

New York NYSTP 2017 Grade 8 English Language Arts

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Name: _____



New York State Testing Program

2017 Common Core English Language Arts Test Book 1

Grade 8

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Released Questions

Book 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your response.

Directions

Read this story. Then answer questions 1 through 7.

Excerpt from *One-Eyed Cat*

by Paula Fox

Ned loved snow, the whisper when he walked through it, a sound like candles being blown out, the coming indoors out of it into the warmth, and standing on the register in the big hall through which the dusty, metal-smelling heat blew up, and the going back out again, shivering, cold, stooping and scooping up a handful to make a snowball, packing it hard with wet mittens, hefting it, tossing it as far as he could, and the runners of his sled whispering across it as he sleighed down the slopes which were smooth and glittering and hard, like great jewels.

On the first of December, there was a heavy snowfall. When Ned looked out of his window the next morning, the river glowed like a snake made out of light as it wound 10 among the snow-covered mountains.

He ate breakfast hastily, too preoccupied to read the story on the cereal box. Mrs. Scallop¹ was broody this morning and left him alone, her glance passing over him as it passed over the kitchen chairs.

On the porch, he paused to take deep breaths of air which tasted, he imagined, like 15 water from the center of the ocean, then he waded into the snow, passing the Packard,² its windows white and hidden, the crabapple tree with its weighted branches, down the long hill trying to guess if he was anywhere near the buried driveway. By the time he reached Mr. Scully's house, his galoshes were topped with snow and his feet were wet. Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.

20 Ned went around to the back until he could see the shed. There were boot tracks in the snow leading to it and returning to the back door. He guessed the old man had taken in the cat's bowl; it was nowhere to be seen. You couldn't leave anything out in this weather, it would freeze. Mr. Scully had told him that finding water in the winter was a big problem for animals. Licking the snow or ice could make them sick.

25 Ned stared hard at the shed. Perhaps the cat was inside, squeezed in behind logs in a tight space where its own breath would keep it warm. He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could make the cat appear out of snow and gray sky. Twice, his glance passed over the icebox. The third time, he saw that the motionless mound on top of it was not only the quilt but 30 the cat, joined into one shape by a dusting of snow.

¹ **Mrs. Scallop:** Ned's family's housekeeper

² **Packard:** a brand of car that is no longer manufactured

GO ON

Ned held his breath for a moment, then put his own feet in Mr. Scully's tracks and went toward the shed. The tracks had frozen and they crunched under Ned's weight, but the cat didn't raise its head. Ned halted a few feet away from it—but of course, he realized, it wouldn't hear him because of its deaf ear. He could have gone closer to it than he'd ever been but he had a sudden vision of the cat exploding into fear when it finally did hear him.

When he got back to the front of the house, he saw fresh footsteps on the road. He could tell it was the road because of the deep ditches which fell away to either side. He guessed they were Billy's tracks. It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat. He found Evelyn's tracks, too, and later on, Janet's, the smallest of all. He felt ghostly as if he'd been left alone on a white, silent globe.

Somewhere in the evergreen woods, snow must have slid off a bough, for he heard the loud plop, then the fainter sound of the bough springing up, relieved of the weight. He thought about the cat, visualizing how it had looked on the quilt. How still it had been! Why hadn't he gone right up to it, looked at it close, touched its fur? Why had it been so motionless—still as death, still as a dead vole he'd seen last summer in the grass near the well? He came to the snow-covered blacktop road upon which a few cars had left their ridged tire tracks. He had a strong impulse to turn back, to play hooky for the first time in his life. Mr. Scully, with his poor eyesight, might not spot the cat on top of the icebox, might not, then, set food out for it. Fretting and shivering, his feet numb, Ned went on to school.

He tried very hard to concentrate on his lessons, to watch Miss Jefferson's plump, even handwriting on the blackboard as she wrote out the lines from a poem by Thomas Gray that the class was to memorize that week, but try as he might, the image of the unmoving animal on the ragged old quilt persisted. Last week, on a rainy afternoon, the cat had looked at Ned, had cocked its head as though to see him better. Its one eye, narrowed, had reminded him of a grain of wheat.

“The curfew tolls the knell of parting day,
The lowing herd wind slowly o'er the lea . . .”

Ned read the lines several times before copying them down in his copybook. The words made no sense to him. It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him. He was either relieved because the cat was where he could see it or fearful because he didn't know where it was.

1

Read these words from lines 18 and 19.

Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.

The use of the words “pinched look” contributes to the tone of the story by making the house seem

- A** tense
- B** angry
- C** uncertain
- D** disappointed

2

Lines 20 through 24 contribute to the development of the plot by

- A** showing that Ned and Mr. Scully are friends
- B** describing the challenges of dealing with heavy snow
- C** suggesting that Mr. Scully has been neglecting the cat
- D** describing weather conditions that can be dangerous for the cat

3

In lines 31 through 36, Ned keeps his distance from the cat because he

- A** envisions the cat being sick from licking ice or snow
- B** believes the cat will make him late to school
- C** imagines the cat will become panicked
- D** remembers the cat is deaf and unlikely to respond

GO ON

4 Lines 37 through 42 in the story reveal that Ned feels

- A** isolated
- B** confused
- C** relieved
- D** confident

5 Ned's decision to leave the cat causes

- A** the cat to become more afraid
- B** Ned to be left behind by the other children
- C** the cat to go hungry for the rest of the day
- D** Ned to be distracted from his work during school

6 Which quotation **best** supports a central theme of the story?

- A** "He ate breakfast hastily, too preoccupied to read the story on the cereal box." (line 11)
- B** "Twice, his glance passed over the icebox." (line 28)
- C** ". . . but try as he might, the image of the unmoving animal on the ragged old quilt persisted." (lines 55 and 56)
- D** "Ned read the lines several times before copying them down in his copybook." (line 61)

7

Which quotation from the story **best** shows how the cat has impacted Ned's life?

- A “He was going to be late to school if he didn’t get a move on, but he kept looking hard all over the yard as though he could make the cat appear out of snow and gray sky.” (lines 26 through 28)
- B “The third time, he saw that the motionless mound on top of it was not only the quilt but the cat, joined into one shape by a dusting of snow.” (lines 29 and 30)
- C “It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully’s place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat.” (lines 39 through 41)
- D “It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him.” (lines 62 through 64)

GO ON

Directions

Read this article. Then answer questions 22 through 28.

Clash of the Condiments: Wasabi vs. the Chili Pepper

by Mary Beth Cox

Most condiments are peaceable enough. The sauces, spreads, and pickles of the world add flavor to our foods without kicking up much of a fuss. This is not true of the pungent or “hot” condiments. They are more aggressive. They get our attention by purposely causing us pain. These strong-armed seasonings are often the source of friendly
5 competitions. Loyal fans will contend that their favorite pungent condiment is the one that packs the most powerful punch. Ladies and gentlemen, you are cordially welcomed to just such a contest. Here it is, the Match of the Moment: Wasabi vs. the Chili Pepper.

IN YOUR CORNERS

Introducing in the Green Corner, hailing from the island nation of Japan, sushi’s inseparable sidekick: Wasabi! *Wasabia japonica* grows wild on the cool, damp banks of
10 Japan’s many mountain streams. The chill of its habitat is quite ironic since wasabi is famous for bringing the heat. The plant is a botanical relative of mustard and horseradish. Pungency runs in the family. Traditionally, wasabi is prepared by grating its rootstock on the abrasive skin of an angel shark. Authentic wasabi is relatively rare and difficult to come by. The emerald condiment that is served outside of Japan is almost always
15 horseradish pulp dyed with green food coloring. Whether the wasabi is real or whether it’s the more common substitute, a whopping snootful will make you cry for your momma!

And in the red corner, originating from the Central and South Americas, now an international culinary superstar: the Chili Pepper. Chili peppers are fruits of the plants of the botanical genus *Capsicum*. They are related to the tomato and the eggplant. They’re
20 the renegades in an otherwise mild-mannered botanical family. Chili peppers include but are not limited to the poblano, the cayenne, the jalapeño, the tabasco, the habanero, and the serrano. One of these culprits sometimes goes by the alias “chipotle.” A chipotle (pronounced chee-POHT-lay) is none other than a dried smoked jalapeño. Chilies were introduced to the non-American world by Christopher Columbus, who mistakenly
25 identified them as variants of black pepper. Chilies have since taken the culinary world by storm. They appear alongside dishes served around the globe, from the Basque provinces to North Africa and the Middle East, to India and Southeast Asia. A potent chili pepper in the kisser will make you rue the day you were born!

GO ON

POWERFUL PUNCHES

Both wasabi and chilies are condiments of world-class pungency. But how do they
30 match up head to head? Each has its own unique tactical move. Each has its own special
point of attack. The active ingredient of the wasabi plant is stored stealthily in its cells.
Under normal growing conditions, this ingredient is completely harmless. It's not until the
plant's cells are ruptured (as by the grating action of angel shark skin) that the trouble
begins. *Enzymes* convert the ingredient into molecules of allyl isothiocyanate. It's the
35 chemical characteristics of these irritating molecules that are the secret to wasabi's
pungency. Allyl isothiocyanate molecules are lightweight. They are *volatile*. They are also
soluble in water. As a consequence, the consumption of wasabi launches an airborne
assault on the consumer's sinuses. Allyl isothiocyanate molecules waft up the nose and
back of the throat. They dissolve in the watery fluids they find there. They intercept nerve
40 endings in the nasal passages. Specifically, these molecules target pain receptors of the
type known as TRPA₁. TRPA₁ receptors respond to the attack by sending emergency
signals to the brain: "Yikes . . . we've gotten hold of something painfully hot!"

Chili peppers conduct operations of a different sort. Their active ingredient is a
substance called capsaicin. It's found in the spongy inner tissue of peppers, but it can leak
45 onto the seeds and inner wall of the fruit. Capsaicin molecules are heavier than the
molecules of wasabi's allyl isothiocyanate. They are not volatile. They prefer to dissolve in
oils, so they aren't as easily dissolved in water. Capsaicin molecules instigate an incendiary
assault upon contact with exposed vulnerable surfaces. They cling to the tender tissues of
the lips, mouth, and throat. They burn eyes that are rubbed with capsaicin-laced fingers.
50 Capsaicin molecules interact with pain receptors of the type TRPV. Again an alert is
expedited to the brain: "Mayday! Mayday! Let's not eat any more of that, please!"

WHERE'S THE REFEREE?

So which of these condiments causes the most pain? To settle any contest, a scoring
system is required. There is a way to compare the relative heat intensities of the various
chili peppers. It's called the *Scoville scale*. Scoville ratings are determined by brave human
55 test subjects who willingly sip extracts of chili pepper juice. Extracted juices are diluted
again and again until their heat can no longer be detected. A high rating on the Scoville
scale means that a lot of dilutions are necessary to eliminate the pain caused by a
particular pepper. Unfortunately, Scoville ratings are not applicable to wasabi. The method
is specifically designed to extract capsaicin from chili peppers. It doesn't work for allyl
60 isothiocyanate, or for anything else.

Pepper pungencies are also compared by using chromatography. *Chromatography* is an analytical technique that separates the chemical components of a mixture. After separation, the amounts of each component are quantified. Chromatography can determine how much capsaicin is in a pepper. It can also determine how much allyl isothiocyanate is in wasabi. If two chili peppers have the same amount of capsaicin, it can be assumed that those peppers are equally “hot.” But the same assumption cannot be made when comparing chili peppers to wasabi. There’s no way to know if equal amounts of capsaicin and allyl isothiocyanate cause equal degrees of pain. So chromatography cannot definitively judge this contest.

It isn’t even possible to directly measure and compare nerve responses, since two different types of pain receptors are involved. Wasabi and chili peppers are like pungent apples and oranges. There’s no objective way to declare one more potent than the other. This friendly competition won’t be settled anytime soon. Everyone is free to chime in with an opinion. You just have to try both of these pungent powerhouses, then root for your own favorite flavor of pain.

GO ON

22

How do lines 1 through 7 **mainly** establish the tone of the article?

- A** They create curiosity by inviting the reader to provide an opinion on the two condiments.
- B** They create interest by describing loyal fans supporting their favorite condiment.
- C** They create humor by personifying two condiments in an imagined contest.
- D** They create tension by analyzing the popularity of two condiments.

23

Read lines 25 and 26 from the article.

Chilies have since taken the culinary world by storm.

Which detail **best** supports the author's claim?

- A** Chili peppers come in many varieties.
- B** Chili peppers are used in many different countries.
- C** Chili peppers are related to tomatoes and eggplants.
- D** Chili peppers were mistakenly thought to resemble black pepper.

24

Read this sentence from lines 37 and 38 of the article.

As a consequence, the consumption of wasabi launches an airborne assault on the consumer's sinuses.

What does the phrase "airborne assault" add to the author's description?

- A** It explains the effect of experiencing the molecules in wasabi.
- B** It suggests a painful experience that makes wasabi undesirable.
- C** It warns that direct contact with wasabi causes injury.
- D** It cautions that wasabi causes an intense repeated attack occurring over time.

GO ON

25

What is the role of the section “Powerful Punches” in the development of the article?

- A** It describes the physical differences between wasabi and chili peppers.
- B** It explains the best ways to experience the heat from wasabi and chili peppers.
- C** It describes why wasabi and chili peppers are both enjoyable and painful to consume.
- D** It provides a scientific explanation for the effects of consuming wasabi and chili peppers.

26

The Scoville scale determines the strength of the heat in chili peppers by

- A** counting the number of sips of chili pepper juice a human subject can consume
- B** recording the amount of capsaicin present in specific amounts of chili pepper juice
- C** measuring how much chili pepper juice must be weakened for it to no longer cause pain
- D** comparing descriptions of the heat a human subject feels while drinking chili pepper juice

27

What is the result of being unable to use the Scoville scale to measure the heat strength of wasabi?

- A** Chromatography is used to compare the heat strengths of wasabi and chili peppers.
- B** Comparing the heat strengths of wasabi and chili peppers using a scientific method is impossible.
- C** A new scale will be developed to compare the degree of pain caused by wasabi and chili peppers.
- D** Experts now rely on a scale based on measuring consumer pain responses to wasabi and chili peppers.

GO ON

28

Read this sentence from lines 71 and 72 of the article.

Wasabi and chili peppers are like pungent apples and oranges.

Which evidence from the article **best** supports this statement?

- A** “They get our attention by purposely causing us pain.” (lines 3 and 4)
- B** “After separation, the amounts of each component are quantified.” (lines 62 and 63)
- C** “If two chili peppers have the same amount of capsaicin, it can be assumed that those peppers are equally ‘hot.’” (lines 65 and 66)
- D** “There’s no way to know if equal amounts of capsaicin and allyl isothiocyanate cause equal degrees of pain.” (lines 67 and 68)

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Excerpt from *Humans With Amazing Senses*

When bats go out to hunt, they send out sonar signals at such high frequencies and in such rapid bursts that they can hear the signals bounce off mosquitoes in midair. They then zero in on the insects like laser-guided missiles. Dolphins use the same technique to find their dinners. It's called echolocation, a technique that uses sound to identify objects by the echoes they produce.

Fourteen-year-old Ben Underwood of Sacramento, Calif., is one of the few people known to use echolocation as a primary means of navigating the world on land. There's not even a hint of light reaching his brain. His eyes are artificial, but his brain has adapted to allow him to appraise his environment. He makes a "clicking" sound to communicate with objects and people around him.

Scientists have discovered that in the brains of the blind, the visual cortex has not become useless, as they once believed. When blind people use another sense—touch or hearing, for example—to substitute for sight, the brain's visual cortex becomes active, even though no images reach it from the optic nerve. Echolocation creates its own images.

"I can hear that wall behind you over there. I can hear right there—the radio, and the fan," Ben says.

Ben says every object in his life talks to him in ways that no one else can hear or understand.

Forty-year-old Daniel Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it, founding the World Access for the Blind, an organization that teaches others how to echolocate. Kish leads other blind people on mountain biking tours and hikes in the wilderness, visualizing and describing the picturesque sights around him through echolocating.

Clicking to Do Anything

If you listen closely to Ben or Kish, you can hear how they find their way. Ben says he can distinguish where the curbs are as he cruises his neighborhood streets.

He can find the pole and the backboard on a basketball goal, and tell which is which by the distinctive echo each makes. Even though he can't see the goal he's aiming for, he can sink a basket. Ben doesn't remember how or when he began clicking, but he's developed his abilities to such an extent that aside from echolocation, he can rapidly discriminate the sounds in video games.

GO ON

Ben lost his sight when he was 2. He was diagnosed with cancer in both eyes, and when chemotherapy failed, his mother, Aquanetta Gordon, was left with one option: For her son to live, both his eyes had to be surgically removed.

Gordon remembers her son after the operation.

35 "He woke up and he said, 'Mom, I can't see anymore, I can't see anymore.' And I took his hands and I put them on my face and I said, 'Baby, yes, you can see.' I said, 'You can see with your hands.' And then I put my hand on his nose and I said, 'You smell me? You can see with your nose and your ears. . . . You can't use your eyes anymore, but you have your hands and your nose and your ears.'"

40 In a house already filled with three other children, Ben's mother decided not to treat his blindness as a handicap. In school, Ben recognizes his classmates by their voices. With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.

Rich Mental Images, Without Visual Elements

Like Ben, Kish also lost his eyesight to cancer at age 1. He was raised to believe he
45 could do pretty much anything, and he discovered clicking by accident as a child.

"I have mental images that are very rich, very complex. They simply do not possess the visual element," Kish says.

50 In retrieving those pictures, Kish varies the pace and volume of his clicks as he walks along; and what he can tell you about an object's qualities is sometimes astonishingly thorough.

If bats can distinguish prey as small as mosquitoes with echolocation, and some dolphins can detect small targets a hundred yards away, what are the ultimate capabilities of human beings like Ben and Kish?

Peter Scheifele, who studies hearing and sound production in animals and people at
55 the University of Connecticut, analyzed samples of the clicks that Ben and Kish make.

"Ben clicks, looks to me like once every half second, whereas a dolphin is actually making 900 clicks per second. And the bat is even faster than that," Scheifele says.

60 The bottom line: Human beings send out sounds at much slower rates and lower frequencies, so the objects people can picture with echolocation must be much larger than the ones bats and dolphins can find.

29

Which statement expresses a central idea of the article?

- A** Very few people use echolocation in their daily lives.
- B** Echolocation is a technique that can be utilized by humans.
- C** Echolocation has been studied by scientists for many years.
- D** Some animals are known for using echolocation to find food.

30

How do lines 1–5 contribute to the understanding of the text?

- A** by showing the widespread use of echolocation by animals
- B** by giving examples to explain how echolocation works
- C** by presenting the characteristics of animals that use echolocation
- D** by describing how each species uses echolocation differently

31

In people who are blind, the visual cortex seems to help

- A** activate the optic nerve where images are formed
- B** increase the amount of light reaching the brain
- C** create images in the brain based on sounds
- D** make echoes of sounds from clicks

GO ON

32

Read this sentence from lines 17 and 18.

Ben says every object in his life talks to him in ways that no one else can hear or understand.

Which quotation **best** supports this claim?

- A** “He can find the pole and the backboard on a basketball goal, and tell which is which by the distinctive echo each makes.” (lines 26 and 27)
- B** “Even though he can’t see the goal he’s aiming for, he can sink a basket.” (lines 27 and 28)
- C** “In school, Ben recognizes his classmates by their voices.” (line 41)
- D** “With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.” (lines 41 through 43)

33

Read Daniel Kish’s claim from line 46.

“I have mental images that are very rich, very complex.”

Which quotation from the article **best** supports this claim?

- A** “. . . Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it. . . .” (lines 19 and 20)
- B** “He was raised to believe he could do pretty much anything. . . .” (lines 44 and 45)
- C** “. . . Kish varies the pace and volume of his clicks as he walks along. . . .” (lines 48 and 49)
- D** “. . . what he can tell you about an object’s qualities is sometimes astonishingly thorough.” (lines 49 and 50)

GO ON

34

How do lines 51 through 53 develop a key concept of the article?

- A** by using a comparison to suggest the echolocation potential of humans
- B** by demonstrating that humans use echolocation more effectively than animals do
- C** by describing why using echolocation benefits bats and dolphins in unique ways
- D** by showing that scientists need more time to study echolocation techniques

35

Echolocation used by humans is distinct from echolocation used by animals because animals can

- A** create louder clicking noises
- B** distinguish among more sounds
- C** see objects that are farther away
- D** locate objects that are smaller in size

STOP

Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions

Read this passage. Then answer questions 36 through 42.

In this excerpt, the author talks about introducing her chickens to her yard.

Excerpt from *Birdology*

by Sy Montgomery

At first I was afraid they'd run away or become lost. We had a cozy, secure home for them prepared in the bottom storey of our barn, with wood shavings scattered over the dirt floor, a dispenser for fresh water, a trough for chick feed, some low perches made from dowels, and a hay-lined nest box made from an old rabbit hutch left over from one
5 of the barn's previous denizens, in which they could lay future eggs. Chickens need to be closed in safe at night to protect them from predators, but by day we didn't want to confine them; we wanted to give them free run of the yard. But how could they possibly understand that they lived here now? Once we let them out, would they even recognize their space in the barn and go back in it? When I was in seventh grade, my family had
10 moved, once again, to a new house; my first afternoon there I literally got lost in my own backyard. Could these six-week-old chicks be expected to know better?

Gretchen assured me there would be no problem. "Leave them in the pen for twenty-four hours," she told me. "Then you can let them out and they'll stick around. They'll go back in again when it starts to get dark."

15 "But how do they know?" I asked.

"They just do," she said. "Chickens just know these things."

When before dusk, I found them all perched calmly back in their coop, I saw that Gretchen was right.

20 In fact, chickens know many things, some from the moment they are born. Like all members of the order in which they are classified, the Galliformes, or game birds, just-hatched baby chickens are astonishingly mature and mobile, able to walk, peck, and run only hours after leaving the egg.

25 This developmental strategy is called precocial. Like its opposite, the altricial strategy (employed by creatures such as humans and songbirds, who are born naked and helpless), the precocial strategy was sculpted by eons of adaptation to food and predators. If your nest is on the ground, as most game birds' are, it's a good idea to get your babies out of there as quickly as possible before someone comes to eat them. So newborn game birds hatch covered in down, eyes open, and leave the nest within twenty-four hours. (An Australian game bird known as the malleefowl begins its life by digging its way out of
30 its nest of decaying vegetation and walks off into the bush without ever even meeting either parent.)

GO ON

That chickens hatch from the egg knowing how to walk, run, peck, and scratch has an odd consequence: many people take this as further evidence they are stupid. But instinct is not stupidity. (After all, Einstein was born knowing how to suckle.) Nor does instinct preclude learning. Unlike my disoriented seventh-grade self (and I have not improved much since), young chickens have a great capacity for spatial learning. In scientific experiments, researchers have trained days-old chicks to find hidden food using both distant and nearby landmarks as cues. Italian researchers demonstrated that at the tender age of fifteen days, after just a week's training to find hidden food in the middle of their cage, chicks can correctly calculate the center of a given environment—even in the absence of distinctive landmarks. Even more astonishing, they can do it in spaces they have never seen before, whether the area be circular, square, or triangular. How? The chicks “probably relied on a visual estimate of these distances from their actual positions,” wrote University of Padova researcher L. Tommasi and co-authors in the *Journal of Comparative Physiology*, “. . . [but] it remains to be determined how the chicks actually measure distances in the task.”

We never determined how our first chickens knew their new home was theirs, either. We never knew how they managed to discern the boundaries of our property. But they did. At first, they liked to stay near the coop. But as they grew, they took to following me everywhere, first cheeping like the tinkling of little bells, later clucking in animated adult discussion. If I was hanging out the laundry, they would check what was in the laundry basket. If I was weeding a flower bed, they would join me, raking the soil with their strong, scaly feet, then stepping backward to see what was revealed. (Whenever I worked with soil, I suspect they assumed I was digging for worms.) When my husband, Howard, and I would eat at the picnic table under the big silver maple, the Ladies would accompany us. When my father-in-law came to help my husband build a pen for Christopher Hogwood, then still a piglet, the Ladies milled underfoot to supervise every move. The hens were clearly interested in the project, pecking at the shiny nails, standing tall to better observe the use of tools, clucking a running commentary all the while. Before this experience, Howard’s dad would have been the first to say that he didn’t think chickens were that smart. But they changed his mind. After a few hours I noticed he began to address them. Picking up a hammer they were examining, he might say, directly and respectfully, “Pardon me, Ladies”—as if he were speaking to my mother-in-law and me when we got in the way.

But when their human friends are inside, and this is much of the time, the Ladies explore on their own. A chicken can move as fast as nine miles an hour, which can take you pretty far, and ours are free to go anywhere they like. But ours have intuited our property lines and confine their travels to its boundaries. They have never crossed the street. And for years, they never hopped across the low stone wall separating our land from that of our closest neighbor. That came later—and it was not the result of any physical change in the landscape, but the outcome of a change in social relationships among their human friends.

36

Lines 1 through 11 **best** support the idea that the author

- A** is fearful the chicks will be vulnerable to predators
- B** is unsure about what she can expect the chicks to understand
- C** wants the chicks to explore the yard she has set up for their needs
- D** has not planned how she will teach the chicks to adjust to a new environment

37

Based on lines 12 through 18, which statement **best** describes the exchange between Gretchen and the author?

- A** Gretchen proves a point, and the author feels embarrassed.
- B** Gretchen gives the author advice, and the author learns from it.
- C** Gretchen comforts the author, and the author feels more confident.
- D** Gretchen shares her personal experiences, and the author criticizes them.

38

What do lines 23 through 31 indicate about the developmental strategy of chickens?

- A** Chickens are adapted to food availability and pressure from predators.
- B** Chickens are born ready and require no further maturing.
- C** Chickens have a faster growth rate than other birds.
- D** Baby chickens spend no time with their parents.

GO ON

39

Lines 49 through 59 develop the key idea that chickens raised by humans

- A** are curious about the activities of their caregivers
- B** become a nuisance to the other projects of their owners
- C** grow to prefer the company of people over other chickens
- D** develop their intelligence more than chickens raised by hens

40

Read lines 36 through 42 from the passage.

In scientific experiments, researchers have trained days-old chicks to find hidden food using both distant and nearby landmarks as cues. Italian researchers demonstrated that at the tender age of fifteen days, after just a week's training to find hidden food in the middle of their cage, chicks can correctly calculate the center of a given environment—even in the absence of distinctive landmarks. Even more astonishing, they can do it in spaces they have never seen before, whether the area be circular, square, or triangular.

How do these lines relate to lines 59 through 64?

- A** Lines 36 through 42 express an opinion, and lines 59 through 64 provide support.
- B** Lines 36 through 42 identify why something happens, and lines 59 through 64 describe what happens.
- C** Lines 36 through 42 present facts, and lines 59 through 64 support the facts with a personal experience.
- D** Lines 36 through 42 provide a comparison, and lines 59 through 64 provide evidence for the comparison.

GO ON

41

Which claim do lines 65 through 72 support?

- A** The chickens stay where they do as a direct result of what the author has taught them.
- B** The chickens do what they do because of their interactions with their environment.
- C** The chickens stay where they do because they are unfamiliar with other areas.
- D** The chickens do what they do as a result of trial and error.

42

How does the author's attitude toward the chickens change from the beginning of the passage to the end?

- A** It varies from fear for their safety to gratitude for winning over the author's father-in-law.
- B** It shifts from being uncertain about their abilities to being amazed at their complex ways.
- C** As she observes the behavior of the chickens, she realizes their learning keeps pace with the risks they take.
- D** As she gains confidence in her ability to raise her chickens, she comes to appreciate their self-sufficiency.

GO ON

Directions

Read this article. Then answer questions 43 and 44.

Excerpt from No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica

by Liv Arnesen and Ann Bancroft with Cheryl Dahle

Ann woke me at 7:30 on our first morning on the ice. I hadn't slept well. I was still jittery and apprehensive from the wait, like a runner poised in the starting blocks too long. My muscles tingled with pent-up nervous energy. It would be several days into our trek up the Sigyn Glacier before I slept well. Ann fired up the stove to melt ice for the coffee and cocoa mixture that was to become our staple pick-me-up in the morning.
5 It took four hours every day (two hours each morning and two hours each evening) to melt enough ice for one day for the two of us. We would keep the water in insulated thermoses to prevent it from freezing again. We used that water to make all our hot drinks, as well as prepare our food, 80 percent of which consisted of dehydrated meals.

10 My least favorite of the dried food was the dreaded oatmeal. Neither Ann nor I was particularly fond of oatmeal, especially when it was laced with cooking oil to add extra fat. It tasted like oat-flavored glue and left an oily residue in my mouth. But it was the most efficient way to make a dent in the high-calorie diet we had to consume each day to stay healthy. Each of us burned between 4,200 and 5,000 calories a day—more than twice the
15 average amount—and if we didn't raise our food intake accordingly, our bodies would start to consume themselves, feeding on muscle to avoid starvation. Still, we would spend a few days hauling our sleds on the ice before we were hungry enough to stomach our full morning ration.

Our tent was a red tunnel of fabric with two small foyers, one at the tent opening and
20 the other at the rear. It was about 3.5 feet (1.1 m) tall, so one could sit up inside but walk only hunched far over. We designated the rear foyer as our "kitchen"; this way, whoever was on cooking duty could have space to move about. While Ann sorted through our color-coded food bags for oatmeal packets, I slipped out of my sleeping bag and out of the tent. The view was just breathtaking, like nothing I had seen during my first trip to the
25 continent. Queen Maud Land is rockier than my previous starting point had been. Everywhere I looked, I could see jagged black rocks and glinting white ice and snow. Hidden by that beauty was much danger as well: bottomless chasms in the ice that could swallow us and our sleds with one false step. The intense duality of this place was for me part of its lure.

GO ON

30 When I met Ann, her plan then was to begin the crossing from Berkner Island, the most common starting point for trans-Antarctic expeditions. Berkner is at the narrowest span of the continent, where it seems as if the land had been cinched in by a belt, making for the shortest route across. But I had just read *In the Teeth of the Wind*, a book about two Belgians who had skied and sailed a trek that began in Queen Maud Land. I was
35 fascinated by this route, partly because it was relatively unexplored, and partly because of the challenge it presented as the farthest region from our destination point. Starting there would make our route one of the longest ever attempted. And because Ann and I represented the United States and Norway, I thought it would be fun to start from the Norwegian sector of Antarctica, go through the Amundsen-Scott Base at the South Pole
40 (an American research station) to the final point of McMurdo, another American scientific station. I was happy that Ann was intrigued enough by the same points to agree on the different starting location.

I looked south toward Sigyn Glacier. I wished we had time to detour and touch the mountains on either side of the glacier. It was more than tempting. But we were already
45 behind schedule, so we would merely pass between them. By Antarctic standards, the weather was balmy: 10°F (-12°C). I was comfortable standing outside in my long woolen underwear. I couldn't believe we were finally here. The waiting weeks in Cape Town had been frustrating for Einar as well as for me. I could hear the relief in his voice in the last phone call from Cape Town. He loves skiing as much as I do and I hoped for his sake that
50 the winter would come early in Norway. I knew that on the trek ahead, when I would be putting all my weight and strength into pulling my sled through the sticky snow, I would catch myself wishing I were at home gliding behind Einar through the forest with light cross-country equipment and in perfect ski tracks.

“Haaaloh!”

55 I was pulled from my reverie by Stannie, the Slovakian whose food had spoiled while he waited for transport in Punta Arenas and had shared the plane with us. He was attempting to travel across the continent by himself and had camped about sixty feet from us for the first night. He was a small skinny man, and though he spoke little English, Ann and I had exchanged friendly gestures and smiles with him. He was very sweet, and we
60 were intrigued by his equipment, which was so different from ours. He had constructed a strange contraption to get him across the ice, a sort of tractor seat on shocks that was lashed to skis and harnessed to a sail. His idea was to sit down while the wind pulled him along. Ann and I were a little skeptical. That sitting position would give him no ability to shift his weight, steer properly, or react quickly if he fell into a crevasse. The idea would've
65 worked on a flat, frozen sea, but for this rough terrain it was very optimistic—like trying to ski across Antarctica in a La-Z-Boy recliner. But what he lacked in experience he more than made up for in enthusiasm and childlike wonder. Watching him stand outside his tent and wave both arms above his head, I had to smile.

GO ON

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use **two** details from the article to support your response.

44

What is a central idea of lines 19 through 29 of “Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*”? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer question 45.

Excerpt from *World Without Fish*

by Mark Kurlansky

It would seem that the simplest and surest solution to helping fish repopulate the oceans would be to just stop all fishing. After all, a complete end to fishing would remove a constant and important predator from the food chain. But while it might save the fish in the short term, we can't predict what the environmental impact of suddenly removing a major predator from the ocean would do to the Earth's natural order.

What's more, fish have been a staple of the human diet for hundreds of thousands of years. It is an extremely healthy source of protein, and fish, especially the mid-water varieties, are often prescribed by cardiologists to patients with heart disease. And lastly, of course, completely eliminating fishing would destroy peoples' lives.

To see this requires only a glimpse at modern Newfoundland. After the codfish ban in the 1990s, Newfoundland lost its way of life. Not only were the fishermen put out of work, so were the people who processed fish, and the people who marketed fish, and the people who transported fish. Most of the population, in fact, was out of work, supported solely by the money handed out from the Canadian government to help them.

The cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab. The fishermen were not certain if these crab had moved in because of the absence of the predator, cod, or if they had simply always been there but no one had cared until the cod was gone.

Inshore fishermen who had been getting eighteen and a half cents a pound for cod were now getting a dollar and sixty cents Canadian for crab. Gone were the thirty-foot open-deck skiffs from which the inshore fishermen trapped cod. Now the inshore fishermen drag up their skiffs to lie in the weeds, and buy bigger boats to go farther out and set baited traps. The offshore fishermen started crabbing, too. The draggers removed the huge spools of net from their sterns and hauled in crab traps on pulleys fixed on the sides of the boats. The fish-processing plants were now all crab-processing plants. But it was a short season—about two months in the summer, and only 25,000 pounds of crab were allowed for each license.

Along with the environmental loss, Newfoundland lost its culture. Human beings are part of the natural order, so it's not surprising to find human society follows the same natural laws as biology. Just as species need diversity in order to survive and prosper, it may be that human civilization needs a wide variety of cultures, different ways of life, in order to survive and prosper. We live in a world in which cultures and ways of life are vanishing at an enormous rate. In the United States alone, thousands of family farms

GO ON

are closed down every year, changing the relationship of people to the land, the
35 nature of rural life, and the kind of food we eat. Online shopping is threatening the culture of shopkeepers. The world is losing many of its languages. Only eighty-three out of 7,000 languages are commonly spoken today, and linguists estimate that a language from somewhere on earth dies as frequently as every other week.

Many things, not just fish, are in danger of extinction. Fishermen are in danger
40 of extinction. As with animal species, whenever anything is threatened with extinction, it is worthwhile to ask what will take its place. In the case of fishermen, it appears to be tourism.

In Newfoundland, that's already happened. The grocery stores and little shops in just about every little fishing village have started selling souvenirs to visitors. What kind of
45 souvenirs? Cod. Cod hats, cod T-shirts, cod-shaped chocolates, cod-shaped cookies, cod ornaments and sculptures and business-card holders. One line of cod cookies was labeled "endangered species." In the ultimate irony, the restaurants that cater to tourists import cod for their menus because when people travel to Newfoundland, they want to eat cod.

When the parks department of Canada proposed turning Bonavista Bay, a one-time
50 inshore fishing ground, into an aquatic reserve for tourists, the fishermen rebelled. This is one of fishermen's most dreaded scenarios—that their boats will end up in museums and their fishing grounds will be used only for viewing sea life, like the great African plains where tourists go to view animals. The Bonavista Bay fishermen mounted such a vociferous opposition to this plan for their future that the project was dropped.

55 This tension between the tourism and fishing industries, really a struggle for the character and culture of coastlines, can be seen along many of the seashores of the world.

Fishing has always attracted people. Many of the most famous fishing ports have drawn artists and writers. One of the most important movements in modern art, fauvism, began in May of 1905 when French painters Henri Matisse and André Derain went to the
60 Mediterranean anchovy port of Collioure and painted the colorful fishing boats in pure, bright colors. Rudyard Kipling's famous book, *Captains Courageous*, is about a boy who accidentally serves on a Gloucester schooner to the Grand Banks, and the American classic *Moby Dick* by Herman Melville starts in the New Bedford and Nantucket whale fisheries.

65 Fishing has always been at the heart of the culture of nations with coastlines. And at first glance, it would seem that tourism and fishing could coexist well. Tourists, like artists, love working fishing towns. But in the conflict between the interests of tourism and fishing, waterfront space becomes a vital issue. Yacht owners pay prices fishermen can't afford for harbor-front mooring and dock space. In the end, they compete for almost
70 everything. A world without fishing would be sad. Coastlines would lose their meaning and coastal people would lose their culture and their primary way of earning money. It was a way of life for thousands of years without destroying the environment. And so governments, fishermen, and scientists need to work together to find a way to fish without destroying the fish.

Planning Page

You may PLAN your writing for question 45 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 13 and 14.



GO ON

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

GO ON

STOP

Book 3



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions

Read this article. Then answer questions 46 and 47.

Excerpt from *I.Q. Rising*

by Patricia Cohen

When the social scientist James R. Flynn started analyzing more than 50 years' worth of I.Q. scores, he noticed something peculiar. On tests that assessed vocabulary used in everyday life, adults showed enormous gains—nearly 18 points. That made sense. Many more people attend college and work in professions now than in 1950. But when he
5 examined children's scores, he was surprised by how far behind they lagged. Usually facility with words trickles down; children hear and absorb parents' expanded vocabulary and discussions. But that hadn't happened. Children's I.Q. showed only a 4.4 percent gain.

"I.Q. gains over time pose interesting questions about American society," Mr. Flynn said, speaking from his home in Otago, New Zealand, "and this is one of the most interesting."

10 Mr. Flynn is accustomed to puzzling questions. After uncovering one of the most intriguing mysteries surrounding intelligence research—that each generation has significantly higher I.Q. scores than the previous one—he has spent more than 25 years trying to explain why.

The reason, Mr. Flynn says, is not that the human brain suddenly and rapidly evolved.
15 Rather, with modernization, we have come to look at the world through what he calls "scientific spectacles." We now reflexively organize information into abstract categories and discern complex relationships between concepts—the very skills that intelligence tests assess. The average 30-point rise in scores during the past century is now known as the Flynn effect.

20 Mr. Flynn revisits this groundbreaking work in his new book, "Are We Getting Smarter? Rising IQ in the Twenty-First Century," as well as in more recent research on I.Q. gains for women and for populations in the developing world. In findings announced this summer, Mr. Flynn showed that women for the first time had pulled ahead of men, possibly a result of the more demanding roles women have assumed as they juggle family
25 and jobs, and their increased access to higher education.

Of course, I.Q. testing remains a contentious area of social science. But Mr. Flynn's research shows that whatever it is an I.Q. test measures, scores are mutable.¹ He resists the current fashion of seeking genetic explanations for the data. Whether talking about gender or race, he insists, gains show that I.Q. differences are not biological but social and
30 cultural. "Brain physiology has a fascination that tempts us to forget all we know about human behavior on the personal and social level," he writes.

¹ **mutable:** continually changing

GO ON

Thus, it is not surprising that culture is where Mr. Flynn looks to explain the vocabulary gap between parents and their children. Mr. Flynn analyzed results from two widely used I.Q. tests. On the sections designed to evaluate math, adults improved only slightly more than children between 1950 and 2005—a testament to what Mr. Flynn maintains is the failure of the educational system to make people of any age comfortable with numbers. But on “active vocabulary”—words you might call up to use in everyday conversation, rather than those you would have to see in context to recognize—adults bounded ahead. Contrary to expectations, younger respondents failed to keep up.

Mr. Flynn has a theory: that since the 1950s, when adolescence began to emerge as a distinct culture, generations of teenagers increasingly segregated themselves from the adult world. “Who would have thought that child and teenage subcultures would have become so powerful and inward looking as to keep them from being socialized into the linguistic mainstream,” Mr. Flynn said. “Even younger children seem somehow more culturally distant from their parents.” He notes that children read and write less, and thanks to texting are more accustomed to spelling phonetically.

The good news is that differences in I.Q.s disappeared once children reached adulthood and entered the working world. The gap’s rate of increase also began to slow in 1995. After all, relations between the generations were much more strained in the late ’60s and ’70s. The proliferation² today of Skype and cell phones has brought generations closer. Just look at helicopter parents.³

These are the questions that intrigue Mr. Flynn. However much scores change, he emphasizes, the cause is not to be found in a test tube. Behind I.Q. curves are social developments, he says. “There are real people living out their lives.”

² **proliferation:** rapid growth

³ **helicopter parents:** an informal term used to describe overprotective parents

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use **two** details from the article to support your response.

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer questions 48 and 49.

Fifteen-year-old María, who was born in Puerto Rico, has moved to New York City with her father.

Excerpt from “Who Are You Today, María?” from *Call Me María*

by Judith Ortiz Cofer

Abuela¹ knocks on my bedroom door. She has come to my room this morning to watch me choose my outfit for Who You Are Day at school. This is a day when we are allowed to dress in clothes that we think tell the world who we really are. (Within reason, our principal warned—no extremes will be tolerated. I hope that her definition of the word *extreme* is the same as my friend Whoopee’s. Nothing that she will put on this morning has ever been seen on this planet, much less at school.)

Abuela makes herself comfortable on my bed as I put on my costume of myself made up of pieces of my life. I thought about my Who You Are Day outfit a lot. Mr. Golden told us in English class to think about our choices: are you going to walk around as a joke or as a poem? I have a suspicion that our teachers have allowed us this chance to dress up as ourselves for a reason. Our school is already a united nations, a carnival, and a parade all at once. There are students from dozens of different countries, and we do not always get along. Most of us are too shy to talk to others outside our little circles, and so misunderstandings come up. The principal has tried almost everything. The Who You Are Day is another of her crazy ideas to get us to communicate. In each of my classes, the teacher said, let us know something about what has made you who you are by what you wear to school tomorrow. It all sounds like a conspiracy to me. But I like dressing up so I do not complain like the boys have been doing. Most of them hate the idea!

Abuela looks at my choices hanging on the door and shakes her head, smiling, like she did when we went to see *Cats*. It is a smile that says, I do not understand, but if it is important to María, I will bear it the best I can. She is elegant even at 7:00 A.M. in her embroidered silk robe and red velvet slippers. She has wrapped a shawl over her shoulders because she is always cold in our *cueva*, as she calls the apartment. The shawl was handmade by her mother and it is Abuela’s most prized possession. As a little girl, I liked to put it over my head because the pattern of sequins made a night sky full of stars and because it smelled like Abuela.

¹**abuela:** the Spanish word for grandmother

Abuela sips from her cup of café con leche as she watches me.

I feel a little strange about being in my underwear in front of her and go in my closet with my choices, which are:

30 My mother's red skirt that she wore when she had a part in a musical play on the Island. I have played dress-up with it since I was five years old, but it finally fits me perfectly. It is the kind of skirt that opens like an umbrella when you turn in circles.

A top I sewed together from an old sari² Uma's³ mother was going to throw away. It is turquoise blue with silver edges.

35 And finally, over my sari, I will wear my father's sharkskin suit jacket—it's big on me but I can roll up the sleeves. It is what he likes to wear when he sings at rent parties.⁴ Under the light, it changes colors and seems to come alive as the design shifts and moves. Papi says it is great for dancing; you don't even need a partner.

40 And finally, tall platform shoes we found buried deep in Whoopee's closet, circa 1974, she told me. Whoopee collects antique shoes to go with her science fiction outfits. It is a fashion statement; she will tell anyone who asks. No one knows what the statement means, and that is just fine with Whoopee.

45 When I part the clothes in my closet and come out like an actor in a play, Abuela's eyes open wide. Before she can say anything, I point to each piece of my outfit and say a name: Mami, Papi, Uma, and Whoopee.

Abuela's face changes as she begins to understand the meaning of my fashion statement.

"Ahora sé quién eres, María, y quién puedes ser, siquieres. Ven acá, mi amor."

50 Abuela says that she knows who I am and who I may be if I choose. I have heard those words before but I don't remember when or where. Abuela embraces me and kisses my face several times. This is a Puerto Rican thing. It goes on for a while. I close my eyes to wait it out and I suddenly inhale a familiar scent. When I open my eyes, I see a starry sky. Abuela has put her shawl over my head.

55 *"Algo mío para tu día de ser quien eres, mi hija,"* she tells me. *Something of mine for your day of being who you are.* She is letting me borrow her mother's beautiful shawl!

All day at school, I feel elegant. Whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me: *I know who you are and who you may be if you choose.* And when I go into Mr. Golden's class and his eyes ask me, *Who are you today, María?* I will say by the way I walk in, head held high, that today I am a poem.

²sari: a long piece of cloth that is wrapped around the body and head or shoulder and worn by women in southern Asia

³Uma: one of María's school friends

⁴rent party: a party given to raise money for the host's rent

GO ON

48

What is a theme developed in lines 7 through 18 of “Excerpt from ‘Who Are You Today, María?’ from *Call Me María?*” Use **two** details from the story to support your response.

49

In “Excerpt from ‘Who Are You Today, María?’ from *Call Me María?*”, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 50 and 51.

Excerpt from *The Watcher*

by James Howe

Evan hated Holden Caulfield. Really hated him. Maybe he was only a character in a book but to Evan he felt real, like one of those people you get stuck sitting next to on an airplane and they won't shut up about their totally unfascinating lives. Evan could in no way understand why his father had been shoving this book at him for the entire past year,
5 insisting he read it, telling him it was one of the most important books of the twentieth century. His father got like that sometimes.

He decided to read it anyway. He'd seen it on his freshman reading list so he figured why not get it over with and get his father off his back at the same time. Two birds, one stone. In a weak moment, he'd admitted to his father that he hated Holden with a
10 passion, and his father had given him this solemn look and said, "My guess is that this book is touching something deep inside you, Evan." To which he'd said, "Yeah, right, Dad." But sometimes in the middle of the night when he couldn't sleep, Evan wondered if maybe what his father said was true.

He was down at the beach reading the book one Friday afternoon when someone
15 came up and said *hey* and asked if he wanted to hang out. It was Shane, one of what Evan referred to as the "boys in black." Evan often labeled people. He liked to think this was the product of a creative mind, but his best friend last year in eighth grade, right before he stopped being his best friend, had told Evan he thought he was basically a snob. Which Evan knew for a certifiable fact wasn't true, although no matter how many times he
20 replayed the conversation in his head he couldn't come up with what he *was*, if he wasn't a snob.

The boys in black had caught Evan's attention the first week he and his family were out at the beach house. It was five o'clock, and like every other day at five o'clock, after the lifeguards blew their whistles and waved their arms to let everybody know they were
25 going off duty, little kids in bunches, Callie¹ included, ran to the abandoned lifeguard stand to clamber to the top, hurl themselves off onto the huge pile of sand at the base, then repeat the process over and over until they were called away for dinner.

"Watch me, Evan!" Callie shouted. Evan watched, at the same time keeping an eye on the retreating figure of the lifeguard named Chris who secretly Evan thought was the
30 coolest guy on the beach. Who secretly Evan wished he could be. Evan admired Chris's mirrored sunglasses and had decided he was going over to Fair Harbor one of these days to get a pair just like them. The only question was whether he'd have the nerve to wear them to the beach, although he wasn't sure why this was even a question.

¹Callie: Evan's younger sister

GO ON

35 Evan was imagining himself sitting up on top of the lifeguard stand in his mirrored sunglasses, twirling a whistle cord around his index finger and looking seriously cool, when five boys in black wet suits, shiny and snug as coats of fresh paint, raced past and plunged into the water. Once in, they pulled themselves onto their surfboards and paddled furiously over and through the rolling waves, calling to each other all the while like crows cawing. Everything about them worked together as one: their bodies, their suits, their
40 boards, the water, their coded calls. Evan wished he could be out there with them, envying not their surfboards but their ease with themselves and one another.

He saw them other times after that, other places. Sometimes ther'd be just one of them, eating an ice cream out in front of the all-purpose store in town, or two of them, with fishing poles in hand, headed for the bay. But most times he saw all five, moving
45 shoulder-to-shoulder along the boardwalks, a basketball in constant play, looking, in their high-style shorts and ankle bracelets and backward baseball caps, like a pack of Gap-ad Huckleberry Finns.

At the beginning of their vacation his mother had been bugging him. "Why don't you make some friends, Evan? Those boys, you know the ones I mean, they look nice, don't 50 you think?" He had come up with reasons, then excuses, and finally had just ignored his mother until she backed off.

Then there he was, hearing somebody say *hey*, and looking up at this tall, tightly muscled kid with shoulder-length dirty-blond hair whom he recognized immediately as the one he'd heard the others call Shane.

55 "I see you sittin' here," Shane said, squinting down at Evan. "How come you're always sittin' here reading?"

"I'm not always reading."

"I never see you in the water."

"I go in the water. Maybe not when you're looking."

60 Evan's cheeks were hot. He prayed that his mother, stretched out on a towel several feet behind him, was plugged into her music or one of those meditation tapes she was always listening to these days and wasn't paying attention to this conversation.

"So what's your name?" he heard Shane ask.

"Evan. What's yours?"

65 "Shane," Shane said in a bored voice. "So you want to hang out? I mean, you know, you want to hang out?"

"I guess," Evan said. His eyes were level with Shane's knees. He noticed now many pink scars and scabs dotted the landscape of the other boy's sun-brown legs. He imagined all the falls and mishaps it must have taken to create so many scars and felt a deep sense 70 of shame that at fourteen his own body revealed so little history.

50

How do lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 51 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 13 and 14.



GO ON

51

María in “Excerpt from ‘Who Are You Today, María?’ from *Call Me María*” and Evan in “Excerpt from *The Watcher*” are each affected by conversations with family members. How is María affected by her grandmother’s words? How is Evan affected by his mother’s words? How are the reactions of the two characters different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect María
 - explain how his mother's words affect Evan
 - describe how the reactions of the two characters are different
 - use details from **both** stories to support your response

GO ON

STOP

**THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2017 English Language Arts Tests Map to the Standards
Released Questions on EngageNY**

Grade 8	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Book 1											
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.4	Reading			0.72			
2	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.3	Reading			0.65			
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.1	Reading			0.79			
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.3	Reading			0.68			
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.3	Reading			0.81			
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.2	Reading			0.86			
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.1	Reading			0.78			
22	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.4	Reading			0.49			
23	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.8	Reading			0.77			
24	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.4	Reading			0.46			
25	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.5	Reading			0.57			
26	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.1	Reading			0.46			
27	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.3	Reading			0.44			
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.3	Reading			0.53			
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.2	Reading			0.73			
30	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.5	Reading			0.53			
31	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.1	Reading			0.64			
32	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.8	Reading			0.74			
33	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.8	Reading			0.65			
34	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.5	Reading			0.70			
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.3	Reading			0.48			
Book 2											
36	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.1	Reading			0.61			
37	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.3	Reading			0.75			
38	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.1	Reading			0.48			
39	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.2	Reading			0.68			
40	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.5	Reading			0.77			
41	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.8	Reading			0.53			
42	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.6	Reading			0.71			
43	Constructed Response		2	CCSS.ELA-Literacy.RI.8.6	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2			1.83		0.92
44	Constructed Response		2	CCSS.ELA-Literacy.RI.8.2	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2			1.62		0.81

Released Questions on EngageNY

Grade 8 Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
45	Constructed Response		4	CCSS.ELA-Literacy.RI.8.2	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2, CCSS.ELA-Literacy.L.8.3, CCSS.ELA-Literacy.L.8.4		2.58	0.65	
Book 3										
46	Constructed Response		2	CCSS.ELA-Literacy.RI.8.5	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2		1.57	0.79	
47	Constructed Response		2	CCSS.ELA-Literacy.RI.8.1	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2		1.32	0.66	
48	Constructed Response		2	CCSS.ELA-Literacy.RL.8.2	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2		1.49	0.75	
49	Constructed Response		2	CCSS.ELA-Literacy.RL.8.4	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2		1.59	0.79	
50	Constructed Response		2	CCSS.ELA-Literacy.RL.8.5	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2		1.40	0.70	
51	Constructed Response		4	CCSS.ELA-Literacy.RL.8.3	Writing to Sources	CCSS.ELA-Literacy.L.8.1, CCSS.ELA-Literacy.L.8.2, CCSS.ELA-Literacy.L.8.3, CCSS.ELA-Literacy.L.8.4		2.64	0.66	

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two point and four point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions please refer to the rubrics shown in the Educator Guides.

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s) —demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) —demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —provide no evidence or provide evidence that is completely irrelevant 	<ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task 	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	<ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> —exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English Grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

EXEMPLARY RESPONSE

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Possible Exemplary Response:

Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 is mixed. She "dreads" eating the unappealing mixture because it is laced with cooking oil and leaves an "oily residue" in her mouth. She dislikes it so much she says they would spend a few days hauling the sled on ice before they'd get hungry enough to "stomach our full ration." However, she recognizes eating it as a necessary evil: "it was the most efficient way to make a dent in the high-calorie diet" they each had to consume to stay healthy. Without the extra calories, their bodies would "consume themselves" and they would starve. So albeit disgusting, she eats her oatmeal to stay alive.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Liv Arnesen's attitude toward eating oatmeal was the Liv didn't like oatmeal due to it being laced with cooking oil to add extra fat. Also, Liv didn't like the taste of the dreaded oatmeal, because it tasted like oat-flavored glue and it left oily residue in Liv's mouth. However, Liv wanted to put a dent in the high-caloric diet Liv had to consume each day to stay healthy as possible.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 (*Liv didn't like oatmeal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*due to it being laced with cooking oil to add extra fat and it tasted like oat-flavored glue and it left oily residue in Liv's mouth*). This response includes complete sentences where errors do not impact readability.

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Liv Arnesen's attitude toward eating oatmeal was that even though he didn't want to eat the oatmeal he still had to, one detail from the passage is "My least favorite of the dried food was the dreaded oatmeal". Another detail is "But it was the most efficient way to make a dent in the high-calorie diet we had to consume each day to stay healthy."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 (*even though he didn't want to eat the oatmeal he still had to*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("My least favorite of the dried food was the dreaded oatmeal" and "But it was the most efficient way to make a dent in the high-calorie diet we had to consume each day to stay healthy"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Liv doesn't like oatmeal because it leaves an oily residue in her mouth and it tastes like oat-flavored glue.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 (*Liv doesn't like oatmeal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it leaves an oily residue in her mouth and it tastes like oat-flavored glue*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Liv Arnesen's attitude toward eating oatmeal
is like it tasted like "oat-flavored glue" so Liv Arnesen
doesn't like it because it taste different. It tasted
glue and glue taste nasty.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 (*Liv Arnesen doesn't like it*); however, this response only provides one concrete detail from the text for support (*it tasted like "oat-flavored glue"*). This response includes incomplete sentences.

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 was that "It tasted like oat-flavored glue and left an oily residue in [her] mouth.", line 12. It was her least favorite dried food; however, she still had to eat it because it was high caloric. They burn between 4200 and 5000 calories a day, so if they did have oatmeal, their bodies would consume muscle and fat to avoid starvation.

Score Point 1 (out of 2 points)

This response provides two concrete details from the text as required by the prompt ("It tasted like oat-flavored glue and left an oily residue in [her] mouth.", line 12. and They burn between 4200 and 5000 calories a day, so if they did have oatmeal, their bodies would consume muscle and fat to avoid starvation); however, the response does not provide a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

Her attitude: Ungreatful. Because she was too busy
worrying about how it tasted and not that she had
food to eat

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18 (*Ungreatful*); however, this response only provides one concrete detail from the text for support (*Because she was too busy worrying about how it tasted and not that she had food to eat*). This response includes incomplete sentences.

GUIDE PAPER 7

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

his idea was to sit down while the wind pulled him along

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*his idea was to sit down while the wind pulled him along*).

43

What is Liv Arnesen's attitude toward eating oatmeal in lines 10 through 18? Use two details from the article to support your response.

i was pulled from receive by stenie
the slovkien whose food had

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I was pulled from receive by Stenie the slovkien whose food had*).

EXEMPLARY RESPONSE

44

What is a central idea of lines 19 through 29 of “Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*”? Use two details from the article to support your response.

Possible Exemplary Response:

The central idea of lines 19 through 29 is that their environment is very extreme and evokes strong emotions. This idea is expressed in the last line, which reads, “the intense duality of this place was for me part of its lure.” The tent is small and primitive. The view outside is “breathtaking” but also incredibly dangerous with “jagged black rocks” and “bottomless chasms” that could “swallow” them with one false step.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

44

What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use **two** details from the article to support your response.

The central idea of lines 19 through 29 of "Excerpt from *No Horizon is so far : Two women and their extraordinary Journey across Antarctica*" is that in *anardica* there is beauty however, one wrong move and something can go terribly wrong. For example, in the text it states, "The view was just breathtaking like nothing I had seen during my first trip to the continent." This shows how Liu saw how beautiful the view was. However, she later goes on and says that, "Hidden by that beauty was much danger as well .." This shows the two different sides that this continent, *Antarctica*, has.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of lines 19 through 29 (*that in anardica there is beauty however, one wrong move and something can go terribly wrong*). The response provides a sufficient number of concrete details as well as analysis from the text for support as required by the prompt ("The view was just breathtaking like nothing I had seen during my first trip to the continent." and "Hidden by that beauty was much danger as well .." This shows the two different sides that this continent, *Antarctica*, has.). This response includes complete sentences where errors do not impact readability.

44

What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use two details from the article to support your response.

There is a central idea between lines 19-29. The narrator is explaining the settings to give the reader an idea of how they lived. According to line 19, "Our tent was a red tunnel of fabric with two small foyers". According to lines 27, "Hidden by that beauty was much danger as well." It gives the reader an idea that they live in a tent in a dangerous area.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of lines 19 through 29 (*explaining the settings to give the reader an idea of how they lived.*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Our tent was a red tunnel of fabric with two small foyers" and "Hidden by that beauty was much danger as well."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

What is a central idea of lines 19 through 29 of "Excerpt from No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica"? Use two details from the article to support your response.

The central idea of lines 19 through 29 is liv is explaining how beautiful things are and what her journey is like so far. In line 24 she says "The view was just breathtaking, like nothing I had seen during my first trip to the continent." the view is so beatiful that it took her breath away. In line 28 and 29 it says "The intense duality of this place was for me part of its lure." this is what's making her want to be here.

DO NOT WRITE BEYOND THIS AREA

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of lines 19 through 29 (*liv is explaining how beautiful things are and what her journey is like so far*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The view was just breathtaking, like nothing I had seen during my first trip to the continent." and "The intense duality of this place was for me part of its lure."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

- 1 What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use two details from the article to support your response.

The central idea of lines 19 through 29 was to enjoy what's around you instead of focusing on the negative thing. In the text it states "Everywhere I looked, I could see jagged black rocks and glinting white ice and snow". This shows that the character was too focused on bad things about the trip that she didn't realize the good.

► DO NOT WRITE BEYOND THIS AREA

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of lines 19 through 29 (*to enjoy the positive what's around you instead of focusing on the negative thing*); however, this response only provides one concrete detail from the text for support ("Everywhere I looked, I could see jagged black rocks and glinting white ice and snow"). This response includes complete sentences where errors do not impact readability.

44

What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use two details from the article to support your response.

The central idea of lines 19 through 29 is that a red tunnel of fabric with two small foyers, one at the tent opening and the other at the rear. Also Queen maud Land is rockier than my previous starting point had been.

Score Point 1 (out of 2 points)

This response provides relevant facts and details from the text for support (*a red tunnel of fabric with two small foyers, one at the tent opening and the other at the rear* and *Queen maud Land is rockier than my previous starting point had been*); however, this response does not provide a valid inference from the text to explain a central idea of lines 19 through 29 as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

44

What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use two details from the article to support your response.

The central idea of lines 19 through 29 are about the tent, and how is it inside (kitchen, room space). Another central idea is about the way it look outside, the snow, the ice, the glacier.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of lines 19 through 29 [*The central idea of lines 19 through 29 are about the tent, and how is it inside (kitchen, room space)*]; however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

What is a central idea of lines 19 through 29 of “Excerpt from No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica”? Use **two** details from the article to support your response.

The central idea their Extraordinary Journey was very tuff to do because there food got soiled while they was waiting for the transport. They was waiting for the transport in Punta Arenas.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The central idea their Extraordinary Journey was very tuff to do because there food got soilded while they was waiting for the transport*).

44

What is a central idea of lines 19 through 29 of "Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*"? Use two details from the article to support your response.

The central idea of lines through 29 of "Excerpt from No horizon etc" is that Ann need to wake up every morning to melt ice for the coffee and cocoa mixture that was to become our staple pick-me up in the morning. According to the article "It took four hours everyday (two hours each morning and two hours each evening) to melt enough ice for one day for the two of us.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*that Ann need to wake up every morning to melt ice for the coffee and cocoa mixture that was to become our staple pick-me up in the morning*).

EXEMPLARY RESPONSE

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

Possible Exemplary Response:

Fishing for codfish was banned in the 1990s in Newfoundland, which led to a cascade of changes in the region. From fisherman to artists, everyone was touched by the shift away from cod fishing.

The cod fishing ban had the most direct impact on cod fisherman. To indicate the impact on these people in Newfoundland, the author dramatically states that “Newfoundland lost its way of life.” What the author means by this is that the fishermen of Newfoundland lost their jobs as did those in all associated businesses such as processors, marketers, and transporters of codfish. These people became dependent on government support. Then, in the absence of cod, Newfoundlanders went after crab, which was more lucrative but had a shorter fishing season.

Though the ban meant an end to cod fishing in the region, the tourism industry catered to consumers expecting cod fishing to remain a central part of Newfoundland’s culture. Small towns began to sell “Cod hats, cod T-shirts, cod-shaped chocolates, cod-shaped cookies, cod ornaments and sculptures and business-card holders.” Restaurants served cod, even though it had to be imported. These ventures too made money, so much in fact that now there is a war for waterfront space: fishermen versus the tourism industry. The tourism industry competes for mooring dock space with fishermen as well as “almost everything” else.

In the end, the way of life that existed in Newfoundland has changed profoundly because of the ban on fishing for codfish—which ironically have not returned after all. Though the fishermen now catch more lucrative crab, they compete with the tourism industry for their way of life.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

Imagine a country unable to fish. How not fishing would change their culture. How these changes would affect fishermen and citizens. And what would happen as a result.

In Newfoundland a cod fish ban was issued in the 1990s. People lost work, and were only supported by money sent from Canada. But then they began fishing for crab. Fishermen were being paid more per pound of crab than per pound of cod. Instead of fishing nets for cod, fishermen used bigger boats to go out and set crab traps. People began processing crab, and lives were changed forever.

After all these changes, Newfoundland

lost its culture of depending on cod. Shops in Newfoundland that once sold goods now sold cod souvenirs to tourists, cod hats, shirts, food, ornaments, everything. Because tourists expect to eat cod, restaurants in Newfoundland started importing cod. Fishermen rebelled when the Canadian government wanted to turn a fishing port into an aquatic area for tourists. Fishermen feared their boats would be in museums. As a result, the project was dropped.

Banning cod greatly changed the way of life in Newfoundland. People had to turn to other jobs. They were forced to sell cod-macking souvenirs. Tourism led fishermen to rebel. People were missing cod fishing. Tensions between fishing and tourism can negatively affect a country. People in Newfoundland must be wondering how cod expectations from tourists will affect them next.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Imagine a country unable to fish. How not fishing would change their culture. How these changes would affect fishermen and citizens. And what would happen as a result*). This response demonstrates insightful analysis of the text (*After all these changes, Newfoundland lost its culture of depending on cod; Banning cod greatly changed the way of life in Newfoundland; Tourism led fishermen to rebel; Tensions between fishing and tourism can negatively affect a country*). The topic is developed with the sustained use of relevant, well-chosen details from the text (*Fishermen rebelled when the Canadian government wanted to turn a fishing port into an aquatic area for tourists; Because tourists expect to eat cod, restaurants in Newfoundland started importing cod; People had to turn to crab; They were forced to sell cod-mocking souvenirs; People were missing cod fishing*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*But then they began, Instead of, After all these changes, As a result*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*Imagine a country, only supported by money sent from Canada, list its culture of depending on cod, led fisherman to rebel*). The concluding statement follows from the topic and information presented (*People in Newfoundland must be wondering how cod expectations from tourists will affect them next*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension (*chang* and *Afterall*).

45

In "Excerpt from *World Without Fish*," the author states that after the codfish ban, "Newfoundland lost its way of life" (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

After the codfish ban in the 1990's, the people of Newfoundland were changed and affected deeply. People lost their jobs, became out of work, and the town began to focus on tourism.

The way of life in Newfoundland changed after the codfish ban in major ways. First, the text states, "The ~~①~~ cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab... the fish-processing plants were now all crab-processing plants." Furthermore, there was no more cod in Newfoundland and now there was crab so the once famous fish city has now resulted in making everything about the text also states, "...it appears to be tourism. In Newfoundland, that's already happened... started selling souvenirs to visitors." In essence, since the town was on extreme loss for cod and money they started selling codsouvenirs to tourists instead. →

The changes in Newfoundland affected both fishermen and tourists because everyone was related to fishing.

The change in Newfoundland affected both fishers and transports because everyone was related to fishing one way or another. Thetford states, "Not only were the fishermen put out of work so were the people who processed fish and the people who marketed fish and those people who transported fish. Most of the population..."

This proves after the loss of the fish everyone was affected economically. She told also states, "...proposes turning Bonavista Bay... into an aquatic reserve for tourists," In seeing Newfoundland and its people was about solely rely on tourists to keep their economy up.

In concluding, the people of Newfoundland were forced to change drastically after the cod ban. Everyone isn't in a good position for a while.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*After the codfish ban in the 1990's, the people of Newfoundland were changed and affected deeply. People lost their jobs, became out of work, and the town now floods with tourism*). This response demonstrates insightful analysis of the text (*The way of life in Newfoundland changes after the codfish ban in two major ways; The once famous for cod city had now resulted in making everything crab; since the town was at an extreme loss for cod and money they started selling cod souvenirs to tourists instead; The changes in Newfoundland affected both fishermen and townspeople because everyone was related to fishing in one way or another; This proves after the loss of the fish everyone was affected economically*). The topic is developed with the sustained use of varied, relevant evidence from the text ("The cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab... The fish-processing plants were now all crab-processing plants."); "...it appears to be tourism. In Newfoundland, that's already happened... started selling souvenirs to visitors."; Not only were the fishermen put out of work so were the people who processed fish, and the people who marketed fish and the people who transported fish. Most of the population..."). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*After, became, and, Furthermore, now, so the once, In essence, since, because, The text also states, In conclusion*). A formal style is established and maintained using grade-appropriate language and domain-specific vocabulary (*changed and affected deeply, floods with tourism, once famous for cod city, extreme loss, forced to change drastically*). The concluding statement follows from the topic and information presented (*In conclusion, the people of Newfoundland were forced to change drastically after the cod ban. Everyone wasn't in a good position for a while*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension.

GUIDE PAPER 3a

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

In Newfoundland, there was a ban on cod-fish. Codfish was a very important aspect in people's lives there. So, after the ban Newfoundland lost its way of. But, why exactly?

Newfoundland lost its way of life because in a way codfish was their life. It provided many men or women with jobs. Cod are also a great and healthy meal for people living there. After the ban all of that completely changed. Even the people who aren't the ones fishing. Fisherman not being able to fish affects people who process, sell, and transport fish. Therefore, everything kind of just tumbles down.

The changes in Newfoundland affected fishermen drastically! Many people lost their job and what they do for a living. Not only them but other

GUIDE PAPER 3b

people living in Newfoundland. Codfish is like a legacy in that city. Almost like how New York City is known for the bright lights in Times Square. Maybe for some way losing codfish was a tragedy.

It's very ironic too! [REDACTED] The ban on fishing for cod was supposed to help the fish survive more and reproduce yet, they are gone afterwards. The crabs come along but there are slow seasons with them. There isn't much to catch. Hopefully life in Newfoundland is better.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In Newfoundland, there was a ban on cod-fish; So, after the ban Newfoundland lost its way of. But, why exactly?*). This response demonstrates insightful analysis of the text (*Newfoundland lost its way of life because in a way codfish was their life; After the ban all of that completely changed Even the people who aren't the ones fishing; The changes in Newfoundland and affected fishermen drastically! Codfish is like a legacy in that city; Maybe for some way losing codfish was a tragedy; It's very ironic too! The ban on fishing for cod was supposed to help the fish survive more and reproduce yet, they are gone afterwards*). The topic is developed with relevant evidence from the text (*It provided many men or women with jobs; Fisherman not being able fish affects people who process, sell, and transport fish; Many people lost their job and what they do for a living. Not only them but other people living in Newfoundland.*). Clear organization is exhibited with the use of appropriate transitions to create a unified whole (*So, because in a way, also, After the ban, Even the people, Not only them but, Almost, Maybe*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*ban on codfish, lost its way of life, completely changed, a tragedy*). The concluding statement follows from the topic and information presented (*Hopefully life in Newfoundland is better*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension (*Even and completely*).

GUIDE PAPER 4a

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

In “Excerpt from *World Without Fish*”, the author states that after the codfish ban, “Newfoundland lost its way of life”. The way of life in Newfoundland did change by losing a lot of jobs. It effected both fishermen and other people in Newfoundland.

The way of life in Newfoundland change by fishermen were out of work, people who processed fish, and the people who marketed fish, and the people who transported fish. Also the cod never returned to Newfoundland. There are now crabs instead of cod. For example “After the codfish ban in the 1990s, Newfoundland lost its way of life. Not only were the fishermen put out work, so were the people who processed fish, and the people who marketed fish, and the people who transported fish. Most of the

GUIDE PAPER 4b

population, in fact, was out of work, supported solely by the money handed out from the Canadian government to help them." This evidence shows that it put a lot of people out work. It destroy people's life.

These changes affect both fishermen and other people in Newfoundland by the cod never coming back only crabs. For example "Inshore fishermen who had been getting eighteen and half cents a pound for cod were now getting a dollar and sixty cents Canadian for crabs. This shows their not getting paid as much anymore. Another piece of evidence is "Newfoundland lost its culture. Human beings are part of the natural order, so it's not surprising to find human society follows the same natural laws as biology." this evidence shows that Newfoundland never came back together, they lost its culture --- more.

In conclusion, as you can see fish does impact a lot, on our lifes. It destroy a lot of people like losing there jobs. Not getting paid as much.

GUIDE PAPER 4c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The way of life in Newfoundland did change by losing a lot of jobs. It effected both fisherman and other people in Newfoundland*). The response demonstrates grade-appropriate analysis of the text (*This evidence shows that if put a lot of people out work. It destroy people's life; These changes affect both fishermen and other people in Newfoundland by the cod never coming back only crabs; This shows their not getting paid as much anymore; This evidence shows that Newfoundland never came back together, they lost it's culture*). The topic is developed with the sustained use of relevant evidence, with some lack of variety from the text ("After the codfish ban in the 1990s, Newfoundland lost its way of life. Not only were the fishermen put out work, so were the people who processed fish, and the people who marketed fish and the people who transported fish. Most of the population, in fact, was out of work, supported solely by the money handed out from the Canadian government to help them."); *Inshore fisherman who had been getting eighteen and half cents a pound for cod were now getting a dollar and sixty cents Canadian for crabs; "Newfoundland lost its culture . . ."*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*the author states that after the, Also, For example, This evidence shows, These changes affect both, Another piece of evidence is*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary. The concluding statement follows from the topic and information presented (*In conclusion, as you can see fish does impact a lot, on our lives. It destroy a lot of people like losing there jobs not, getting paid as much*). The response demonstrates grade-appropriate command of conventions, with some errors that do not hinder comprehension (*effected, lost its culture, solely, a lot, lifes, It destroy, there jobs*).

45

In "Excerpt from *World Without Fish*," the author states that after the codfish ban, "Newfoundland lost its way of life" (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

After the codfish ban in the 1990s, the way of life in Newfoundland changed. People were put out of work, the cod never returned, culture was lost and there was an environmental loss too.

People living in Newfoundland had to adopt a new way of life. In paragraph four the author says, "the cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab." In paragraph six the author says, "Along with the environmental loss, Newfoundland lost its culture." He also states, "JUST AS species need diversity in order to survive and prosper, it may be that

human civilization needs a wide variety of cultures, different ways of life, in order to survive and prosper."

"Without fishing jobs were lost and everyone in Newfoundland especially fishermen had to adopt a new way of life that was very different from the one that they had been used to.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*After the codfish ban in the 1990s, the way of life in Newfoundland changed. People were put out of work, the cod never returned, culture was lost and there was an environmental loss too*). The response demonstrates a literal comprehension of the text (*People living in Newfoundland had to adopt a new way of life*). The topic is developed with relevant details from the text ("The cod never returned to Newfoundland" and life changed. Where there had been cod there was now crab."); along with the environmental loss, newfoundland lost its culture. "). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*After the codfish ban, and there was, too, In paragraph four, He also states, Without*). The concluding statement or section follows from the topic and information presented (*Without fishing jobs were lost and everyone in Newfoundland especially fishermen had to adopt a new way of life that was very different from the one that they had been used to*). The response demonstrates grade-appropriate command of conventions, with some errors that do not hinder comprehension (*Without fishing jobs were lost*).

GUIDE PAPER 6a

45

In "Excerpt from *World Without Fish*," the author states that after the codfish ban, "Newfoundland lost its way of life" (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

~The way of life in Newfoundland changed dramatically after the Codfish ban.

~The Codfish ban changed the way of life in Newfoundland by costing people their jobs. Not only did it cost fishers their jobs but also the other people in Newfoundland. For example in the text it states "Not only were the fisherman put out of work so were the people who processed fish, and the people who market fish, and the people who transported fish."

~This evidence shows how many were put out of work and no longer had a job from this ban.

GUIDE PAPER 6b

All in all , you can clearly see that the Codfish Ban impacted more than just fisherman. It put people out of jobs, changed cultures and most importantly it changes life in Newfoundland.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The way of Life in Newfoundland changed dramatically after the codfish ban*). The response demonstrates grade-appropriate analysis of the text (*The Codfish ban changed the way of life in Newfoundland by costing people their jobs and this evidence shows how many were put out of work and no longer had a job from this ban*). The topic is partially developed with the use of some textual evidence (“*Not only were the fisherman put out of work so were the people who processed fish, and the people who market fish and the people who transported fish.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*by costing, Not only did it cost, For example, in the text it states, This evidence shows, All in all*). The concluding statement or section follows from the topic and information presented (*All in all, you can clearly see that the Codfish Ban impacted more than just fisherman. It put people out of jobs, changed cultures and most importantly it changes\ life in Newfoundland*). The response demonstrates grade-appropriate command of conventions, with some errors that do not hinder comprehension.

GUIDE PAPER 7a

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

The way of life in Newfoundland changed after the cod fish ban because after the cod got taken away crab came in. No one knew if the crab had always been there or if it just came in. Also Newfoundland lost its culture.

Just as species need diversity to survive, humans need different types of culture to be different in world.

The fisherman were affected from this because the fisherman were put out of work and so weren't the people who processed the fish; marketed fish, and transported fish. Most of the population was out of work.

GUIDE PAPER 7b

Supported by the money handed out from the Canadian Government to help them. The inshore fisherman had been getting eighteen and a half cents a pound of cod but they are now getting a dollar sixty cents Canadian crab. The open-deck skiffs from which the fisherman caught their cod. Now they drag it on weeds and buy bigger boats to go out further to set baited traps. In order to get money they had to start crabbing.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The way of life in Newfoundland changed after the codfish ban because after the cod got taken crab came in*). The response demonstrates a literal comprehension of the text (*the fisherman were affected from this because the fisherman were put out of work and so weren't the people who processed the fish and marketed the fish, and transported fish; In order to get money they had to start crabbing*). The topic is partially developed with the use of some textual evidence (*Newfoundland lost its culture; Most of the population was out of work supported by the money handed out from the Canadian Government; The inshore fisherman had been getting eighteen and a half cents a pound of cod but they are now getting a dollar sixty cents Canadian crab*). The response exhibits some attempt at organization, with inconsistent use of transitions (*because, Also, In order to*). This response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*after the cod got taken and so weren't the people*).

45

In "Excerpt from *World Without Fish*," the author states that after the codfish ban, "Newfoundland lost its way of life" (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

In "Excerpt from *World Without Fish*," the author states that after the codfish ban, "Newfoundland lost its way of life" (line 11).

The way of life in Newfoundland changed. Fishermen, fish processors and fish marketers all lost their jobs. The majority of residents were out of work. Also, after the codfish weren't being fished for, they left and crabs replaced them. This resulted in lower pay for the fishermen and disorder in Newfoundland. The fishermen also had to travel further and there was a shorter season to hunt crabs.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In “Excerpt from World Without Fish,” the author states that after the codfish ban, ‘Newfoundland lost its way of life’*). The response demonstrates a literal comprehension of the text (*The way of life in Newfoundland changed; Also after the codfish weren’t being fished for, they left and crabs replaced them; This resulted in lower pay for the fishermen and disorder in Newfoundland*). The topic is partially developed with the use of some textual evidence (*Fishermen, fish processors and fish marketers all lost their jobs and The majority of residents were out of work and The fisherman also had to travel further and there was a shorter season to hunt crabs*). The response exhibits some attempt at organization, with inconsistent use of transitions (*Also and This resulted*). This response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension.

GUIDE PAPER 9

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

-The way of life in Newfoundland changed negatively after the codfish ban. For instance, Inshore fisherman who had been getting eighteen and a half cents a pound for cod were now getting a dollar and sixty cents Canadian for crab. This shows how Newfoundland changed after the codfish ban.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The way of life in Newfoundland changed negatively after the codfish ban*). The response demonstrates a literal comprehension of the text (*This shows how Newfoundland changed after the codfish ban*). This response demonstrates an attempt to use minimal evidence (*Inshore fisherman who had been getting eighteen and a half cents a pound for cod were now getting a dollar and sixty cents Canadian for crab*). The response exhibits some attempt at organization, with inconsistent use of transitions (*after, For instance, This shows*). This response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension.

GUIDE PAPER 10

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

After the Codfish ban, the Newfoundland really did lose its way of life. Without the Codfish the fisherman didn't have fish to fish for, the fish processor didn't have fish to process, the marketers didn't have fish to sell and fish transporters didn't have fish to trans port.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*After the Codfish ban, the Newfoundland really did lose it's way of life*). The response demonstrates little understanding of the text (*Without the codfish the fisherman didn't have fish to fish for, the fish processor didn't have fish to process*). This response demonstrates an attempt to use minimal evidence (*The marketers did not have fish to sell and fish transporters didn't have fish to transport*). The response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*the Newfoundland really did lose it's way*).

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

People lost a lot of money + started crabbing + many people
were poor.

Score Point 1 (out of 4 points)

The response demonstrates little understanding of the text (*People lost a lot of money & started crabbing and many people have poor*). This response demonstrates an attempt to use minimal evidence (*People lost a lot of money & started crabbing*). The response exhibits little attempt at organization and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 12

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

The Way of life changed by
the way the fisherman were put
out of work. Also people who process
the fish, & people who transported
the fish.

Score Point 1 (out of 4 points)

The response demonstrates little understanding of the text (*The way of life changed by the way the fisherman were put out of work*). This response demonstrates an attempt to use minimal evidence (*people who process the fish & people who transport the fish*). The response exhibits little attempt at organization and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

World Without Fish the author states that the codfish ban is stupid. The codfish got banned because the codfish are big mean fish that kill other fish. Eventually all the fish lost its way life because of the codfish, so they called it “Newfoundland.”

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the text and task (*World Without Fish the author states that the codfish ban is stupid. The codfish got banned because the codfish are big mean fish that kill other fish*). No evidence is provided. This response exhibits no evidence of organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with frequent errors.

45

In “Excerpt from *World Without Fish*,” the author states that after the codfish ban, “Newfoundland lost its way of life” (line 11). How did the way of life in Newfoundland change? How did these changes affect both fishermen and other people in Newfoundland? Use details from the article to support your response.

In your response, be sure to

- explain how the way of life in Newfoundland changed after the codfish ban
- explain how these changes affected both fishermen and other people in Newfoundland
- use details from the article to support your response

In “Excerpt from *World Without Fish*”) the author describes a place called Newfoundland. In Newfoundland most people make their living off cod.

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the text and task (*In “Excerpt from World Without Fish” the author describes a place called Newfoundland*). No evidence is provided. This response exhibits little attempt at organization; however, no concluding statement is provided. The response demonstrates grade-appropriate command of conventions.

EXEMPLARY RESPONSE

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

Possible Exemplary Response:

The author uses lines 1 through 7 to build the reader's interest in I.Q. by describing an interesting and puzzling piece of data about the difference in adult versus child I.Q. scores on a test that assessed vocabulary gains during a 50 year period. The author describes this discovery as "something peculiar" to draw the reader's curiosity. What the author writes about is a discovery by James R. Flynn that on I.Q. tests that assessed vocabulary use in everyday life, adults gained 18 points, whereas children only gained 4.4 percentage points. This piece of data is meant to intrigue the reader.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author captures an interest with a brief recap of I.Q.'s depending on age and provides interesting facts along with a questionable statement. For instance, Patricia Cohen, said, "On tests that ~~vocabulary~~ assessed vocabulary used in everyday life, adults showed huge gains- nearly 18 points!." Saying this helped us get an idea of the topic. Along with background information, we also had a subtle wondering left when she said, "usually (...) children hear and absorb parents' expanded vocabulary and discussions. But that hadn't happened. Childrens I.Q. showed only a 4.4 gain.". This leaves the reader wondering why, thus continuing to read.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. (*The author captures an interest with a brief recap of I.Q.'s depending on age and provides interesting facts along with a questionable statement*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"on tests that assessed vocabulary used in everyday life, adults showed huge gains- nearly 18 points."* and *Along with background information, we also had a subtle wondering left when she said, "usually (...) children hear and absorb parents' expanded vocabulary and discussions. But that hadn't happened. Childrens I.Q. showed only a 4.4 gain."*]. This response includes complete sentences where errors do not impact readability.

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author uses lines 1 through 7 to build the readers interest about I.Q by comparing adults scores to children's Scores. In lines 2 it says "On tests that assessed vocabulary used in everyday life , adults showed enormous gains - nearly 18 points." Another detail is "but when he examined children's scores, he was surprised by how far behind they lagged." These examples Show how the author built the readers interest about I.Q.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. (*by comparing adults scores to children's scores*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"On tests that assessed vocabulary used in everyday life, adults showed enormous gains- nearly 18 points."* and *"but when he examined children's scores, he was surprised by how far behind they lagged."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

In lines 1 through 7, the author gets the reader's interest by talking about an unusual event. The article states, "When the social scientist James R. Flynn started analyzing more than 50 years' worth of I.Q. scores, he noticed something peculiar" (lines 1-2). The use of the word "peculiar" intrigues the reader. The article also states, "Usually facility with words trickles down; children hear and absorb parents' expanded vocabulary and discussions. But that hadn't happened" (lines 5-7). The contradiction of normal expectations and the mention of children both grab the attention of the reader.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. (*by talking about an unusual event*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"When the social scientist James R. Flynn started analyzing more than 50 years' worth of I.Q. scores, he noticed something peculiar"* (lines 1-2). *The use of the word "peculiar" intrigues the reader.* and *"Usually facility with words trickles down; children hear and absorb parents' expanded vocabulary and discussions. But that hadn't happened"* (lines 5-7)]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author uses those lines by stating how much adults I.Q. gained by about 18 points and how childrens I.Q. was lagging behind and only gained 4.4 percent in I.Q.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*by stating how much adults I.Q. gained by about 18 points and how childrens I.Q. was lagging behind and only gained 4.4 percent in I.Q.*); however, the response does not provide a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. as required by the prompt. This response includes a complete sentence where errors do not impact readability.

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author uses lines 1-7 to build up interest about I.Q. by comparing Adult IQ to children IQ. This grabs the reader's attention because it explains that although children do grasp vocabulary they hear from adults, it doesn't make them any smarter.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. (*to build up interest about I.Q. by comparing Adult IQ to children IQ*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author use lines 1 through 7 to build the reader's interest. For example lines 1 through 7 talk about I.Q scores. In the text, it says more people attend college and work in professions. According to the text, children hear and absorb parents expanded vocabulary.

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*According to the text, children hear and absorb parents expanded vocabulary*); however, the response does not provide a valid inference from the text to explain how the author uses lines 1 through 7 to build the reader's interest about I.Q. as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author uses lines 1 through 7 to build the reader's interest about I.Q. by telling them that childrens read and write less because of the electronics that are here now in day. And also that in Math, adults have improved more than childrens.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is totally inaccurate (*by telling them that childrens read and write less because of the electronics that are here now*).

46

How does the author use lines 1 through 7 to build the reader's interest about I.Q.? Use two details from the article to support your response.

The author uses lines 1 through 7 to build the readers interest about I.Q.'s to show how they work. The author uses lines 1 through 7 to show how important the I.Q.'s are and how they could affect you in the future.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*to show how they work. The author uses lines 1 through 7 to show how important the I.Q.'s are and how they could affect you in the future*).

EXEMPLARY RESPONSE

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Possible Exemplary Response:

Based on James R. Flynn's research, gains in language scores have been greater than gains in math scores because of a failure of the education system in math. According to Flynn, the system fails "to make people of any age comfortable with numbers." Not only did children not do well on math, adults did not either. This explains why math scores did not increase. In language scores, adults experienced gains in "active vocabulary," which would be used in everyday conversation, providing a possible explanation as to why these scores have increased while math scores did not.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Based on James R. Flynn's research, gains in language scores^{has} been greater than gains in math scores because in language you do it practically every second-with conversation, but in math it's just that people are sometimes not so comfortable with numbers. As it states "But on "Active vocabulary" words you might call up to use in everyday conversation..."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why gains in language scores have been greater than gains in math scores (*because in language you do it practically every second-with conversation*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*but in math it's just that people are sometimes not so comfortable with numbers and "But on "Active vocabulary" words you might call up to use in everyday conversation..."*). This response includes complete sentences where errors do not impact readability.

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

According to Flynn's research, there were huge gains in language scores between the 1900s and today but there were less gains in math scores. This is due to that fact that more people receive a better education and have a better job today than before, "Many more people attend college and work in professions now than in 1950." (lines 3-4) However, math scores didn't share this huge gain because although education has improved over the past 50 years, "...the failure of the educational system to make people of any age comfortable with numbers." (lines 36-37). Even though the society has changed over these past 50 years, human brains could only evolve so much over language and math.

Score Point 2 (out of 2 points)

This response provides two valid inferences from the text to explain why gains in language scores have been greater than gains in math scores (*due to that fact that more people receive a better education and have a better job today than before* and *Even though the society has changed over these past 50 years, human brains could only evolve so much over language and math*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ["Many more people attend college and work in professions now than in 1950." (lines 3-4) and *although education has improved over the past 50 years, "...the failure of the educational system to make people of any age comfortable with numbers.*" (lines 36-37)]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Based on James R. Flynn's research, the gains in language scores have been greater than gains in math scores because people are more comfortable with language than with math. In lines 36 to 37, Flynn says that there has been less gains in math scores because, "the failure of the educational system to make people of any age comfortable with numbers." This shows that if people were more comfortable with numbers and didn't stress about them, there would be more improvement in math scores. In lines 37 to 39, it says, "But on "active vocabulary - words you might call up to use in everyday conversation... adults bounded ahead." This explains that as adults learn new words and starts using them in their vocabulary, they become more comfortable with the language, and apply it to other places. Both of these two details show that if you're more comfortable, there is room to make improvement, and that is what people did with their language scores.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why gains in language scores have been greater than gains in math scores (*because people are more comfortable with language than with math*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*In lines 36 to 37, Flynn says that there has been less gains in math scores because, "the failure of the educational system to make people of any age comfortable with numbers."* and *"But on "active vocabulary- words you might call up to use in everyday conversation... adults bounded ahead."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Gains in language scores are greater than math scores because language is something a person does and uses fluently whereas with math, people use it a lot, but not as an everyday occurrence, 24/7.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why gains in language scores have been greater than gains in math scores (*because language is something a person does and uses fluently. Whereas with math, people use it a lot, but not as an everyday occurrence, 24/7*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Gains in language scores have been greater than gain in math scores because in James R. Flynn's research he believes since we use more vocabulary in our daily lives than math we are bound to do better. Though some people think it has to do with gender or race it doesn't have an effect at all. "Between 1950 and 2005..." adults only did a little better on the math testing. Proving that we don't use math as much as we think we do.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why gains in language scores have been greater than gains in math scores (*since we use more vocabulary in our daily lives than math we are bound to do better*); however, this response only provides one concrete detail from the text for support (*"Between 1950 and 2005..." adults only did a little better on the math testing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Gains in language scores have been greater than gains in math scores, because in math, adults improved only slightly more than children, but in active vocabulary that we use everyday life, adults bounded ahead. Children's couldn't keep up. According to "I.Q. Rising", it states, "On the sections designed to evaluate math, adults improved only slightly more than children between 1950 and 2005..." This shows that in math, adults improved slightly than in children. According to "I.Q. Rising" it states, "But on "active vocabulary"- words you might call up to use in everyday conversation, rather than those...adults bounded ahead." This shows that adults were improving much more in language scores.

Score Point 1 (out of 2 points)

This response provides two concrete details from the text for support as required by the prompt ("On the sections designed to evaluate math, adults improved only slightly more than children between 1950 and 2005..." and "But on "active vocabulary"- words you might call up to use in everyday conversation, rather than those...adults bounded ahead. "); however, the response does not provide a valid inference from the text to explain why gains in language scores have been greater than gains in math scores as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

On James R. Flynn's research there are have been gains in language Scores and Greater gains in math score because children read and write less and to texting there are more accustomed to spelling phonetically. So I'm guessing It means that children are learning how to spell while they are texting.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is totally inaccurate (*because children read and write less and to texting there are more accustomed to spelling phonetically. So Im guessing It means that children are learning how to spell while they are texting*).

47

Based on James R. Flynn's research, why have gains in language scores been greater than gains in math scores? Use two details from the article to support your response.

Gains in language scores have been greater than gains in math scores because "generations of teenagers increasingly segregated themselves from the adult world" (lines 41, 42). Children read and write less, and thanks to texting, are more accustomed to spelling phonetically (lines 45, 46). This explains why young children are not as good with active vocabulary.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt [“generations of teenagers increasingly segregated themselves from the adult world” (lines 41, 42)].

EXEMPLARY RESPONSE

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

Possible Exemplary Response:

A theme developed in lines 7 through 18 of “Who Are You Today, María?” is that of communicating to break down barriers caused by differences. María says her school is a “united nations” of students from different countries who “do not always get along.” The purpose of dressing up in a way that shows who you are is to get the students to “communicate.” The hope is to avoid the “misunderstandings” that have contributed to a school climate that is not as friendly as it could be.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

The theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* is that people come from different countries so you sometimes live different and learn different. One detail to support my response is on line 13, where it says “Most of us are too shy to talk to others outside our little circles.” Another detail to support my response is on line 12 where it says “There are students from dozens of different countries, and we do not always get along.” These two details show how people are different and support my response.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* (*people come from different countries so you sometimes live different and learn different*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Most of us are too shy to talk to others outside our little circles.*” and “*There are students from dozens of different countries and we do not always get along.*”). This response includes complete sentences where errors do not impact readability.

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

The theme developed is that clothing is another way of expressing yourself. "...let us know something about what has made you who you are by what you wear to school tomorrow" (16-17 Cofer). This shows that you can show who you are by the way you dress. "Are you going to walk around as a joke or as a poem?" (9-10 Cofer). This says that you can either take this as a joke or express yourself through it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* (*clothing is another way of expressing yourself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [“...let us know something about what has made you who you are by what you wear to school tomorrow” (16-17 Cofer) and “Are you going to walk around as a joke or as a poem” (9-10 Cofer). *This says that you can either take this as a joke or express yourself through it*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

The theme develops in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*. It is that it is good to show who you are to people. In the text it says, “I thought about my Who are you Day outfit.” Also the text says, “are you going to walk around like a joke or a poem? That shows just dress like you want to dress.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* (*that it is good to show who you are to people*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I thought about my Who are you Day outfit*” and “*are you going to walk around like a joke or a poem.*” *That shows just dress like you want to dress*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

The theme that is developed in lines 7 through 18 of “Who are You Today, María?” from *Call Me María* is, A suspense of culture. What I mean by this is they are suspicious about what culture dress they might wear. On lines 11 to 12 it says, Our school is already a united nations, a carnival, and a parade all at once.” Also it states on Lines 12 - 13, “There are students from dozens of different countries, and we do not always get along.”

Score Point 1 (out of 2 points)

This response provides two concrete details from the text for support as required by the prompt (*On lines 11 to 12 it says, Our school is already a united nations, a carnival, and a parade all at once.*” and *Also it states on Lines 12-13, “There are students from dozens of different countries, and we do not always get along.*”); however, the response does not provide a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* as required by the prompt. This response includes complete sentences where errors do not impact readability.

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

The Theme developed in lines 7 through 8 of “Who Are You Today, María?” from *Call Me María*, is Suspicion. This is because in the story, María brings up how she thinks that the teachers are doing the, “Who You Are Day” project for a reason even though the teachers don’t bring one up. She also shows suspicion by stating how she believes the whole School is a conspiracy.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*Maria brings up how she thinks that the teachers are doing the, “Who You Are Day” project for a reason*); however, the response does not provide a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use **two** details from the story to support your response.

The theme developed through lines 7 through 18 is don't worry about what anyone else thinks just worry about what you think about yourself. In the story maria put her costume even if no one else liked it. She didn't pay any mind to what everyone else thought.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what theme is developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María* (*don't worry about what anyone else thinks just worry about what you think about yourself*); however, the response does not provide two relevant details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use **two** details from the story to support your response.

*Abuela says that she knows who
I am and who I may be
if I choose. I have heard*

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Abuela says that she knows who I am and who I may be if I choose*).

48

What is a theme developed in lines 7 through 18 of “Who Are You Today, María?” from *Call Me María*? Use two details from the story to support your response.

Maria is the school?
according to tha articule
the who you are day is
another of her crazy ideas
to get us to communicate

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*Maria is the school according to tha articule the who you are day is another of her crazy ideas to get us to communicate*).

EXEMPLARY RESPONSE

49

In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

Possible Exemplary Response:

In “Who Are You Today, María?”, the phrase “today I am a poem” in line 59 reveals that María has chosen a complex and layered outfit where each part has special meaning and memory for her just as a poem has various parts and meanings. She has bravely chosen to share parts of herself in her clothing choices. She has chosen to wear a red skirt that reminds her of her mother’s part in a play, a sharkskin jacket from her father, tall platform shoes from Whoopee, and her grandmother’s prized possession – a shawl from the grandma’s own mother. Each piece has special meaning and memory for her and can be read like a poem expressing her love for her family and how much they mean to her.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

- 49** In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

This shows that María isn't afraid to be herself. In the story it says, "All day at school, i feel elegant. Whenever anyone tries to make fun of my costume, I think of words my grandmother quoted to me:I know who are and who you may be if you choose" and then it says "Who are you today, María? I will say by the way I walk in, head held high, that today I am a poem." This shows that she is not ashamed of who she is.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María (*that María isn't afraid to be herself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*All day at school, i feel elegant. Whenever anyone tries to make fun of my costume, I think of words my grandmother quoted to me: I know who are and who you may be if you choose*” and “*Who are you today, María? I will say by the way I walk in, head held high, that today I am a poem.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

49

In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

It reveals that María has become a confident young lady who doesn't care how others think of her. For example in line 56 she says that she feels elegant. Also in line 56 and in 57 she says whenever someone tries to make fun of her and her costume, she reminds herself of what her grandmother has told her. also in the beginning of the story when she is picking out clothes she finds clothes that matter to her and that she thinks look good, when she gets to school she doesn't go and take certain arts off that she doesn't like, she brought clothes that she wanted to wear. To walk around like a poem is to be proud of who you are or how you dress.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María (*be proud of who you are or how you dress*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in line 56 she says that she feels elegant and Also in line 56 and in 57 she says whenever someone tries to make fun of her and her costume, she reminds herself of what her grandmother has told her*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 49** In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

It reveals that María is a loving person who is proud of her family. In lines 30 through 42, María puts on some of her parents clothes to represent her love for them. Also, When abuela gives María her shawl for the day, it completes the outfit because now she is representing her whole family through the clothes she is wearing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María (*Maria is a loving person who is proud of her family*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*In lines 30 through 42, María puts on some of her parents clothes to represent her love for them and When abuela gives María her shawl for the day, it completes the outfit because now she is representing her whole family through the clothes she is wearing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 49** In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

The phrase " today I am a poem" reveals multiple characteristics about María. First, it shows that she cares about her appearance. The phrase " i am a poem" is most likely a metaphor for how someone presents themselves. It conveys the idea that her outfit will make people think, and react in a positive way, such as a poem would. After that, it shows that María has created a piece of art. She made something that meant a great deal to her, the same as a beautiful poem had been written. In conclusion, María is a poem because he is a work of art, she created her own masterpiece.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María (*reveals multiple characteristics about María*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

- 49** In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

What Maria means when she says she is a poem is that she does not want to be taken as a joke her outfit means something to her and it shows her personality. Her grandmother knows who she is and she wants her to be the person she is no matter what anyone else says. Since she wants to be HER and doesn't care what anyone else says she is like a poem because she means something

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María (*it shows her personality*); however, the response only provides one concrete detail from the text for support (*Her grandmother knows who she is and she wants her to be the person she is no matter what anyone else says*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 49** In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

She says " All day at school, i feel elegant. whenever anyone tries to make fun of my costume, I think of words my grandmother quoted to me: i know who you are and who you may be if you choose. I will say by the way i walk in, head high, that today i am a poem.

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (“*All day at school, i feel elegant. whenever anyone tries to make fun of my costume, I think of words my grandmother quoted to me: i know who you are and who you may be if you choose.*”); however, the response does not provide a valid inference from the text to explain what the phrase “today I am a poem” (line 59) reveals about María as required by the prompt.

GUIDE PAPER 7

49

In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

he ware his costumes to school.
are you gowing to walk a round.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*he ware his costumes to school. are you gowing to walk a round*).

GUIDE PAPER 8

Additional

49

In “Who Are You Today, María?” from *Call Me María*, what does the phrase “today I am a poem” (line 59) reveal about María? Use **two** details from the story to support your response.

The phrase “today I am a poem” means that there is a day where you can show who you really are and today she chose to be a poem because maybe she likes poems.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The phrase “today I am a poem” means that there is a day where you can show who you really are and today she chose to be a poem because maybe she likes poems*).

EXEMPLARY RESPONSE

50

How do lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story? Use two details from the story to support your response.

Possible Exemplary Response:

Lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story by revealing that Evan is a snob and labels people. In lines 14 through 21, it is revealed that this behavior cost him a friendship, when his best friend “stopped being his best friend” because he thought Evan was “basically a snob”. Because of the various reasons why he distances himself from people by labeling them, he seems to be poor at making new friends. Evan’s problems with people connect with the dialogue at the end of the story when he talks with a boy named Shane, whom Evan had previously labeled and disdained. In lines 14 through 21 Shane, “said *hey* and asked if he wanted to hang out”. Later in the story, Evan is not especially friendly and argues with Shane’s observations about him reading and not swimming much.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

50

- 1 How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use two details from the story to support your response.

Lines 14 through 21 of "Excerpt from the Watcher" contribute to the plot of the story because it shows how Evan feels. Lines 14 through 21 shows Evan's internal conflict, which indeed is the plot of the Excerpt. Evan's internal conflict is that his former best friend called him a snob and he is trying to fight it. In the text it states, "his best friend had told him that he is basically a snob, which Evan knew for a certifiable time wasn't true." This text evidence shows that Evans feelings and his internal conflict (man vs self). "Although no matter how many times he replayed the conversation in his head he could come up with what he was, if he wasn't a snob." This ~~text~~ evidence shows that he is trying to fight it.

DO NOT WRITE BEYOND THIS AREA

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story (*because it shows how Evan feels*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("his best friend had told him that he is basically a snob, which Evan knew for a certifiable time wasn't true" and "although no matter how many times he replayed the conversation in his head he could come up with what he was, if he wasn't a snob."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

50

How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use two details from the story to support your response.

In the "Excerpt from The Watcher" lines 14 through 21 reveal new information about the narrator and provide the narrator with a purpose. The text states "Evan often labeled people. He liked to think this was a product of his creative mind but his best friend last year in eighth grade... had told Evan he was basically a snob." These lines reveal how others view Evan and show Evan's fierce determination to change. The text continues, stating "Evan knew for a certifiable fact this wasn't true although no matter how many times he replayed the conversation... he couldn't come up with what he was if not a snob." His rigid perspectives and opinions of himself, give Evan a purpose to discover who he really is, as the story progresses.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story (*to discover who he really is as the story progresses*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Evan often labeled people. He liked to think this was a product of his creative mind, but his best friend last year in eighth grade ... had told Evan he was basically a snob" and "Evan knew for a certifiable fact this wasn't true although no matter how many times he replayed the conversation ... he couldn't come up with what he was if not a snob."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

50

How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use two details from the story to support your response.

Lines 14 through 21 in the excerpt for "The Watcher," contribute to the plot of the story because it shows Evan's personality and gets us more familiar with the character. This is shown in the text, "Evan often labeled people." This shows Evan's personality because it shows how he looks at and remembers certain people. In the text it also states "...but his best friend last year in eighth grade, right before he stopped being his best friend, had told Evan he was basically a snob." This also shows up the character's background and his personality because he was classified as a snob. This shows how lines 14 through 21 contribute to the plot of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story (*gets us more familiar with the character*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Evan often labeled people." *This shows Evan's personality because it shows how he looks at and remembers certain people* and "...but his best friend last year in eighth grade, right before he stopped being his best friend, had told Evan he was basically a snob."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

50

How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use two details from the story to support your response.

Lines 14 through 21 of "Excerpt from the Watcher contributes to the plot of the story because it shows the main character; Evan's personality. It also gives you an idea of how old he is: "best friend last year in eighth grade." It also lets you know where he was at the moment. As said in the story "he was down at the beach reading a book."

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*it shows the main character; Evan's personality. It also gives you an idea of how old he is: "best friend last year in eighth grade" and It also lets you know where he was at the moment. As said in the story "he was down at the beach reading a book.*); however, the response does not provide a valid inference from the text to explain how lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story as required by the prompt. This response includes complete sentences where errors do not impact readability.

50

How do lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story? Use two details from the story to support your response.

Friday afternoon when someone came up and said hey and asked if he wanted to hang out.

But his best friend last year in eighth grade fight before he stopped being his best friend.

Score Point 1 (out of 2 points)

This response provides two concrete details from the text for support as required by the prompt (*Friday afternoon when someone came up and said hey and asked if he wanted to hang out and but his best friend last year in eighth grade right before he stopped being his best friend*); however, the response does not provide a valid inference from the text to explain how lines 14 through 21 of "Excerpt from *The Watcher*" contribute to the plot of the story as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

50

How do lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story? Use **two** details from the story to support your response.

This is part of the plot of the story because Evan will eventually become a big character in the story and than we learn that his old best friend calling him a snob and than they are no friends anymore so this line helps us understand the plot.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story (*because Evan will eventually become a big character in the story*); however, this response only provides one concrete detail from the text for support (*his old best friend calling him a snob and than they are not friends anymore so this line helps us understand the plot*).

GUIDE PAPER 7

50

How do lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story? Use **two** details from the story to support your response.

the lines from the story plot the
“Expert from the watcher” by explaining
how the watcher was so confident and
how dedicated he was to his work of
what he was looking for and trying
to look for when he was trying
to set up a watch spot for when he
spotted animals

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*the lines from the story plot the “Expert from the Watcher” by explaining how the watcher was so confident and how dedicated he was to his work of what he was looking for*).

50

How do lines 14 through 21 of “Excerpt from *The Watcher*” contribute to the plot of the story? Use **two** details from the story to support your response.

Well one thing is that even hates the water
Because he dad said it reminded him of someone he didn't
like. I made him think of this friends.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Well one thing is that even hates the water Because he dad said it reminded him of someone he didn't like*).

EXEMPLARY RESPONSE

51

María in “Who Are You Today, María?” from *Call Me María*” and Evan in “Excerpt from *The Watcher*” are each affected by conversations with family members. How is María affected by her grandmother’s words? How is Evan affected by his mother’s words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother’s words affect María
- explain how his mother’s words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Possible Exemplary Response:

María in “Who Are You Today, María?” from *Call Me María*” and Evan in “Excerpt from *The Watcher*” are each affected by conversations with family members, although the ways that they respond are very different. María is positively affected by her grandmother’s words; Evan is negatively affected by his parents’ words.

María responds positively to her conversation with her grandmother. María’s grandmother says several things that give María the confidence she needs to wear her chosen outfit to school—one which is comprised of different pieces of clothing that represent her closest family members. Her grandmother shows support for María’s plan by giving María her own prized possession, a shawl from her own mother. Her grandmother also says, “I know who you are and who you may be if you choose.” María basks in her grandmother’s witnessing of María as a person and in María’s potential as a human being. Her grandmother’s words give her the confidence to walk into Mr. Golden’s class with her “head held high” and to stand up to anyone who tries to “make fun” of her costume.

Evan’s reaction to his family member’s words are in stark contrast to María’s reaction. In “Excerpt from *The Watcher*,” Evan is bothered by his father’s assertion that maybe a particular character in a book his father has recommended irritates Evan because something about the book touches something deep inside Evan. Evan has trouble sleeping at night because he worries that what his dad has said is true. His mother’s words also bother him. At the beginning of summer vacation, his mother urges Evan to make some friends but he brushes her off to the point of her not mentioning the idea any longer. When he does get an opportunity to make a friend, he is intensely aware of his mother’s presence nearby and hopes she is not listening. In both excerpts, the character’s family members try to help them by giving constructive comments and advice. However, Evan is made very uncomfortable by his parents’ words rather than being comforted and supported by them as María is.

In both excerpts, María and Evan are affected by conversations with family members, though each in radically opposing ways. While María is uplifted by her grandmother’s words, Evan is irritated with his parents’ comments.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Both narrators Maria and Evan from "Who Are You Today" and "Excerpt from The Watcher" are affected and influenced by their family members. Maria is reminded of her family heritage ~~and~~ after a conversation with her grandmother and Evan is influenced to make more friends by his mother. However, as both are affected by their family members' words they react in both positive and negative ways.

In the story "Who Are You Today, Maria?" from *Call me Maria* the narrator is preparing for a family heritage remembrance day at school. Whilst putting on Maria's costume the grandmother ~~steals~~ embraces her and

GUIDE PAPER 1b

states "I know who you are and who you may be, if you choose." Along with these words she gives Maria her most prized possession, her mother's shawl. The narrator, Maria is deeply touched by her grandmothers kind gesture and responds positively. She states "All day at school I feel elegant... And when I walk into Mr. Golders class his eyes ask me 'Who are you today, Maria?' I will say by the way I walk in, head held high, that today I am a poem" Her grandmothers words have reminded Maria of her heritage, and have made her feel proud. She kindly reacts to the words with love towards her family and grandmoths.

In the "Excerpt from The Watcher" Evan a strongheaded and rigid narrator reacts in a negative way towards the words his mother has ~~passed~~ passed on to him. She stated "Why don't you make some friends Evan? Those boys... They look nice don't you think?" Evan views his mothers kind words as "bugging" and states "He had come up with ~~other~~ reasons, then excuses, and finally had just ignored his mother..." This shows Evan pays little attention to the helpful words of his mother, choosing rather to follow his own path. Unlike Maria he is more stubborn...

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both narrators Maria and Evan from “Who Are You Today Maria and “Excerpt from The Watcher” are affected and influenced by their family members. Maria is reminded of her family heritage after a conversation with her grandmother and Evan is influenced to make more friends by his mother*). This response demonstrates insightful analysis of the text (*Her grandmothers words have reminded Maria of her heritage, and have made her feel proud; Evan views his mothers kind words as “bugging”; This shows Evan pays little attention to the helpful words of his mother, choosing rather to follow his own path*). The topic is developed with the sustained use of varied, relevant evidence from the text (“*All day at school I feel elegant...And when I walk into Mr. Goldes class his eyes ask me “Who are you today, Maria?” I will say by the way I walk in, head held high, that today I am a poem*”; “*Why don’t you make some friends Evan? Those boys...they look nice don’t you think*”). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*Both, In the story, Along with, This shows*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary with a notable sense of voice (*affected and influenced, positive and negative ways, family heritage remembrance day, deeply touched, kindly reacts, little attention*). The concluding statement follows from the topic and information presented (*This shows Evan pays little attention to the helpful words of his mother, choosing rather to follow his own path. Unlike Maria he is more stubborn...*). The response demonstrates grade-appropriate command of conventions, with few errors.

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

In "Who Are You Today, Maria?" from *Call Me Maria* and "Excerpt from *The Watcher*", Maria is talked to by her grandmother while Evan is talked to by his mother. However, Maria and Evan are both affected differently by the words of their elders.

Evan is told by his mother to try to make friends. This causes Evan discomfort, as he is not as adamant as his mother is on socializing. His and his mother's conversations are strained and awkward as they do not see eye to eye.

Maria's grandmother shares nuggets of wisdom and advice with Maria, such as "I know who you are and who you may be if you

choose" These words have a deep effect on Maria, as she harbors a great respect for her grandmother.

Evan ~~and~~ Maria reacts to his mother's words quite differently than the way Maria reacts to her grandmother's words. It says that Evan "had come up with reasons, then excuses, and finally had just ignored his mother until she backed off." On the other hand, Maria takes her grandmother's words to heart, as evident in phrases from the passage such as, "whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me." This shows Maria's grandmother's words are of great value and reverence to her, much unlike the way Evan shakes his mother's words off.

While Evan is talked to by his mother and Maria is talked to by her grandmother, Maria actually tries to understand and emulate those words. Evan, however, was uninterested in his mother's suggestions. Maria listened and adhered to advice she received while Evan did not.

GO ON

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Who Are You Today, María?” from Call Me María” and “Excerpt from The Watcher”, María is talked to by her grandmother while Evan is talked to by his mother. However, María and Evan are both affected differently by the words of their elders*). This response demonstrates insightful analysis of the text (*These words have a deep effect on María, as she harbors a great respect for her grandmother; This causes Evan discomfort, as he is not as adamant as his mother is on socializing. His and his mother’s conversations are strained and awkward as they do not see eye to eye; María takes her grandmother’s words to heart*). The topic is developed with the sustained use of relevant, well-chosen details from the text (“*I know who you are and who you may be if you choose*”; *It says that Evan “had come up with reasons, then excuses, and finally had just ignored his mother until she backed off.*”; “*Whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me.*”). This response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*However, such as, These, It says that, On the other hand This shows, While*). A formal style is established and maintained through the use of grade-appropriate and stylistically-sophisticated language (*discomfort, adamant, socializing, strained and awkward, nuggets of wisdom, harbors a great respect, to heart, reverence, emulate*). This response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*While Evan is talked to by his mother and María is talked to by her grandmother, María actually tries to understand and emulate those words. Evan, however, was uninterested in his mother’s suggestions. María listed and adhered to advice she received while Evan did not*). The response demonstrates grade-appropriate command of conventions, with few errors (*as he is not as adamant, María listed and adhered*).

GUIDE PAPER 3a

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Grandmothers words affect Maria by making her take pride in her heritage. One example that supports this is when Abuela tells her "I know who you are and who you may be if you choose." This helps Maria make a choice easier now that she knows she will not be judged for it. Another example that supports this is when she sits in the class and the teacher asks her who is she, she will say I am a person. These show her taking pride in her heritage because she is not afraid to show who she really is.

Evan's mother's words affect him because he tries to find ways to rebel at first but then listens to her. One example that supports this is when she tells him to make friends and he finds reasons for him to not make friends. This shows that he is trying to rebel, possibly because he's scared. Another example that supports this is when Chane walks up to him, he thinks back to

GUIDE PAPER 3b

that moment^{before becoming his friend} This shows that his mother influences him to have more friends.

Both Maria and Evan reacted to their family members words. Evan tried to discard it but finally gives in taken he becomes lonely. Maria on the other hand uses her Grandmothers words to bring out her inner Puerto Rican. She then did not care if people judged her and she embraced her culture. That is how both Maria and Evan reacted to their family members words

Score Point 4 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Grandmothers words affect Maria by making her take pride in her heritage and Evans mothers words effect him because he tries to find ways to rebel at first then listens to her*). This response demonstrates insightful analysis of the text (*This helps Maria make a choice easier now that she knows she will not be judged for it; This show her taking pride in her heritage, because she is not afraid to show who she really is; This shows that he is trying to rebel, possibly because he's scared*). The topic is developed with the sustained use of varied, relevant details from the text (*"I know who you are and who you will be if you choose."; when she walks in to class and the teacher asks her who is she, she will say I am a poem; when she tells him to make friends and he finds reasons for him to not make friends*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*One example, when, Another example, because, at first but then, This shows, That is how*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*take pride in her heritage, ways to rebel, influences, her inner Puerto Rican, embraced*). The concluding statement follows from the topic and information presented (*That is how both Maria and Evan reacted to their family members words*). The response demonstrates grade-appropriate command of conventions, with few errors (*effect him*).

GUIDE PAPER 4a

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from The Watcher" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from The Watcher" are both each affected by conversations with family members.

In the story "Who are You Today, Maria?" from *Call Me Maria*, Maria is affected by her grandmother's words. Maria was affected by her grandmother's words because Maria thinks that her grandmother was trying to embrace her but her grandmother was just trying to make Maria know who she really was, one detail is in line 55 where it says, "Something of mine for your day of being who you are." This shows how Maria's grandmother was trying to make Maria know who she is.

In the story "Excerpt from the Watcher", Evan is affected by his mother because his mother had been bugging him so he can make some friends, Evan felt as if she was different. One detail to support my answer is on line 49, where it says, "Why don't you make some friends?"

GUIDE PAPER 4b

The reactions of Maria and her grandmother is that Maria grandmother wanted Maria to be her self and where a different clothes and Maria wanted to where something else. In the story "Excerpt from the watcher" Evan didn't like making new friends but his mother has always bugging him to get friends. Evan thought he wasn't good as they were.

In conclusion these were why Maria and Evan were affected by their family.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Maria* in "Who Are You Today, Maria? from *Call Me Maria* and *Evan* in "Excerpt from the Watcher" are both each affected by conversations with family members). The response demonstrates grade-appropriate analysis of the text (*Maria was affected by her grandmother's words because Maria thinks that her grandmother was try to embraces her but her grandmother was just trying to make Maria know who she really was; Evan is affected by his mother because his mother had been bugging him so he can make some friends, Evan felt as if she was different*). The topic is developed with the sustained use of relevant, well-chosen details from the text ("Something of mines for your day of being who you are; "Why don't you make some friends."; *Maria grandmother wanted Maria to be her self and where a different clothes and Maria wanted to where something else; Evan didn't like making new friends but his mother has always bugging him to get friends*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the story, because, but, one details is in line, This shows, In concluason*). The concluding statement follows from the topic and information presented (*In concluason these were why Maria and Evan were affected by their family*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*that her grandmothe was try to embraces her, her self and where a different clothes, his mother has always bugging him, concluason*).

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

How Maria's grandmother words affected Maria is, it made Maria feel more fascinated and passionate about herself. The reason I say this is because, the narrator says that she feels elegant and she doesn't have interest in what other people say. On lines 56 to 57, it states, "All day at school, I feel elegant. When anyone tries to make fun of my costume, I think of the words my grandmother quoted to me:

How Evan's mother words affected Evan is, it made Evan feel shy. The reason why I say this is because, the narrator says that he is ignoring it and making

up excuses so he won't be able to make friends and be embarrassed. On lines 48 through 49 it states, "his mother was bugging him. "Why don't you make some friends, Evan?" Also on lines 49 through 50 it states, "Those boys, you know the ones I mean, they look nice, don't you think."

How both the reactions of Maria and Evan are different is, Maria has a more positive feeling about it due to the fact she felt passionate and fascinated about herself not caring what people say. Other words Evan has negative feelings due to the fact he begins ignoring and make excuses just so he cannot make friends, as his only and final choice was to make one friend.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*How Maria's grandmother words affected Maria is, it made Maria feel more fascinated and passionate about herself* and *How Evan's mother words affected Evan is, it made Evan feel shy* and *How both the reactions of Maria and Evan are different is, Maria has a more positive feeling about it*). The response demonstrates grade-appropriate analysis of the text (*The reason I say this is because, the narrator says that she feels elegant and she doesn't have interest in what other people say* and *The reason why I say this is because, the narrator says that he is ignoring it and making up excuses so he won't be able to make friends and be embarrassed*). The topic is developed with relevant facts and details from the text ("All day at school, I feel elegant. When anyone tries to make fun of my costume, I think of the words my grandmother quoted to me; "his mother was bugging him. "Why don't you make some friends, Evan?"; Those boys, you know the ones I mean, they look nice, don't you think."). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The reason I say this, because, On lines, Also*). The response demonstrates grade-appropriate command of conventions, with few errors (*How Maria's grandmother words affected Maria is, say, mother words, embarrassed*).

GUIDE PAPER 6a

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Maria's grandmother's words affect her by giving her confidence. It makes her proud of herself and what she's wearing. "Whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me: I know who you are and who you may be if you choose." (lines 56-58)

Evan is affected by his mother's words by ignoring them and not making friends. "He had come up with reasons, then excuses, and finally had just ignored his mother until she backed off." (lines 50-51)

Their reactions were different because Maria listened to her grandmother and Evan didn't listen to his mother.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Maria's grandmother's words affect her* and *Evan is affected by his mother's words* and *Their reactions were different*). The response demonstrates grade-appropriate analysis of the text (*Maria's grandmother's words affect her by giving her confidence. It makes her proud of herself and what she's wearing and Evan is affected by his mother's words by ignoring them and not making friends*). The topic is developed with the sustained use of relevant facts and details, with some lack of variety from the text [*"Whenever anyone tries to make fun of my costume, I think of the words my grandmother quoted to me: I know who you are and who you may be if you choose."* (lines 56-58) and *"he had come up with reasons then excuses, and finally, had just ignored his mother until she backed off."* (lines 50-51)]. This response exhibits little attempt at organization. The response does not provide a concluding statement or section. The response demonstrates grade-appropriate command of conventions, with few errors (*herself*).

GUIDE PAPER 7a

51

Maria in "Who Are You Today, Maria?" from *Call Me Martin* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

In The prefaces both Evan and Maria have conversations that affect them with their families,

In "Who Are You Today, Maria?" from *Call Me Martin*, Maria has a conversation with her grandmother and this helps her realize that both of their views on things are very different. On lines 20 and 21 it states, "It is a smile that saves, I do not understand, but if it is important to Maria, I will bear it best I can." This shows that even though her grand mother doesn't get it she goes along with it to make her happy.

GUIDE PAPER 7b

In "Excerpt From The Watcher, Evan's Dad talks him into reading a book that he doesn't like and realize it just might make sense. On lines 12 and 13 it states "... Evan wondered if maybe what his father said might be true" This shows that Evan finally realized that the book has a deeper meaning. Both characters learned good lessons from their family just processes them differently.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In the passages both Evan and Maria have conversations that affect them with their family*). The response demonstrates a literal comprehension of the texts (*In "Who Are You Today, Maria from Call me Maria" Maria has conversation with her grandmother and this helps her realize that both of their views on things are very different; This shows that even though her grand mother Doesn't get it she goes along with it to make her happy; Evan's Dad talks him into reading a book that he didn't like and realize it just might make sense; This shows that Evan finally realized that the book has a deeper meaning*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*On lines 20 and 21 it states "It is a smile that says, I do not understand, but if it is important to Maria, I will bear it best I can." and "...Evan wondered if maybe what his father said might be true"*). The response exhibits some attempt at organization (*In the passages both, On lines 20 and 21 it states, This shows, Both*). This response provides a concluding statement that follows generally from the topic and information presented (*Both characters learned good lessons from their family just processes them differently*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (family, realize, grand mother, she, sense).

51

Maria in "Who Are You Today, Maria?" from *Calf Me María* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Maria grandmother affect Maria
by looking back where she heard
the words from. The her grandmother
gave her kisses like if she wants
her back forward in her life. Her
grandmother leaves her and she knows
what shell do.

Evan mother affects Evan by
saying why dont you make new
friends and then he ignored her
tell she backed off. Evan felt
mad when she said that.

Both characters are different
Maria wants to know what she
will be. Evan he dont want
new friends.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Maria grandmother affect Maria by looking back where she hear it the words from and Evan mother affecats Evan and Bothe chacters are differnt*). The response demonstrates a literal comprehension of the texts (*The her grandmother gave her kisses like if she wants her look foward in her life; Evan felt mad when she said that; Maria wants to know what she will be. Evan he dont want New freinds*).). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*Her grandmother loves her and she knows what shell be and by saying why dont you make new freind and then he ignored her til she backed off*). The response exhibits some attempt at organization. The response does not provide a concluding statement or section. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*by looking back where she hear it the words from, make new freind, til, Bothe, chacters, Evan he don't want New freinds*).

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51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

There is an underlying confidence theme in both stories. This can be seen when his mother tells him "why dont you go make some friends...?" Later on in the story he ends up hanging out with the boy "So you wanna hang out... I guess Evan said..."
This theme can also be seen when she remembers her grandma's words and proudly says what she is. "I know who you are & who you may be if you choose." ... "I will say by the way I walk in head held high today I am a poem"
Not the end of quote

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*There is an underlying confidence theme in both stories*). The response demonstrates a literal comprehension of the texts (*Later on in the Story he ends up hanging out with the Boy and This theme can also be seen when she remembers her grandma's words and proudly says what she is*). The topic is partially developed with the use of some textual evidence ("Why dont you go make some friends ...?"; "So you wanna hang out ... I guess Evan said ..."; "I know who you are & who you may be if you choose." ... "I will say by the way I walk in head held high today I am a poem."). The response exhibits some attempt at organization, with inconsistent use of transitions (*This can be seen, when, Later on in the story*). The response demonstrates emerging command of conventions (*in the Story*).

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51

Maria in "Who Are You Today, Maria?" from *Call Me Marla** and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- ✓ explain how her grandmother's words affect Maria
- ✓ explain how his mother's words affect Evan
- ✓ describe how the reactions of the two characters are different
- ✓ use details from both stories to support your response

"Maria in 'who are you today, maria'" from call me maria and evan in "Excerpt from the watcher" they each affected by conversations which family members like "who are you today maria from call me maria" she show to get affected by having a conversation with her grandmother because she don't feel good talking with her grandmother. A detail from the text paragraph 4 lines 19 through 20, "Abuela looks at my choices hanging on the door and shakes her head, smiling like she did when we went to see the cats". Another detail from the text paragraph 2 lines 7 + 8,

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"he seen it on his freshman reading list so he figured why not get it over with and get his father off his back." the two character from the book are different because, Evan mother don't care of him so he is A boy that don't know how to be normal with others because he only read in don't have any friends). maria only want to be her self but her grand mother don't understand what maria want to be. A detail from the text for maria Paragraph 8 lines 43 talk "when I part the clothes in my closet and came out like an actor in a play, Abuelas eyes open wide".

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose ("Maria in "Who are you today, maria" from call me maria and evan in "Excerpt from the watcher" they each affected by conversations which family members). The response demonstrates little understanding of the text (She show to get affected by having a conversation with her grandmother because she don't feel good talking with her grandmother and the two character from the book are different because, Evan mother don't care of him so he is A boy that don't know how to be normal with others because he only read in don't have any friends). This response demonstrates an attempt to use minimal evidence, some of which is generally invalid or irrelevant (A detail from the text paragraph 4 lines 19 through 20, "Abuela looks at my choices hanging on the door and shakes her head, smiling like she did when we went to see the cats." and Another detail from the text paragraph 2 lines 7 to 8, "he seen it on his freshman reading list so he figured why not get it over with and get his father off his back. "). The response exhibits some attempt at organization. The response does not provide a concluding statement or section. This response demonstrates emerging command of conventions, with some errors (maria, evan, becaus, she show to get different, she don't).

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Warcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

The grandmothers are alike in the both stories. The granddaughters both know someone who make a great impact on one of their lives. They take it similar and the same of how they take it in to heart. Evan takes it negatively as Maria takes it positively.

The grandmothers words made a big impact on Maria and how she views things. She compares Maria to her mother. Grandmother loved her mother a lot and she took that to heart as did.

Maria, and when maria walked into school thinking of those words and felt good about herself throughout the day.

Evan and his dad feels a negative feeling because Evan hates what his dad has told him about the book "its an important lesson", but Evan take that learned about the character and hated it.

In the both story's Evan and Maria learned similar thing about their loved ones it wasn't good for Evan but was for Maria and tay learned from it for so en and they had difficulties but they came threw with their loved ones.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The grandmothers are alike in the both story's. The granddaughters both have some one who make a great impact on one of this lifes*). The response demonstrates little understanding of the text (*The grandmothers words made a big impact on Maria and how she views things. She compares Maria to her mother and Evan and his dad feels a Negative feeling because Evan hates What his dad has told him about the book*). This response demonstrates an attempt to use minimal evidence (*when maria walked into school thinking of these words and felt good about herself threwoout the day and "its an important lesson"*). The response exhibits some attempt at organization (*both, and, In the both story's, but*). The concluding statement follows generally from the topic and information presented (*In the both story's Evan and Maria learned similar thing about there loved one's it wasn't good for evan but was for Maria and tay learned from it for so en and they had difficulties but they came threw with there loved ones*). The response demonstrates emerging command of conventions, with frequent errors that hinder comprehension (*lifes, threwoout, tay, for so en*).

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51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Maria affected by her grandmother's words is making her feel better and that the clothes she wear suits her. Evan affected by his mother is that to read the book and it would help on his life. One character reaction is that

Score Point 1 (out of 4 points)

This response demonstrates a lack of understanding of the texts or task (*Maria affected by her grandmother's words is making her feel better* and *Evan affected by his mother is that to read the book*). This response demonstrates an attempt to use minimal evidence, which is generally invalid or irrelevant (*that the clothes she wear, suits her* and *to read the book and it would help on his life*). This response exhibits little attempt at organization. The response does not provide a concluding statement or section. The response demonstrates a lack of command of conventions, with frequent errors.

GUIDE PAPER 13

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

Abuela knocks on my bedroom door. She has come to my room this morning to wath me choose my outfit for Who You are Day at school.

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the texts or task (*Abuela knocks on my bedroom door. She has come to my room this morning to wath me choose my outfit for Who You are Day at school*). No evidence is provided. This response exhibits no evidence of organization. Response is minimal, making assessment of conventions unreliable.

51

Maria in "Who Are You Today, Maria?" from *Call Me Maria* and Evan in "Excerpt from *The Watcher*" are each affected by conversations with family members. How is Maria affected by her grandmother's words? How is Evan affected by his mother's words? How are the reactions of the two characters different? Use details from both stories to support your response.

In your response, be sure to:

- explain how her grandmother's words affect Maria
- explain how his mother's words affect Evan
- describe how the reactions of the two characters are different
- use details from both stories to support your response

I t affect conversation's with
family members by not listening to what
they say. Evan is affected by his
Mother words because shes always
cursing at him. This is why they are
affected by their parents.

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the texts or task and is a restatement of the prompt language with no original student writing presented (*It affect conversation's with family members by not listening to what they say. Evan is affected by his mother words because shes always cursing at him*). No evidence is provided. This response exhibits no evidence of organization. The response does not provide a concluding statement or section. The response demonstrates emerging command of conventions, with some errors.