same effect? Choose **two**.

- A. “. . . abandoned / or lived in . . .” (lines 3–4)
- B. “. . . at the entrance to driveways,” (line 5)
- C. “anywhere it takes a mind to sprout . . .” (line 6)
- D. “. . . This one / is coarse . . .” (lines 14–15)
- E. “As I said, it's coarse and ordinary . . .” (line 19)
- F. “. . . in short: tough, resilient,” (line 21)

4. Use the drop-down menus to analyze the poet's choices about the structure of the poem.

The poet arranges the information in the poem in this manner:

Lines 1–9	Choose...	<ul style="list-style-type: none">• comparisons between the day lily and others• reason that the day lily is an inspiration• danger that the day lily faces• description of the day lily	▼
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Lines 10–12	Choose...	<ul style="list-style-type: none">• comparisons between the day lily and others• reason that the day lily is an inspiration• danger that the day lily faces• description of the day lily	▼
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Lines 13–18	Choose...	<ul style="list-style-type: none">• comparisons between the day lily and others• reason that the day lily is an inspiration• danger that the day lily faces• description of the day lily	▼
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Lines 19–22	Choose...	<ul style="list-style-type: none">• comparisons between the day lily and others• reason that the day lily is an inspiration• danger that the day lily faces• description of the day lily	▼
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... in order to do this:	Choose...	<ul style="list-style-type: none">• foreshadow the resolution to the conflict• progress from the setup to conflict resolution• provide evidence that builds the main point• state the main point and then support it with evidence	▼
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5. Part A

Read the simile from the poem.

like an older woman with a tough, worldly-wise and wrinkled / face.

What impact do the words have on the tone of the poem?

- A. They help establish a playful tone.
- B. They help establish a tone of admiration.
- C. They help establish a tone of optimism.
- D. They help establish a sentimental tone.

Part B

Which other words from the poem **most** contribute to the tone indicated by the answer to Part A?

- A. "you see them in bunches." (line 9)
- B. ". . . around their places." (line 14)
- C. ". . . its weathered beauty . . ." (line 15)
- D. ". . . plant gone wild . . ." (line 20)

6. Part A

Which sentence states the theme of the poem?

- A. One must be tough to survive.
- B. Common things are usually beautiful.
- C. Lilies can grow almost anywhere.
- D. People can find comfort in nature.

Part B

Which lines **most** clearly state the theme of the poem?

- A. lines 1–9
- B. lines 10–12
- C. lines 13–18
- D. lines 19–22

