

Name: \_\_\_\_\_



# **New York State Testing Program**

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## **2019 English Language Arts Test Session 1**

**Grade 5**

**April 2–4, 2019**

**RELEASED QUESTIONS**

# Session 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 making your choice.

# **D**irections

Read this article. Then answer questions 8 through 14.

## Excerpt from *Snowflake Bentley*

by Jacqueline Briggs Martin

- 1 In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world. Willie Bentley's happiest days were snowstorm days. He watched snowflakes on his mittens, on the dried grass of Vermont farm fields, on the dark metal handle of the barn door. He said snow was as beautiful as butterflies, or apple blossoms.
- 2 He could net butterflies and show them to his older brother, Charlie. He could pick apple blossoms and take them to his mother. But he could not share snowflakes because he could not save them.
- 3 When his mother gave him an old microscope, he used it to look at flowers, raindrops, and blades of grass. Best of all, he used it to look at snow. While other children built forts and pelted snowballs at roosting crows, Willie was catching snowflakes. Day after stormy day he studied the icy crystals.
- 4 Their intricate patterns were even more beautiful than he had imagined. He expected to find whole flakes that were the same, that were copies of each other. But he never did. Willie decided he must find a way to save snowflakes so others could see their wonderful designs. For three winters he tried drawing snow crystals. They always melted before he could finish.
- 5 When he was sixteen, Willie read of a camera with its own microscope. "If I had that camera I could photograph snowflakes," he told his mother. Willie's mother knew that he would not be happy until he could share what he had seen.
- 6 "Fussing with snow is just foolishness," his father said. Still, he loved his son. When Willie was seventeen his parents spent their savings and bought the camera. It was taller than a newborn calf, and cost as much as his father's herd of ten cows. Willie was sure it was the best of all cameras.
- 7 Even so his first pictures were failures—no better than shadows. Yet he would not quit. Mistake by mistake, snowflake by snowflake, Willie worked through every storm. Winter ended, the snow melted, and he had no good pictures. He waited for another

**GO ON**

season of snow. One day, in the second winter, he tried a new experiment. And it worked! Willie had figured out how to photograph snowflakes! “Now everyone can see the great beauty in a tiny crystal,” he said.

- 8     But in those days, no one cared. Neighbors laughed at the idea of photographing snow. “Snow in Vermont is as common as dirt,” they said. “We don’t need pictures.” Willie said the photographs would be his gift to the world. While other farmers sat by the fire or rode to town with horse and sleigh, Willie studied snowstorms. He stood at the shed door and held out a black tray to catch the flakes.
- 9     When he found only jumbled, broken crystals, he brushed the tray clean with a turkey feather and held it out again. He waited hours for just the right crystal and didn’t notice the cold. If the shed were warm the snow would melt. If he breathed on the black tray the snow would melt. If he twitched a muscle as he held the snow crystal on the long wood pick the snowflake would break. He had to work fast or the snowflake would evaporate before he could slide it into place and take its picture. Some winters he was able to make only a few dozen good pictures. Some winters he made hundreds. . . .
- 10    But his snow crystal pictures were always his favorites. He gave copies away or sold them for a few cents. He made special pictures as gifts for birthdays. He held evening slide shows on the lawns of his friends. Children and adults sat on the grass and watched while Willie projected his slides onto a sheet hung over a clothesline.
- 11    He wrote about snow and published his pictures in magazines. He gave speeches about snow to faraway scholars and neighborhood skywatchers. “You are doing great work,” said a professor from Wisconsin. The little farmer came to be known as the world’s expert on snow, “the Snowflake Man.” But he never grew rich. He spent every penny on his pictures. Willie said there were treasures in snow. “I can’t afford to miss a single snowstorm,” he told a friend. “I never know when I will find some wonderful prize.”

**GO ON**

**8**

Read this sentence from paragraph 1 of the article.

**In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything in the world.**

How does the author's word choice in the sentence affect the meaning of the passage?

- A** by suggesting that the ideas in the passage are made up
- B** by showing that the subject of the passage became famous
- C** by suggesting that the topic of the passage is familiar
- D** by showing that the events in the passage happened long ago

**9**

What is the meaning of the word "pelted" as it is used in paragraph 3?

- A** created
- B** found
- C** saved
- D** threw

**GO ON**

**10**

Which quotation **best** supports a main idea of the article?

- A** “He expected to find whole flakes that were the same . . .” (paragraph 4)
- B** “‘Fussing with snow is just foolishness,’ his father said.” (paragraph 6)
- C** “Even so his first pictures were failures . . .” (paragraph 7)
- D** “‘Now everyone can see the great beauty in a tiny crystal,’ he said.” (paragraph 7)

**11**

What does the information in paragraph 9 suggest about the author’s point of view?

- A** The author believes that Bentley could have been more careful.
- B** The author respects Bentley’s many different interests.
- C** The author admires Bentley’s dedication.
- D** The author questions the methods Bentley used.

**12**

Which statement is true based on the information in paragraphs 6 and 11?

- A** Bentley’s work with snow required expensive equipment that he was willing to spend all his money on.
- B** Bentley was thought to be foolish throughout his life because of his interest in snow.
- C** Bentley’s parents thought he should do something with his life other than taking pictures of snow.
- D** Bentley became less interested in studying snow than in publishing pictures and giving speeches.

**GO ON**

**13**

What does the reader learn about Bentley from paragraphs 10 and 11?

- A** He was more interested in sharing his work than in making money from it.
- B** He worked hard to develop a way of making photographs of snowflakes.
- C** He wanted to find out if all snowflakes were different from each other.
- D** He was able to follow his interests because of the help he got from his family.

**14**

Which sentence **best** describes how the article is organized?

- A** The reasons for Willie Bentley's experiments with snow are presented, followed by their eventual conclusions.
- B** The events of Willie Bentley's life and his study of snow are described as they happened over time.
- C** The different problems of photographing snow are explained and then Willie Bentley's solutions are described.
- D** The important ideas about snow in Willie Bentley's discoveries are presented, followed by details and examples.

**GO ON**

# **D**irections

Read this story. Then answer questions 15 through 21.

## Excerpt from *Gregor and the Sheep*

by Toby Rosenstrauch

1 In a valley in the highlands of Scotland, there once lived a young tenant farmer, Gregor, and his widowed mother. Although they worked hard, they could never accumulate enough money to buy the flock of sheep they longed to have, for their small parcel of land produced only modest amounts of oats and barley. To make matters worse, MacTavish, the owner of this and many other crofts, always found reasons not to pay the farmers all they had earned. . . .

**crofts = small farms**

2 When he opened the door each morning and looked out, he saw MacTavish's house on top of a mountain, a magnificent stone mansion surrounded by red, pink, and violet rhododendrons. Gregor often climbed the slope and stood outside the iron gates, wondering what fine furnishings and delicious foods lay within. Neighbors claimed that MacTavish owned many houses and even kept a chest of gems under his bed. As Gregor, his mother, and their neighbors grew gaunt and pale with hard work and not enough food, they railed against MacTavish, who had swindled all of them at one time or another.

**swindled = cheated or tricked**

3 One day, as Gregor listened to the bagpipe music that drifted from the open windows of MacTavish's mansion, he had an idea. That night, when his mother was asleep, he emptied the jug that held their money and counted it. After putting back a few coins for food, he put the rest in his pocket. The next morning, he hurried to the market, where he went from farmer to farmer, asking the prices of sheep for sale. Gregor found many handsome animals, but they were all too expensive. When he reached a stall with scrawny and sickly sheep, the owner beckoned to him. . . .

4 Gregor shook his head and began to walk away. The man grabbed his sleeve and whispered in his ear, "This one will make her owner rich!" Gregor examined the old

**GO ON**

sheep with spindly legs and dirty, unkempt wool—the worst of the lot. “If she will make me rich,” said Gregor, “how is it that she has not done so for you?”

5     The man paused, thinking. “I have not had her long enough!”

6     “Nonsense,” said Gregor, but he gave the man his money and led the pitiful animal home.

7     When his mother saw what he had bought with their money, she burst into tears. “My foolish son, what have you done? Now we will starve, and no one will help us!”

8     “Do as I say, Mother, and we will be rich. I promise.”

9     She wanted to believe him. Wiping her eyes with her ragged sleeve, she asked what he wanted her to do.

10    “Go to market and tell everyone that your son has a sheep that will make whoever owns her rich,” said Gregor. . . .

11    One morning, a carriage arrived. Two servants opened the door and a stout, well-dressed gentleman emerged. His Tartan kilt was made of the finest wool, his ascot was pure silk, and his shoes had silver buckles. On his fat fingers were eight gold rings, and his pomaded hair glistened in the sun. It was MacTavish!

**Tartan kilt = traditional clothing worn by Scottish Highlanders**

**ascot = a type of necktie**

12    Gregor bowed as if to royalty. MacTavish looked at him sternly. “I have come to rid you of the unfortunate sheep that everyone is talking about,” said MacTavish, opening his sporran. “I can pay your price and I will have her, even though she has done nothing for you, I see.” MacTavish sneered at Gregor.

**sporran = a small bag worn at the waist for holding personal items**

13    Gregor hugged Dear One. “I will not sell her to you!”

14    At that, MacTavish, whose servants were helping him into his carriage, turned and marched back. “I will pay anything,” he said. “Name the price.”

15    Gregor was ready. “That,” he said, pointing up to the mansion above them. “I will have the dwelling and everything in it—furniture, utensils, even the chest of gems under your bed.”

**GO ON**

16     “Done,” said MacTavish.

17     The next day, Gregor and his mother moved into the mansion that had once belonged to MacTavish, and MacTavish brought Dear One to the market so that all might see he could indeed own anything he wanted. Then MacTavish and the sheep rode away in his carriage to another of his houses in a valley beyond the mountains.

18     After months had passed and the sheep had done nothing to increase MacTavish’s riches, he realized he had been swindled. Furious beyond speech, he returned to the mansion, but Gregor would not open the gates.

19     “I have been cheated!” shouted MacTavish.

20     “You have not been cheated,” said Gregor. “I was the owner of the sheep, and she has made me rich, hasn’t she?”

21     “Yes, but . . . ,” sputtered MacTavish.

22     “Then you got what you paid for.” Gregor turned and walked away.

23     Soon afterward, Gregor sold the chest of gems and bought the huge flock of sheep he and his mother had always wanted. He shared the rest of his fortune with the other poor families of the valley who had been cheated by MacTavish.

**GO ON**

**15**

How do paragraphs 1 and 23 relate to each other?

- A** They show the change in Gregor’s life during the story.
- B** They show what Gregor has learned in the story.
- C** They show how MacTavish changes in the story.
- D** They show the growth of MacTavish’s fortune during the story.

**16**

What does the phrase “marched back” in paragraph 14 suggest about MacTavish?

- A** He is confused.
- B** He is worried.
- C** He is determined.
- D** He is excited.

**17**

How are Gregor and the man who sold the sheep to him similar?

- A** They are both unskilled at selling things to people.
- B** They both try to trick someone in order to make money.
- C** They are both concerned with helping their family and neighbors.
- D** They both believe that animals can have special qualities.

**GO ON**

**18**

Which of Gregor's actions shows how he is different from MacTavish?

- A** Gregor cheats another person.
- B** Gregor buys a sickly sheep.
- C** Gregor shares his wealth.
- D** Gregor moves to a big house.

**19**

Which sentence is true about Gregor and MacTavish?

- A** MacTavish has a plan for how the sheep will make him rich, but Gregor does not.
- B** MacTavish wants to own big houses and many jewels, but Gregor does not.
- C** Gregor wants to move away to another land, but MacTavish does not.
- D** Gregor is generous with his family and his neighbors, but MacTavish is not.

**20**

Which sentence expresses a theme of the story?

- A** Big loss can come from being greedy.
- B** Family can make hard times seem easier.
- C** Wealth may come from hard work.
- D** Appreciating others can lead to happiness.

**GO ON**

**21**

Which detail would be **most** important to include in a summary of the story?

- A** Gregor goes to the market and talks to many farmers about their sheep.
- B** Gregor's mother is asleep when Gregor takes money to buy the sheep.
- C** MacTavish lives at another one of his houses after he buys the sheep from Gregor.
- D** MacTavish goes to buy Gregor's sheep after he hears rumors about the animal.

**GO ON**

# **D**irections

Read this article. Then answer questions 29 through 35.

*This is the true story of a Kenyan woman named Wangari Maathai.*

## **Excerpt from *Seeds of Change: Planting a Path to Peace***

*by Jen Cullerton Johnson*

- 1     “Come,” Wangari’s mother called. She beckoned her young daughter over to a tall tree with a wide, smooth trunk and a crown of green, oval leaves.
- 2     “Feel,” her mother whispered.
- 3     Wangari spread her small hands over the tree’s trunk. She smoothed her fingers over the rough bark.
- 4     “This is the *mugumo*,” her mother said. “It is home to many. It feeds many too.”
- 5     She snapped off a wild fig from a low branch, and gave it to her daughter. Wangari ate the delicious fruit, just as geckos and elephants did. High in the tree, birds chirped in their nests. The branches bounced with jumping monkeys.
- 6     “Our people, the Kikuyu of Kenya, believe that our ancestors rest in the tree’s shade,” her mother explained.
- 7     Wangari wrapped her arms around the trunk as if hugging her great-grandmother’s spirit. She promised never to cut down the tree. . . .
- 8     When Wangari finished elementary school, she was eleven years old. Her mind was like a seed rooted in rich soil, ready to grow. Wangari wanted to continue her education, but to do so she would have to leave her village and move to the capital city of Nairobi. Wangari had never been farther than her valley’s ridge. She was scared.
- 9     “Go,” her mother said. She picked up a handful of earth and placed it gently into her daughter’s hand. “Where you go, we go.” . . .
- 10    As graduation neared, Wangari told her friends she wanted to become a biologist.
- 11    “Not many native women become biologists,” they told her.
- 12    “I will,” she said.

**GO ON**

- 13 Wangari watched sadly as her government sold more and more land to big companies that cut down forests for timber and to clear land for coffee plantations. Native trees such as cedar and acacia vanished. Without trees, birds had no place to nest. Monkeys lost their swings. Tired mothers walked miles for firewood. . . .
- 14 When Wangari visited her village she saw that the Kikuyu custom of not chopping down the mugumo trees had been lost. No longer held in place by tree roots, the soil streamed into the rivers. The water that had been used to grow maize, bananas, and sweet potatoes turned to mud and dried up. Many families went hungry.
- 15 Wangari could not bear to think of the land being destroyed. Now married and the mother of three children, she worried about what would happen to the mothers and children who depended on the land.
- 16 "We must do something," Wangari said.
- 17 Wangari had an idea as small as a seed but as tall as a tree that reaches for the sky. "*Harabee! Let's work together!*" she said to her countrywomen—mothers like her. Wangari dug deep into the soil, a seedling by her side. "We must plant trees." . . .
- 18 Wangari traveled to villages, towns, and cities with saplings and seeds, shovels and hoes. At each place she went, women planted rows of trees that looked like green belts across the land. Because of this they started calling themselves the Green Belt Movement.
- 19 "We might not change the big world but we can change the landscape of the forest," she said.
- 20 One tree turned to ten, ten to one hundred, one hundred to one million, all the way up to thirty million planted trees. Kenya grew green again. Birds nested in new trees. Monkeys swung on branches. Rivers filled with clean water. Wild figs grew heavy in mugumo branches.
- 21 Mothers fed their children maize, bananas, and sweet potatoes until they could eat no more.

**GO ON**

**29**

What idea is developed in paragraphs 4 through 7?

- A** Wangari and her mother want to plant more trees.
- B** Mugumo trees are important to people and animals.
- C** Mugumo trees can provide shade to many people.
- D** Wangari and her mother think education is important.

**30**

Read this sentence from paragraph 8 of the article.

**Her mind was like a seed rooted in rich soil, ready to grow.**

What does the sentence help the reader to understand about Wangari?

- A** She likes to think about plants.
- B** She wants to keep learning.
- C** She imagines ways to help others.
- D** She believes in working together.

**31**

How are the details in paragraphs 13 and 14 organized?

- A** as a description of how animal habitats changed
- B** as an explanation of the solution to a problem in the environment
- C** as a comparison of the village before and after the government sold the land
- D** as a description of how a problem was caused in the area and its effects

**GO ON**

**32**

Paragraphs 17 and 18 explain that Wangari spread her idea by

- A** sharing it with women around the country
- B** giving it the name Green Belt Movement
- C** watching the land in Kenya turn green again
- D** planting trees herself everywhere she went

**33**

Which sentence **most likely** expresses Wangari’s point of view?

- A** People can make the changes they want by working together with determination.
- B** People change their traditions and customs with each generation.
- C** People cannot rely on the government to help them in a time of need.
- D** People in other countries do not need to work as hard on the same problem.

**34**

How does the title of the article support a main idea?

- A** It describes advice Wangari followed.
- B** It describes how Wangari solved a problem.
- C** It explains how Wangari felt about trees.
- D** It explains which values Wangari’s village held.

**GO ON**

**35**

Based on the information in the article, where did Wangari **most likely** get her idea for planting trees across Kenya?

- A** from the school she attended in the capital city
- B** from the government of her country
- C** from the women of the village where she grew up
- D** from what her mother taught her as a girl

**STOP**

# Session 2



## 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.

# **D**irections

Read this article. Then answer questions 36 through 38.

## **Excerpt from *Wackiest White House Pets***

by Gibbs Davis

### **MOST SUSPICIOUS**

- 1 John F. Kennedy was the youngest man ever elected president. The popular president and his stylish wife, Jackie, captivated the nation. During Kennedy's brief time in office he launched the space race. He also founded the Peace Corps to aid developing countries. Americans were fighting for their civil rights at home while the Cold War continued abroad.
- 2 During the Cold War, the Soviet Union and the United States didn't trust each other. The United States suspected everything that came from the Communist Soviet Union. Spies were everywhere. So when the president's daughter, Caroline, received a little dog from Soviet Premier Nikita Khrushchev, everyone was suspicious.
- 3 The little white dog was named Pushinka. (Pushinka means "fluffy" in Russian.) Pushinka was already a celebrity. Her mother, Strelka ("little arrow"), had been one of the first dogs sent into space. The Secret Service agents were suspicious of the fluffy little white dog. Was she a spy, too? The Russian dog didn't have fleas. But did she have other bugs? Pushinka was checked for secret microphones and spying devices. She passed the test with flying colors.
- 4 When Pushinka first saw the Kennedys' Welsh terrier, Charlie, it was puppy love. Soon, they had four pups. President Kennedy called them "pupniks."
- 5 The Kennedys received another unusual pet. This one was from a magician. It was a rabbit named Zsa Zsa. The talented bunny could play the first five bars of "The Star-Spangled Banner" on a toy golden trumpet!

### **BEST SWIMMER**

- 6 Ronald Reagan was the oldest man ever elected president. He was also a former actor, appearing in over fifty films. Fearful of Communism, the president spent millions

**GO ON**

of dollars building up the military.

- 7      Everyone has a fish story. But only one president had a First Fish.
- 8      Reagan was recovering from an assassination attempt when he received something fishy in the mail. A ten-year-old boy had sent the president a goldfish in a plastic bag filled with water!
- 9      It didn't take long for the First Fish to get into the swim of things. The tiny White House resident was given a place of honor in a tank bearing the presidential seal.
- 10     Like the First Fish, the president was a powerful swimmer. As a young man, Reagan worked as a lifeguard during summer vacations on the Rock River in Illinois. He put a notch in a log every time he saved a person from drowning. In seven summers as a lifeguard, he made seventy-seven notches.
- 11     First Families often complain that living in the White House is a lot like living in a fishbowl. This is one fish who would know.

### BEST-SELLING PET

- 12     George Herbert Walker Bush's inauguration in 1989 marked the two hundredth anniversary of the U.S. presidency. There had been many dramatic changes since our first president was in office. During Bush's term, Americans saw the collapse of Soviet Communism. The late twentieth century was also a glorious time for White House pets.
- 13     President Bush's springer spaniel, Millie, was voted "Ugliest Dog" in the Capital by *Washingtonian* magazine. Millie wasn't going to let sleeping dogs lie. She put paw to paper and set the story straight about her life in the White House.
- 14     Millie dictated 141 pages of her best-selling "dogobiography" to former First Lady Barbara Bush. In it, the famous First Dog recalls her heavy White House schedule. She also describes sitting in on morning briefings, chasing squirrels, and playing in the White House flower beds. Not one to let fame go to her head, she didn't neglect her duties as First Dog. She also mothered six puppies while in office.
- 15     The president was grateful to Millie. The published pooch had given practically all of her first year's royalties (almost \$900,000) to the First Lady's favorite charity—the Barbara Bush Foundation for Family Literacy. Still, President Bush was a little jealous that the media hound got so much attention.
- 16     In *Millie's Book*, the spaniel writes, "I overheard the Bushes talking the other night. Some discussion about me keeping a lower profile."

17 Every First Pet knows when to let the president be top dog.

#### **MORE WACKY PET FACTS**

18 The number one presidential pet has always been the dog. (George Washington had almost forty). Some First Dogs have been more popular than their presidents. President Harding was regarded as one of the worst presidents ever, but his upstanding Airedale terrier, Laddie Boy, became a national celebrity. (He even had his own special chair to sit in at cabinet meetings.) President Franklin Roosevelt's beloved little black Scottie, Fala, became an international celebrity, joining FDR at important world peace-making meetings. He traveled abroad more than any other White House pet. Both top dogs received thousands of gifts, letters, and invitations from their fans.

**GO ON**

**36**

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?  
Use **two** details from the article to support your response.

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**GO ON**

**37**

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

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**GO ON**

**38**

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

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**GO ON**

# D*irections*

Read this story. Then answer question 39.

## Excerpt from *Bloomability*

by Sharon Creech

- 1 Lila and Guthrie were in two classes together. I didn't have any classes with her, and only one with Guthrie. Often I saw them walking together after class, and what surprised me was that Guthrie was usually doing the talking while Lila listened. When I was with Lila, she talked—or complained—and I listened.
- 2 And sometimes when I was listening, I'd think of things my sister Stella had said. Stella had kept a journal of all the places we'd lived and had recorded things she'd learned in each town. There was one whole page from when we lived in Ohio, about how to take a bus. In Indiana, she wrote: *Don't talk. Just listen.*
- 3 "What does that mean?" I asked her. "Why not talk?"
- 4 "Because people will laugh at your accent. Just listen. Wait and see how people talk and then talk like them."
- 5 In Oklahoma, Stella wrote, *Expect the worst.*
- 6 "Why?" I asked. "Why expect the worst?"
- 7 "Because then," Stella said, "you'll be prepared. You won't be caught off guard."
- 8 I figured that because Stella was older, she knew what she was talking about, and I followed her advice. I listened, and I expected the worst, most of the time.
- 9 In Oregon she wrote, *Dress plain the first day.*
- 10 "Why?" I asked.
- 11 "Because if you wear cowboy boots in Oregon, people are going to laugh at you. Wait and see what people wear, and then dress like them."
- 12 My mother overheard this. She said, "Stella! What a boring way to live. Don't you want to be different from everybody else?"
- 13 "No, I do not," Stella said. "I want to be the same."

**GO ON**

- 14 Sometimes I wanted to be the same, because then you'd have friends, and you wouldn't be just the new kid, but inside, deep inside my bubble, I also wanted to be different. I wanted to be interesting, but I didn't know how you got to be interesting.
- 15 Guthrie was different and he was interesting, and so was Lila. What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through.
- 16 Guthrie was like no one else. He'd be walking down the hill and all of a sudden, he'd shout "*Sono libero!*" (I am free!) He pronounced *libero* like this: *LEE-bear-oh*. "*Libero, libero, liberoooooo!*"
- 17 He'd dive into the pool and shout, "*Fantastico!*" People liked being around him because when you were around him, you were happy, and you felt as if you could do anything he could do.
- 18 Lila was different in other ways, in ways that made people hate her much of the time. But what I thought was interesting about her was that she was always Lila. She knew what she thought and she wasn't afraid to say what she thought, even if it was wrong or stupid or mean, although she herself never thought that what she said was wrong or stupid or mean. She thought that she was right and that everyone else was wrong, and she didn't seem to care if she had friends or not.
- 19 I'd always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead, and then moving on to a new town before I could figure out any of those things. Lila and Guthrie, though, seemed to already know who they were and they were already living their lives.
- 20 Sometimes Lila would say, "I'm the kind of person who—" and she'd finish that sentence in various ways: "I'm the kind of person who needs a room of my own"; and "I'm the kind of person who needs to talk about my feelings"; and "I'm the kind of person who has to have time to think." And every time she'd say something like this, I'd wonder how she came to know what kind of person she was.
- 21 I felt like Miss Average. I was neither tall nor short, neither chubby nor slim. People often said I had nice eyes, but no one knew what color they were. "Are those hazel? Brownish? Gray? What color is that, anyway?" Teachers often said I had "a sweet face," but when I looked in the mirror, it didn't look all that sweet to me. On my report cards, teachers usually wrote things like *Coming along* and *Satisfactory work* and *Very observant* and *Ought to speak up more*.

**GO ON**

22 I was all jumbled up most places, but especially here in Switzerland because it didn't seem to be like any place I'd ever lived. This wasn't just another new town and this wasn't just another new school. Here everybody was from different places, not just me. Most of the people were new, not just me. Everybody had a different accent, not just me.

**GO ON**

**39**

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 40 through 42.

## Excerpt from *Cicada Summer*

by Andrea Beaty

- 1      The cicadas are everywhere. They came back to Olena two days ago, after seventeen years of hiding in the ground and waiting. Waiting to climb into the sunlight. Waiting to climb the bushes and trees. Waiting to sing.
- 2      They waited so long. Then, thousands of them crawled out of the ground and up into the trees and bushes in just one night. Their song sounds like electricity buzzing on a power line, getting higher and higher and louder and louder until the air nearly explodes from the noise.
- 3      There are a hundred cicadas on the oak tree outside Mrs. Kirk's sixth-grade classroom. I stand at the window watching them buzz from branch to branch. Their bodies are thick and clumsy, and I wonder how they can fly at all with their thin, little wings.
- 4      Then I see the cicada on the bookshelf next to me. It stares at me with its black marble eyes, and I stare back. I'm so close, I could thump it off the shelf if I wanted.
- 5      I could, but I don't.
- 6      At first, no one else notices the cicada. The other kids are hunched over their spelling tests, ready to spell *entangled* or *fearful* or *mottled* or some other word.
- 7      This week's words are adjectives, but Mrs. Kirk picked the wrong ones. She should have chosen words like *sweaty* or *noisy* or *stifling*. *Stifling* would be a good word today. It's so hot, it feels like July and the buzzing of the cicadas squeezes into the room and pushes out the air until no one can breathe. It's *stifling*.
- 8      I stare at the cicada, but even without looking, I know what's going on behind me. In the front row, Judy Thomas is wound up like a tiger ready to pounce on the next spelling word. She presses her pencil so hard against the paper that the lead nearly breaks. When Mrs. Kirk says the next word, Judy will spell it as fast as she can in her perfect handwriting, and then look around to make sure she's the first to finish. Of course she will be. She always is.

**GO ON**

9 In the back row, where the hopeless cases sit—where there's a desk with my name on it—Rose Miner is cheating off Tommy Burkette. Mrs. Kirk knows they're doing it, but she's too hot and too tired to care. Besides, the only person in the whole world who spells worse than Rose is Tommy, so it doesn't make much difference anyway.

10 After a while, the cicada on the shelf starts buzzing and Rose screams like it's Godzilla or something and Ricky Fitzgerald stands up and yells, "It looks like the cicada that got my grandma!"

11 Ricky Fitzgerald has told the story about the cicada that got his grandmother about a hundred times in the last two days. He says the last time the cicadas came around, one flew into his grandma's hair and made her run crazy around the yard until Ricky's grandpa came out with the sheep shears and lopped off half her hair.

12 I've seen his grandma's hair. She has one of those beehive hairdos that's tall and round and really hard from all the hairspray she uses. I can see why a cicada would land there. A hair cave like that would be a great place to get out of the sun.

13 That's what I think, but Ricky says it attacked his grandma to suck out her brains and make her into a zombie.

14 Ricky Fitzgerald is a dork.

15 Mrs. Kirk sighs the same way she has about ninety-nine times since the cicadas showed up and Ricky started telling his story.

16 "Thank you, Ricky," she says.

17 But before Ricky can say another word, Mrs. Kirk says, "Bobby, would you get rid of it, please?"

18 I could reach up and touch the cicada without trying, but Mrs. Kirk doesn't ask me. Bobby Bowes gets up from his desk and walks right in front of me. He grabs the cicada in one hand and opens the window screen with the other. He tosses the insect outside, closes the window screen, and sits down again without a word. He doesn't say, "Move, Lily," or anything. He doesn't even notice me standing there.

19 He doesn't notice because I'm invisible.

- 20 Most people would say that's a lie. They'd say that I'm not invisible because they can see me as plain as day. Most people are wrong. It's not my skin that makes me invisible. It's my silence. My silence and the trick I do with my eyes where I never look anybody in the face.
- 21 You can tell everything about a person by looking in their eyes. I don't want anybody to know anything about me, so I look away.
- 22 I've been invisible for two years now.

**GO ON**

**40**

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

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**GO ON**

**41**

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 42 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 19 and 20.



**GO ON**

**42**

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

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**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 English Language Arts Tests Map to the Standards**  
**Grade 5 Released Questions on EngageNY**

Question	Type	Key	Points	Standard	Subscore	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)
<b>Session 1</b>								
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.4	Reading	0.70		
9	Multiple Choice	D	1	CCSS.ELA-Literacy.L.5.4	Reading	0.82		
10	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.71		
11	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.6	Reading	0.53		
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.52		
13	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.65		
14	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.51		
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.5	Reading	0.75		
16	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.70		
17	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.61		
18	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.75		
19	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.76		
20	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.53		
21	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.59		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.71		
30	Multiple Choice	B	1	CCSS.ELA-Literacy.L.5.5	Reading	0.67		
31	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.48		
32	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.53		
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.6	Reading	0.76		
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.51		
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.61		
<b>Session 2</b>								
36	Constructed Response		2	CCSS.ELA-Literacy.RI.5.2	Writing to Sources		1.37	0.68
37	Constructed Response		2	CCSS.ELA-Literacy.RI.5.3	Writing to Sources		1.45	0.72
38	Constructed Response		2	CCSS.ELA-Literacy.RI.5.3	Writing to Sources		0.84	0.42
39	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources		1.62	0.81

40	Constructed Response		2	CCSS.ELA-Literacy.RL.5.4	Writing to Sources		1.51	0.75
41	Constructed Response		2	CCSS.ELA-Literacy.RL.5.5	Writing to Sources		1.08	0.54
42	Constructed Response		4	CCSS.ELA-Literacy.RL.5.6	Writing to Sources		1.44	0.36

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. 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

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

- 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 Grades 4–5 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:
<b>CONTENT AND ANALYSIS:</b> 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"> <li>—clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate insightful comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a literal comprehension of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b> 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"> <li>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence with inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> 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"> <li>—exhibit clear, purposeful organization</li> <li>—skillfully link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—exhibit no use of linking words and phrases</li> <li>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> 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"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

- 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

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?

Use **two** details from the article to support your response.

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### Possible Exemplary Response:

In “Excerpt from *Wackiest White House Pets*,” a main idea of paragraph 1 through 4 is that pets can begin to solve even the largest of problems, including conflicts between countries. In the text, the author points out that the United States and the Soviet Union didn’t trust each other at the time, so “when the president’s daughter, Caroline, received a little dog from Soviet Premier Nikita Khrushchev, everyone was suspicious.” The Secret Service suspected the dog, Pushinka, was carrying recording equipment to gather information on the United States, so they “checked for secret microphones and spying devices,” but “She passed the test with flying colors.” These details show that the dog, given as a gift, began to lessen the mistrust the United States and the Soviet Union had for one another.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?

Use **two** details from the article to support your response.

One main idea could be that the United states didnt trust the Communist Soviet Union because of the cold war, so recieving unusual gift got the United States curious. The Soviet Union was trying to gain United States trust by giving them gifts. One detail could be, on paragraph 3, "The Secret Service agents were suspicious of the fluffy little white dog. Was she a spy, too? The Russian dog didn't have fleas. But did she have other bugs? Pushinka was checked for secret microphones and spying devices. She passed with flying colors." This detail shows how the puppy was just an innocent puppy or dog, and wasn't being used as a spy. Another detail is on paragraph 4, "When Pushinka first saw the Kennedys' Welsh terrier, Charlie, it was puppy love. Soon, they had four pups. President Kennedy called them "pupniks." This also shows how the family liked the puppy and gift from the Soviet Union, and maybe they might even become friends.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4 (*that the United states didnt trust the Communist Soviet Union because of the cold war, so recieving unusual gift got the United States curious. The Soviet Union was trying to gain United States trust by giving them gifts*). The response provides evidence of analysis (*the family liked the puppy and gift from the Soviet Union, and maybe they might even become friends*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The Secret Service agents were suspicious of the fluffy little white dog. Was she a spy, too? The Russian dog didn't have fleas. But did she have other bugs? Pushinka was checked for secret microphones and spying devices. She passed with flying colors.*) and (*When Pushinka first saw the Kennedys' Welsh terrier, Charlie, it was puppy love. Soon, they had four pups. President Kennedy called them “pupniks.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4? Use **two** details from the article to support your response.

The main idea of paragraphs 1 through 4 is how Russia became on the good side of america. I know this because the text says "During the Cold War, the Soviet Union and the United States didn't trust each other". This shows that the main idea of paragraphs 1 through 4 is how Russia became on the good side of america because nobody trusted anyone and they were enemies but then a dog came along. The text also says "The Secret Service agents were suspicious of the fluffy little white dog. Was she a spy, too? The Russian dog didn't have fleas. But did she have other bugs? Pushinka was checked for secret microphones and spying devices. She passed the test with flying colors". This shows that the main idea of paragraphs 1 through 4 is how Russia became on the good side of america because at first everybody was enemies but now Russia gave a dog and it was just a present not anything to harm anyone or spy on anyone just a harmless dog.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4 (*how Russia became on the good side of america*). The response provides evidence of analysis (*at first everybody was enemies but now Russia gave a dog and it was just a present not anything to harm anyone or spy on anyone just a harmless dog*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“During the Cold War, the Soviet Union and the United States didn't trust each other”* and *“The Secret Service agents were suspicious of the fluffy little white dog. Was she a spy, too? The Russian dog didn't have fleas. But did she have other bugs? Pushinka was checked for secret microphones and spying devices. She passed the test with flying colors”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?

Use **two** details from the article to support your response.

The main idea of the first four paragraphs in “Excerpt from *Wackiest White House Pets*” is about the president John F. Kennedy receiving a dog from the Soviet Premier and how they were suspicious about it. In paragraph 2, it states, in quote “So when the president’s daughter Caroline received a little dog from Soviet Premier Nikita Khrushchev everyone was suspicious.” In paragraph 3 it states “Pushinka was checked for secret microphones or spying devices. She passed the test with flying colors.”

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4 (*about the president John F. Kennedy receiving a dog from the Soviet Premier, and how they were suspicious about it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“So when the president’s daughter, Caroline, received a little dog from Soviet Premier Nikita Khrushchev, everyone was suspicious” and “Pushinka was checked for secret microphones or spying devices. She passed the test with flying colors.”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4? Use **two** details from the article to support your response.

The paragraphs one through four tell us about John F. Kennedy's dog named Pushinka. Para 3 states "Pushinka was checked for secret microphones and spying devices. She passed the test with flying colors." The president suspected she was a spy because the dog was from Russia.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4 (*John F. Kennedy's dog named Pushinka [...] The president suspected she was a spy because the dog was from Russia*); however, the response only provides one concrete detail from the text for support (“*Pushinka was checked for secret microphones and spying devices. She passed the test with flying colors.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?

Use **two** details from the article to support your response.

The main idea is about the cold war and how there were famous people in it. I know this because the text says "John F. Kennedy was the youngest man ever elected president. The popular president and his stylish wife, Jackie, captivated the nation. During Kennedy's brief time in office he launched the space race. He also founded the Peace Corps to aid developing countries. Americans were fighting for their civil rights at home while the Cold War continued abroad." This supports my claim because it shows that the cold war kept on going and that there were famous people in the cold war. Finally the text says "During the Cold War, the Soviet Union and the United States didn't trust each other. The United States suspected everything that came from the Communist Soviet Union. Spies were everywhere. So when the president's daughter, Caroline, received a little dog from Soviet Premier Nikita Khrushchev, everyone was suspicious." This supports my claim because it shows that the cold war went on for a very long time and famous people just kept joining. That is why I think the main idea is about the cold war and how there were famous people in it.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*John F. Kennedy was the youngest man ever elected president. The popular president and his stylish wife, Jackie, captivated the nation. During Kennedy's brief time in office he launched the space race. He also founded the Peace Corps to aid developing countries. Americans were fighting for their civil rights at home while the Cold War continued abroad.*” and “*During the Cold War, the Soviet Union and the United States didn't trust each other. The United States suspected everything that came from the Communist Soviet Union. Spies were everywhere. So when the president's daughter, Caroline, received a little dog from Soviet Premier Nikita Khrushchev, everyone was suspicious.*”); however, the response does not provide a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4? Use **two** details from the article to support your response.

How white house pets got to their  
presidential owners

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Wackiest White House Pets*,” what a main idea is of paragraphs 1 through 4 (*How white house pets got to their presidential owners*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4?

Use **two** details from the article to support your response.

The main ideas of the paragraphs 1 through 4 is John F. Kennedy found two white russian dogs who were then made pets.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*The main ideas of the paragraphs 1 through 4 is John F. Kennedy found two white russian dogs who were then made pets*).

# GUIDE PAPER 8

Additional

36

In “Excerpt from *Wackiest White House Pets*,” what is a main idea of paragraphs 1 through 4? Use **two** details from the article to support your response.

The main idea of paragraphs 1 through 4 is if you find something that does not belong to you then just leave it alone

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The main idea of paragraphs 1 through 4 is if you find something that does not belong to you then just leave it alone*).

## EXEMPLARY RESPONSE

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The author uses the title “Best Swimmer” to refer to both President Reagan and the goldfish he received as a gift. According to the author, President Reagan was a powerful swimmer when he was younger and worked as a lifeguard. He saved dozens of people’s lives. The goldfish, also a powerful swimmer, was honored with a bowl bearing the presidential seal.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

The author of “Excerpt from Wackiest White House Pets” title the second section of the article “Best Swimmer” because it’s all about the First Fish and swimming. One detail is “Like the First Fish, the president was a powerful swimmer.” This tells me that the First Fish and president Ronald Reagan were great swimmers. Also in the text is “As a young man, Reagan worked as a lifeguard during summer vacations on the Rock River in Illinois. He put a notch in a log every time he saved a person from drowning. In seven summers as a lifeguard, he made seventy-seven notches.” This tells me that Ronald Regan was a lifeguard so he had to be a great swimmer. Overall, the author of “Excerpt from Wackiest White House Pets” title the second section of the article “Best Swimmer” because it’s all about the First Fish and swimming.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer” (*because it’s all about the First Fish and swimming*). The response provides evidence of analysis (*This tells me that Ronald Regan was a lifeguard so he had to be a great swimmer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Like the First Fish, the president was a powerful swimmer.*” and “*As a young man, Reagan worked as a lifeguard during summer vacations on the Rock River in Illinois. He put a notch in a log every time he saved a person from drowning. In seven summers as a lifeguard, he made seventy-seven notches.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

The Author titled Section 2 “Best Swimmer.”

Section 2 was titled “Best Swimmer” because it was talking about Ronald Reagan’s pet fish.

In paragraph 8 it says “A 10 year old boy had sent the president a goldfish in a plastic bag filled with water!” This says how Reagan got the fish.

In paragraph 9 it says “The tiny White House resident was given a place of honor in a tank bearing the presidential seal. This says that one tiny goldfish meant a lot to President Reagan.

In conclusion, this is why it was titled “Best Swimmer.”

DO NOT WRITE BEYOND THIS LINE

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer” (*because it was talking about Ronald Reagan’s pet fish*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*A 10 year old boy had sent the president a goldfish in a plastic bag filled with water!*” and “*The tiny White House resident was given a place of honor in a tank bearing the presidential seal*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

He names that second section best swimmer because of the fish and Reagan. for example, paragraph 19 states “It didn’t take the fish long to get the swim of things.” Also Paragraph 10 states like the first fish, the president was a powerful swimmer! This shows me why they named the second section best swimmer.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer” (*because of the fish and Reagan*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*It didn’t take the fish long to get the swim of things.*” and *Like the First Fish, the president was a powerful swimmer.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

This was titled “best swimmer” because one of our past presidents had a pet fish! This was the first “first pet” to be a fish in the presidents white house.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer” (*because one of our past presidents had a pet fish*); however, the response only provides one relevant detail from the text for support (*This was the first “first pet” to be a fish in the presidents white house*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

In Excerpt from Wackiest White House Pets, there is a sub heading “Best Swimmer”. It is titled this because Ronald Regan received a fish from a 10 year old as a pet. And Ronald Regan used to swim as a child.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*Ronald Regan received a fish from a 10 year old as a pet* and *Ronald Regan used to swim as a child*); however, the response does not provide a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

The author writes it to show how living in the white house is like living in a fish tank.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*living in the white house is like living in a fish tank*). The response does not provide a valid inference from the text to explain why the author of “Excerpt from *Wackiest White House Pets*” titles the second section of the article “Best Swimmer.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

They used this title because Ronald Reagan was a fishing man and the dog got famous for knowing how to swim.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*They used this title because Ronald Reagan was a fishing man and the dog got famous for knowing how to swim*).

## GUIDE PAPER 8

Additional

37

Why does the author of “Excerpt from *Wackiest White House Pets*” title the second section of the article “Best Swimmer”? Use **two** details from the article to support your response.

so he cood inspire more and have people have fathe in ther self

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*so he cood inspire more and have people have fathe in ther self*).

## EXEMPLARY RESPONSE

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

According to the article, the late twentieth century was a “glorious time for White House pets” because presidential pets became more celebrated. For example, President Bush’s dog Millie was voted the “‘Ugliest Dog’ in the Capital” by a popular magazine, and her subsequent “dogobiography,” detailing her time in the White House, earned a great deal of money that was donated to charity. Another example of a celebrated White House pet was President Reagan’s goldfish, who “was given a place of honor in a tank bearing the presidential seal.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The late twentieth century was a "glorious time for White House pets" because pets had there share in white house fame. I know this because the text says "President Bush's springer spaniel, Millie, was voted "Ugliest Dog" in the Capital by Washingtonian magazine. Millie wasn't going to let sleeping dogs lie. She put paw to paper and set the story straight about her life in the White House". This shows that the late twentieth century was a "glorious time for White House pets" because pets had there share in white house fame because if you get put in a magazine you are famous because a lot of people look at magazines so they would see the dog. The text also says "The president was grateful to Millie. The published pooch had given practically all of her first year's royalties (almost \$900,000)". This shows that the late twentieth century was a "glorious time for White House pets" because pets had there share in white house fame because you usually get a lot of mony if you are foamous and this dog got 900,000 dollars of it.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12) (*because pets had there share in white house fame*). The response provides evidence of analysis (*if you get put in a magazine you are famous and you usually get a lot of mony if you are foamous*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“President Bush’s springer spaniel, Millie, was voted “Ugliest Dog” in the Capital by Washingtonian magazine. Millie wasn’t going to let sleeping dogs lie. She put paw to paper and set the story straight about her life in the White House” and “The president was grateful to Millie. The published pooch had given practically all of her first year’s royalties (almost \$900,000)”*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The late twentieth century was a "glorious time for White House Pets" because all of the pets helped in bad situations. I know this because the story says that Pushinka helped during the Cold War and the Fisrt Fish made Reagan feel better after an assassination attempt.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12) (*because all of the pets helped in bad situations*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Pushinka helped during the Cold War and the Fisrt Fish made Reagan feel better after an assassination attempt*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The late twentieth century was a glorious time for White House pets because a lot of things have changed. Since Milly wrote a dogobiography it drags attention to the White House. In the text it says "President Bush's springer spaniel, Millie, was voted "Ugliest Dog" in the Capital by Washingtonian magazine. Millie wasn't going to let sleeping dogs lie. She put paw to paper and set the story straight about her life in the White House.

Millie dictated 141 pages of her best-selling “dogobiography” to former First Lady Barbara Bush.” That means that even though she is ugly she wrote a story that got attention. Davis also writes, “The president was grateful to Millie. The published pooch had given practically all of her first year’s royalties (almost \$900,000) to the First Lady’s favorite charity—the Barbara Bush Foundation for Family Literacy. Still, President Bush was a little jealous that the media hound got so much attention.” That quote means Milly wrote a dogobiography that helps people and gives her a lot of attention.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12) (*Milly wrote a dogobiography that helps people and gives her a lot of attention*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*She put paw to paper and set the story straight about her life in the White House. Millie dictated 141 pages of her best-selling “dogobiography” to former First Lady Barbara Bush.*] and [*The president was grateful to Millie. The published pooch had given practically all of her first year’s royalties (almost \$900,000) to the First Lady’s favorite charity—the Barbara Bush Foundation for Family Literacy. Still, President Bush was a little jealous that the media hound got so much attention.*]). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The late twentieth century was a “glorious time for White House pets” because dogs that were in the white house would get things that normal pets would not get, in the story it said that a tiny goldfish was given a place of honor in a tank bearing the presidential seal. also, someone wrote a book about President Bush's springer spaniel. in the story it said that Millie dictated 141 pages of her best-selling “dogobiography” to former First Lady Barbara Bush. In it, the famous First Dog recalls her heavy White House schedule. She also describes sitting in on morning briefings, chasing squirrels, and playing in the White House flower beds. Not one to let fame go to her head, she didn't neglect her duties as First Dog. She also mothered six puppies while in office.

The president was grateful to Millie. The published pooch had given practically all of her first year's royalties (almost \$900,000) to the First Lady's favorite charity—the Barbara Bush Foundation for Family Literacy. Still, President Bush was a little jealous that the media hound got so much attention.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12) (*because dogs that were in the white house would get things that normal pets would not get*); however, the response only provides one relevant detail from the text for support (*someone wrote a book about President Bush's springer spaniel*). This response includes complete sentences where errors do not impact readability. The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

## GUIDE PAPER 5

Additional

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

It was a glorious time  
because all the White House  
pets became celebrities. and  
it made presidents richer

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12) (*Because all the White House Pets Became CeleBrity's*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The twentieth century was a glorious time because of Millie. For example, she curated her own book. Also she wrote a dogobiography. This shows me why that was such a glorious time for white house pets.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*She wrote a dogobiography*). The response does not provide a valid inference from the text to explain, according to “Excerpt from *Wackiest White House Pets*,” why the late twentieth century was a “glorious time for White House pets” (paragraph 12). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

The late twentieth century a “glorious time for White House pets” because there had been many changes. The text supports my claim by saying, “There had been many dramatic changes since our first president was in office.” this shows that there had been many changes. The text also says, “During Bush’s term, Americans saw the collapse of Soviet Communism.” this shows that life must have been better for the people now that Soviet was collapsing. This is why The late twentieth century a “glorious time for White House pets”.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*The late twentieth century a “glorious time for White House pets” because there had been many changes. The text supports my claim by saying, “There had been many dramatic changes since our first president was in office.” this shows that there had been many changes. The text also says, “During Bush’s term, Americans saw the collapse of Soviet Communism.” this shows that life must have been better for the people now that Soviet was collapsing. This is why The late twentieth century a “glorious time for White House pets”*).).

## GUIDE PAPER 8

Additional

38

According to “Excerpt from *Wackiest White House Pets*,” why was the late twentieth century a “glorious time for White House pets” (paragraph 12)? Use **two** details from the article to support your response.

It was a perfect time because it was  
the 200<sup>th</sup> presidency. Also, because it was  
after all the fighting was stoped and  
you could have time to play with a pet.  
That is why the tweieth century  
was a glorious time for white house pets.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It was a perfect time because it was the 200<sup>th</sup> presidency. Also, because it was after all the fighting was stoped and you could have time to play with a pet. That is why the tweieth century was a glorious time for white house pets*).

## EXEMPLARY RESPONSE

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from Bloomability,” paragraphs 15 through 17 show that Guthrie’s personality has a positive impact on people in the story. The narrator personally likes Guthrie because he is “different” and “interesting,” and that “Guthrie was complete Guthrie through and through.” Everyone else liked Guthrie “because when you were around him, you were happy, and you felt as if you could do anything he could do.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

Paragraphs 15 through 17 show that Guthrie had a distinct personality, and one of his most prominent traits was that he had a cheerful spirit, never afraid to have some fun. According to the text, Guthrie would often jump into a pool, shouting something funny or amusing. The text states, “He’d dive into the pool and shout, ‘Fantastico!',” In addition, many people enjoyed his company because he could easily put a smile on your face. The text states, “People liked being around him because when you were around him, you were happy, and you felt as if you could do anything he could do.”

### Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character (*he had a cheerful spirit and never afraid to have some fun*). The response provides evidence of analysis (*Guthrie would often jump into a pool, shouting something funny or amusing and many people enjoyed his company because he could easily put a smile on your face*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He’d dive into the pool and shout, ‘Fantastico!',*” and “*People liked being around him because when you were around him, you were happy, and felt as if you could do anything he could do.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

In paragraphs 15-17 show that Guthrie's character was different from all the other people. In paragraph 16 it states "Guthrie was like no one else." Also in paragrph 15 it states "Guthrie was different and he was interesting."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character (*Guthrie’s character was different from all the other people*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Guthrie was like no one else.*” and “*Guthrie was different and he was interesting.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

In the excerpt from "Bloomability" paragraphs 15 through 17 show that Guthrie character is a person who make others feel like they could do anything he did.(Cofortable) For example in paragraph 17 it sates that "People liked being around him because when you were around him,you were happy, and you felt as if you could do anything he could do. Another detail in the story is in paragraph 16 he yells I am free.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character [*Guthrie character is a person who makes others feel like they could do anything he did. (Cofortable)*]. The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*People liked being around him because when you were around him,you were happy, and you felt as if you could do anything he could do and he yells I am free*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

Paragraphs 15 through 17 show that Gurthrie is very energetic on paragraph 17 it says "Gurthrie dives into the pool and shout "Fantastico!"

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character (*Gurthrie is very energetic*); however, the response only provides one concrete detail from the text for support (*“Gurthrie dives into the pool and shout “Fantastico!”*). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

Paragraphs from 15 through 17 show about gurtheies charactor by how in the text it said he would just out of know ware he would scream " Sone libero!" and one thing from the text is how people feel happy around Guthrie.

## Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*just out of know ware he would scream “Sone libero!” and people feel happy around Guthrie*); however, the response does not provide a valid inference from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

In “Excerpt from *Bloomability*,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

*In trying and like nobody else'*

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*Like nobody else*”). The response does not provide a valid inference from the text to explain, in “Excerpt from *Bloomability*,” what paragraphs 15 through 17 show about Guthrie’s character. This response includes an incomplete sentence.

## GUIDE PAPER 7

39

In “Excerpt from Bloomability,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

Guthrie character is very selfish and wants the attention because according to paragraph one Guthrie would talk all the time and would never listen to Lila. Also she is trying to teach Lila that it is unfair when she complains to the girl in the story and the girl in the story doesn't get a say about her complaining about Guthrie and when Guthrie talks to Lila, Lila doesn't get to talk.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*Guthrie character is very selfish and wants the attention because according to paragraph one Guthrie would talk all the time and would never listen to Lila. Also she is trying to teach Lila that it is unfair when she complains to the girl in the story and the girl in the story doesn't get a say about her complaining about Guthrie and when Guthrie talks to Lila, Lila doesn't get to talk*).

## GUIDE PAPER 8

Additional

39

In “Excerpt from Bloomability,” what do paragraphs 15 through 17 show about Guthrie’s character? Use **two** details from the story to support your response.

It shows tha Guthrie's  
likes to blend in with every  
body eles and and she  
doesn't like being teazes or  
laguh at

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It shows tha Guthrie's likes to blend in with every body eles and and she doesn't like being teazes or laguh at*).

## EXEMPLARY RESPONSE

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The phrase “wound up like a tiger ready to pounce” shows that Judy Thomas is eager to prove her superiority in spelling to her teacher and classmates. Judy’s eagerness causes her to press “her pencil so hard against the paper that the lead nearly breaks,” and once Mrs. Kirk announces the word, she will “spell it as fast as she can in her perfect handwriting, and then look around to make sure she’s the first to finish.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

I think that this phrase suggests that Judy Thomas is ready and prepared for her spelling test. One detail is how she is anxious to write another word. In paragraph 8, it says “she presses her pencil so hard on the paper, the lead nearly breaks”. Another detail is how Judy also thinks its a race. In paragraph 8, it says “Judy will spell it as fast as she can in her perfect - handwriting” showing that she tries to beat everyone.

### Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas (*Judy Thomas is ready and prepared for her spelling test; she is anxious to write another word; Judy also thinks its a race; she tries to beat everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“she presses her pencil so hard on the paper, the lead nearly breaks” and “*Judy will spell it as fast as she can in her perfect handwriting*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

The phrase "wound up like a tiger ready to pounce" suggests that Judy Thomas is someone who wants to be the best at everything and wants people to know that she is the best at everything.

I know this because in paragraph #8 it says " When Mrs. Kirk says the next word, Judy will spell it as fast as she can in her perfect handwriting, and then look around to make sure she is the first to finish". In paragraph #8 it also says " She (Judy) presses her pencil so hard against the paper the lead nearly breaks".

This shows that Judy is probably a star student, she gets everything correct. Judy wants everyone especially the teacher know that she can not only spell but that she is better than everyone else. The phrase "wound up like a tiger ready to pounce" suggests that Judy Thomas is ready to show people she is better than them right when the teacher calls the word.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas (*Judy Thomas is ready to show people she is better than them right when the teacher calls the word*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [“*When Mrs. Kirk says the next word, Judy will spell it as fast as she can in her perfect handwriting, and then look around to make sure she is the first to finish*” and “*She (Judy) presses her pencil so hard against the paper the lead nearly breaks*”]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

Judy Thomas wanted to be done writing before everyone. I know this because in paragraph 8 it says' judywill spell it as fast as she can in her perfect handwritting. It also says' and then look around to make sure she's the firts to finish.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas (*Judy Thomas wanted to be done writing before everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ('*judywill spell it as fast as she can in her perfect handwritting* and '*and then look around to make sure she's the firts to finish*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

Wound up like a tiger means that she was ready to spell it and one thing from the text is that she was always ready and another thing was Judy writes it as fast as she can.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas (*she was ready to spell it*); however, the response only provides one concrete detail from the text for support (*Judy writes it as fast as she can*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 5

Additional

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

The phrase "wound up like a tiger ready to pounce" means that Judy wants to finish the test fast.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas (*Judy wants to finish the test fast*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

Judy Thomas wound up like  
a tiger to pounce on the next  
spelling word. She presses her pencil  
so hard against the paper  
the lead nearly breaks. Another  
detail is that Judy will spell it as  
fast as she can in her perfect  
hand writing

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Judy Thomas wound up like a tiger to pounce on the next spelling word. She presses her pencil so hard against the paper the lead nearly breaks and Judy will spell it as fast as she can in her perfect hand writing*); however, the response does not provide a valid inference from the text to explain what the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggests about Judy Thomas. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

The phrase “wound up like a tiger ready to pounce” suggests that Judy Thomas is ready to say the next word. Also it means he is going to pounce it so good and so amazingly. According to the text “she presses down on her pencil”. Also the text states “I know what’s going on behind me. This tells me what the phase suggest about Judy Thomas.”

DO NOT WRITE BEYOND

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*The phrase “wound up like a tiger ready to pounce” suggests that Judy Thomas is ready to say the next word. Also it means he is going to pounce it so good and so amazingly. According to the text “she presses down on her pencil”. Also the text states “I know what’s going on behind me. This tells me what the phase suggest about Judy Thomas”*).

## GUIDE PAPER 8

Additional

40

What does the phrase “wound up like a tiger ready to pounce” (paragraph 8) suggest about Judy Thomas? Use **two** details from the story to support your response.

*It suggests that judy is quick and playful and fast like a tiger. Also he was acting like a tiger an he wanted to play and "wound up like a tiger" means like he was acting crazy and he was ready to attack what ever he was going to go after. Lastly, these are what the phrase suggest about judy.*

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It suggests that judy is quick and playful and fast like a tiger. Also he was acting like a tiger an he wanted to play and "wound up like a tiger" means like he was acting crazy and he was ready to attack what ever he was going to go after. Lastly, these are what the phrase suggest about judy*).

## EXEMPLARY RESPONSE

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from Cicada Summer,” paragraphs 9 and 18 contribute to the story because they show how the narrator, Lily, thinks others view her. Lily thinks her teacher, Mrs. Kirk, considers her a ‘lost cause.’ The text states, “In the back row, where the hopeless cases sit—where there’s a desk with my name on it...” Lily also thinks her classmates do not hold her in high regard. The text states, “Bobby Bowes gets up from his desk and walks right in front of me... He doesn’t say, “Move, Lily,” or anything. He doesn’t even notice me standing there.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

Paragraphs 9 to 18 contribute to the story by showing that not many people care about Lily. For example, Lily says, “In the back row, where the hopeless cases sit—where there’s a desk with my name on it—....” This shows that Lily is considered a “hopeless case.” Another example is that when Bobby went to get rid of the cicada, he did not even notice Lily. This proves that Lily did not affect other people.

### Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain, in “Excerpt from *Cicada Summer*,” how paragraphs 9 and 18 contribute to the story (*by showing that not many people care about Lily and that Lily did not affect other people*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*In the back row, where the hopeless cases sit—where there’s a desk with my name on it—....*” and *when Bobby went to get rid of the cicada, he did not even notice Lily*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

41

In "Excerpt from *Cicada Summer*," how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

In "Excerpt from Cicada Summer" paragraphs 9 and 18 contribute to the story by foreshadowing that she thinks she's worthless and invisible. For example in paragraph 9 it states "In the back row where the hopeless cases sit...". Also in paragraph 18 it states "He tosses the insect outside, closes the window screen, and sits down without a word. He doesn't say, "Move, Lily," or anything He doesn't even notice me standing there". Showing, foreshadowing the end of the story.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Cicada Summer*," how paragraphs 9 and 18 contribute to the story (*by foreshadowing that she thinks she's worthless*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("In the back row where the hopeless cases sit..." and "He tosses the insect outside, closes the window screen, and sits down without a word. He doesn't say, "Move, Lily," or anything He doesn't even notice me standing there"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

They contribute to the story by they both expliane the title. One reason i know this is paragraph 9 talks about the teacher is so hot and tired that she dosnt even care that one of the kids is copying. Another reason i know this is because in paragraph 18 it talks about the cidaca and how they had to take it outside.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Cicada Summer*,” how paragraphs 9 and 18 contribute to the story (*they both expliane the title*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the teacher is so hot and tired that she dosnt even care that one of the kids is copying* and *the cidaca and how they had to take it outside*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

In “Excerpt from Cicada Summer,” paragraphs 9 and 18 contribute to the story because paragraphs 9 and 18 both talk about what part of the story is like. In paragraph 9 it says “Mrs. Kirk knows they’re doing it, but she’s too hot and too tired to care”. In paragraph 18 it also says “I could reach up and touch the cicada without trying, but Mrs. Kirk doesn’t ask me. Bobby Bowes gets up from his desk and walks right in front of me. He grabs the cicada in one hand and opens the window screen with the other. He tosses the insect outside, closes the window screen, and sits down again without a word. He doesn’t say, “Move, Lily,” or anything. He doesn’t even notice me standing there”.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Mrs. Kirk knows they’re doing it, but she’s too hot and too tired to care*” and “*I could reach up and touch the cicada without trying, but Mrs. Kirk doesn’t ask me. Bobby Bowes gets up from his desk and walks right in front of me. He grabs the cicada in one hand and opens the window screen with the other. He tosses the insect outside, closes the window screen, and sits down again without a word. He doesn’t say, “Move, Lily,” or anything. He doesn’t even notice me standing there*”); however, the response does not provide a valid inference from the text to explain, in “Excerpt from *Cicada Summer*,” how paragraphs 9 and 18 contribute to the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

I paragraph 9 the teacher does not care what the kids are do and in paragraph 18 the teacher does not care ether.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Cicada Summer*,” how paragraphs 9 and 18 contribute to the story (*I paragraph 9 the teacher does not care what the kids are do and in paragraph 18 the teacher does not care ether*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

she try to blend in and not stand out so nobody would notice.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*she try to blend in and not stand out so nobody would notice*). The response does not provide a valid inference from the text to explain, in “Excerpt from *Cicada Summer*,” how paragraphs 9 and 18 contribute to the story. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

it contributes because it was to hot for her to get up and say hey why are you cheating on the test. but then why do you ask this boy to go get the cicada and through it out the window.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*it contributes because it was to hot for her to get up and say hey why are you cheating on the test. but then why do you ask this boy to go get the cicada and through it out the window*).

## GUIDE PAPER 8

Additional

41

In “Excerpt from *Cicada Summer*,” how do paragraphs 9 and 18 contribute to the story? Use **two** details from the story to support your response.

Paragraph 9-18 contribute to the story because Rickys Grandma had a cicada in her hair. And Lily saw one.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*Paragraph 9-18 contribute to the story be cause Rickys Gradma had a cicada in her hair. And Lily saw one*).

## EXEMPLARY RESPONSE

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

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## Possible Exemplary Response:

The lens through which the narrator looks, or their point of view, affects the way a story is told. It is how the narrator makes it ‘their’ story. This is the case in “Excerpt from *Bloomability*” and “Excerpt from *Cicada Summer*. ” Both narrators tell their stories through how they view the world and what is happening around them; however, the narrators are also different characters entirely, so they differ in some ways when describing characters and events in their respective stories.

In “Excerpt from *Bloomability*,” the narrator’s point of view affects the way the story is told partly because of her inability to grow roots. Her family moves a lot, so establishing a self-identity and long-term friends is difficult for her. This is shown in the text when she reflects, “I’d always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead, and then moving on to a new town before I could figure out any of those things.” In each town she moves to, she is surrounded by people who seemed to have figured at least some of these things out, and she is both envious and admiring of them in a way; for example, Guthrie and Lila. The text states, “What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through.” This is in stark contrast to the narrator’s sister, who seems to want to blend in to each new town she moves to, believing this may give her the best chance at making friends or at least fitting in. These details demonstrate the conflict the narrator feels, and it leads to the narrator’s telling of the story being affected by her uncertainty.

In “Excerpt from *Cicada Summer*,” the narrator, Lily, affects the way the story is told partly because of indifference shown by her toward the rest of the characters in the story and also they to her. She is aware of what is going on around her, such as Judy Thomas eagerly awaiting the next spelling word in the front row or Rose Miner cheating off Tommy Burkette in the back row, but she doesn’t seem to much care. She is even apathetic about the cicada she spots indoors, “I’m so close, I could thump it off the shelf if I wanted. I could, but I don’t.” In turn, the other characters in the story are so indifferent to Lily that they don’t really acknowledge her presence. This is shown in the text when Mrs. Kirk asks Bobby Bowes to remove the cicada, even though Lily is standing right next to it. “I could reach up and touch the cicada without trying, but Mrs. Kirk doesn’t ask me. Bobby Bowes gets up from his desk and walks right in front of me... He doesn’t say, “Move, Lily,” or anything. He doesn’t even notice me standing there.” These details demonstrate how the indifference shown between the narrator and the other characters in the story affect both Lily and also how she tells the story.

The points of view in both stories share similarities and also have differences. A similarity is that both narrators are very observant. In “Excerpt from *Bloomability*,” the narrator’s descriptions of the other characters in the story demonstrate her strength in evaluating people, their personalities, and why (or why not) people like them. In “Excerpt from *Cicada Summer*,” Lily’s descriptions of what is happening in her classroom, though very matter-of-fact, paints a vivid picture for the reader. It allows the reader to easily place themselves in the classroom and be able to accurately see what Lily sees. A difference in the narrators’ points of view is that the narrator in “Excerpt from *Bloomability*” struggles with the implications of blending in versus being unique, while Lily from “Excerpt from *Cicada Summer*” knows that she wants to blend so far in that she becomes invisible. This difference affects the way their stories are told because the narrator in “Excerpt from *Bloomability*” spends much of her story pondering this question, while Lily spends her time describing the cicada on the shelf, her classmates, and what is happening around her.

In conclusion, the points of view of the narrators in “Excerpt from *Bloomability*” and “Excerpt from *Cicada Summer*” affect the way they tell their stories. Their points of view share similarities and also have differences that allow the reader to understand more about who the narrators are as characters and how it affects how they view their world.

**Possible Details to Include:**

- Other relevant text-based details

**Score Points:**

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The narrator's point of view effects the way the excerpts from "Bloomability" and "Cicada Summer" are told. For example, in "Bloomability" the narrator is very average but wishes to be different from everyone else. In "Cicada Summer" the narrator Lily is so average and quiet that no one notices her and she actually wants it to be that way. These points of view share some similarities and differences how they effect the story.

In "Bloomability" the point of view effects the way the story is told. The narrator starts out very average. Her sister gives her advice at the beginning to dress plain and be the same as everyone so that people don't think she's weird. The text states "Sometimes I wanted to be the same, because then I would have friends...but inside, deep inside my bubble, I also wanted to be different...I wanted to be interesting." Also it states "I felt like Miss Average". When she meets Lila and Guthrie she starts to think being different might be better for her. For example, the text states "What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through." So she begins to change from wanting to be the same to

## GUIDE PAPER 1b

being unique but she doesn't know how because she moves a lot. The narrator says, "I'd always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead, and then moving on to a new town before I could figure out any of those things." All this information shows how the narrator's point of view in "Bloomability" effects the way the story is told.

In addition, in "Cicada Summer" the narrator Lily's point of view effects the way the story is told. Lily also starts very average and she is also quiet. The text states "It's not my skin that makes me invisible. It's my silence. My silence and the trick I do with my eyes where I never look anybody in the face." This shows that Lily doesn't want to be different. Also, Lily sits in the back to not be noticed. The text states "In the back row, where the hopeless cases sit — where there's a desk with my name on it..." These quotes show Lily is shy and she doesn't want to stand out. She wants to become more and more invisible. All this information shows how Lily's point of view effects the way the story is told.

Both points of view in the stories share similarities. One reason why they are similar is that both narrators want to become different versions of themselves.

In "Cicada Summer" she works to blend in and become more and more invisible. "I don't want anybody to know anything about me." In "Bloomability" the narrator wants to find out who she is like Lila and Guthrie. "Lila and

## GUIDE PAPER 1c

Guthrie, though, seemed to already know who they were and they were already living their lives." Another way they are similar is that the narrators don't talk much. The stories are mainly what they are thinking and feeling. These show the similarities of the points of view in both stories. However, the points of view are different also. In "Cicada Summer" the narrator actually wants to be average and quiet. She's trying to be invisible. But in "Bloomability" the narrator wants to be different like her friends. Even though she says she doesn't stand out she secretly wants to. This is how the points of view are different.

In conclusion, the points of view in "Cicada Summer" and "Bloomability" effect the ways both stories are told. The narrator's points of view have some similarities but they also have differences. These effect how the stories are told and how the reader understands them.

# **GUIDE PAPER 1d**

## **Score Point 4 (out of 4 points)**

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*The narrator's point of view effects the way the excerpts from "Bloomability" and "Cicada Summer" are told [...] These points of view share some similarities and differences how they effect the story*). The response demonstrates insightful comprehension and analysis of the texts (*the narrator is very average but wishes to be different from everyone else; the narrator Lily is so average and quiet that no one notices her and she actually wants it to be that way; When she meets Lila and Guthrie she starts to think being different might be better for her; she begins to change from wanting to be the same to being unique but she doesn't know how because she moves a lot; This shows that Lily doesn't want to be different. Also, Lily sits in the back to not be noticed; These quotes show Lily is shy and she doesn't want to stand out. She wants to become more and more invisible; both narrators want to become different version of themselves; the narrator wants to find out who she is; the narrators don't talk much. The stories are mainly what they are thinking and feeling*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*Her sister gives her advice at the beginning to dress plain and be the same as everyone so that people don't think she's weird; "Sometimes I wanted to be the same, because then you'd have friends...but inside, deep inside my bubble, I also wanted to be different...I wanted to be interesting."; "I felt like Miss Average"; "What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through."; "I'd always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead, and then moving on to a new town before I could figure out any of those things."; "It's not my skin that makes me invisible. It's my silence. My silence and the trick I do with my eyes where I never look anybody in the face."; "In the back row, where the hopeless cases sit—where there's a desk with my name on it..."; "I don't want anybody to know anything about me."; "Lila and Guthrie, though, seemed to already know who they were and they were already living their lives.*). The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*For example, In, These, The text states, Also, So, All this, In addition, This shows, These quotes show, Both, One reason, Another way, But, Even though, This is how, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*wishes to be different, be that way, gives her advice, weird, better for her, unique, quiet, shy, stand out, more and more, different versions of themselves, secretly*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, the points of view in "Cicada Summer" and "Bloomability" effect the ways both stories are told. The narrator's points of view have some similarities but they also have differences. These effect how the stories are told and how the reader understands them*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

In both excerpts, there is a different narrator. The narrator in "Excerpt from *Bloomability*" and Lily in "Excerpt from *Cicada Summer*" have points of view that affect how they tell their story.

In "Excerpt from *Bloomability*," the narrator is trying to decide who she wants to be. I know this because the text states "Sometimes I wanted to be the same, because then you'd have friends, and you wouldn't be just the new kid." This shows that the narrator can't decide if she wants to be plain or to be who she wants to be. This affects how the narrator in "Excerpt from *Bloomability*" tells her story. In "Excerpt from *Cicada Summer*" Lily is lost and seems to not want to find herself. I know this because the text states "It's not my skin that makes me invisible. It's my silence." This shows that she decides to not be social because she wants to be alone. That's how Lily affects how "Excerpt from *Cicada Summer*" is told.

I think they are similar because they both went through a time when they were having trouble figuring out who they should be. In "Excerpt from *Bloomability*" the narrator could choose to be who she is or choose to be who she wants to be. I know this because the text states "I felt like Miss Average." The text also states "I also wanted to be different. I wanted to be interesting." This shows that she did not know what she should be. In "Excerpt from *Cicada Summer*" the text states "He doesn't even notice me standing there. He doesn't notice me because I'm invisible." This shows that Lily has resorted to not being social at all because she was lost and couldn't find herself. Both of these show that both of the narrators have had some trouble figuring out who they were. I think these girls are also different however. They are different because in "Excerpt from *Bloomability*" the text states "Here everybody was from different places, not just me. Most of the people were new, not just me." This shows that the narrator feels like she belongs because her new town is all new people. But in "Excerpt from *Cicada Summer*" Lily does not feel like she has her feet on the ground. Because of this she decided that she would be invisible, not looking anyone in the eye. I know this because in the text it states "I've been invisible for two years now." This shows that Lily was not feeling secure so she decided to "become invisible." They are different because one of them, not feeling like they had their feet on the ground, got to a place where she felt happy and like she belonged. But for another one, she became unsocial, thinking that would fix all her problems.

In conclusion, both of the narrators have felt like they did not know who they were. But what's different is that one of them fixed her problem, and the other one did not.

## GUIDE PAPER 2b

Additional

### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both excerpts, there is a different narrator. The narrator in "Excerpt from Bloomability" and Lily in "Excerpt from Cicada Summer" have points of view that affect how they tell their story*). The response demonstrates insightful comprehension and analysis of the texts (*the narrator is trying to decide who she wants to be; This shows that the narrator can't decide if she wants to be plain or to be who she wants to be; Lily is lost and seems to not want to find herself; This shows that she decides to not be social because she wants to be alone; they both went through a time when they were having trouble figuring out who they should be; This shows that the narrator feels like she belongs because her new town is all new people; Lily does not feel like she has her feet on the ground. Because of this, she decided that she would be invisible, not looking anyone in the eye; This shows the Lily was did not feel secure; one of them, not feeling like they had their feet on the ground, got to a place where she felt happy and like she belonged. But for another one, she became unsocial, thinking that would fix all her problems*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"Sometimes I wanted to be the same, because then you'd have friends, and you wouldn't be just the new kid"; "It's not my skin that makes me invisible. It's my silence."; "I felt like Miss Average."; "I also wanted to be different. I wanted to be interesting"; "He doesn't even notice me standing there. He doesn't notice me because I'm invisible."; "Here everybody was from different places, not just me. Most of the people were new, not just me."; "I've been invisible for two years now."*). The response exhibits clear organization. The response skillfully links ideas using grade-appropriate words and phrases (*In both excerpts, I know this because the text states, This shows, This affects, That's how, The text also states, Both, I think, however, But, In conclusion*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*decide who she wants to be, find herself, social, resorted, feet on the ground, feel secure, belonged, fixed her problem*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, both of the narrators have the felt like they did not know who they were. But what's different is that one of them fixed her problem, and the other one did not*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*narrator, their story, Excerpt, the narrator [...] tell, thin they are simialr, chose, fell, have the felt lik, punctuation*).

## GUIDE PAPER 3a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

In this response, I will tell you how the points of view affects the way the story is told in "Excerpt from Bloomability" and "Excerpt from Cicada Summer", show how they are similar, and show how they are different.

In this paragraph, I will explain how the point of view impacts the way the story is told in the "Excerpt from Bloomability". In "Excerpt from Bloomability" the main character does not find themselves unique, they look normal, says they want to be normal and not different, but deep down wants to be unique. According to the text, "I felt like Miss Avergae. I was neither tall nor short, neither cubby nor slim." Also, the text states, "Sometimes I wanted to be the same, because then you'd have friends, and you wouldn't just be the new kid, but inside, deep inside my bubble, I also wanted to be different."

Then, later on in the story she was talking about Guthrie and Lila and how they sorted out their lives, it seems as if she wanted to be like them or was jealous. According to the text, "Guthrie was different and he was interesting, and so was Lila. What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through." All in all this is how the point of view of "Excerpt from Bloomability" impacts how the story was told.

In this paragraph, I will tell you how the point of view in "Excerpt from Cicada Summer" impacts the way the story is told. The main character, Lily, is in sixth grade, taking a spelling test. She does not seem very happy because she says, "This week's words are adjectives, but Mrs. Kirk picked the wrong ones. She should've chosen words like sweaty or noisy or stifling. Stifling would be a good word today." She also does not seem happy because people in the classroom are ignoring her. According to the text, "I could reach up and touch the cicada without trying, but Mrs. Kirk doesn't ask me. Bobby Bowes gets up from his desk and walks right in front of me. He grabs the cicada in one hand and opens the window screen with the other. He tosses the insect outside, closes the window screen, and sits down again without a word. He doesn't say, "Move, Lily," or anything. He doesn't even notice me standing there."

## GUIDE PAPER 3b

In “Excerpt from Bloomability” and “Excerpt from Cicada Summer” the point of view of the main characters are similar because their both unhappy. In “Excerpt from Bloomability” the main character is unhappy because she is normal but wants to be more like Lila and Guthrie. In “excerpt from Cicada Summer” Lily is not happy because it seems like she does not want to be there taking a test. She is also being ignored by everyone.

The point of views are different because the main character in “Excerpt from Bloomability” wants to fix it and Lily in “Excerpt from Cicada Summer” doesn’t. Lily just stays in the way things are but the other main character wants to change and probaly will.

In this essay I showed how the points of view affected how the story is told in “excerpt from Bloomability” and “Excerpt from Cicada Summer.” I also showed how the points of view of the main characters are similar and different.

### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In this response, I will tell you how the points of view affects the way the story is told in “Excerpt from Bloomability” and “Excerpt from Cicada Summer”, show how they are similar, and show how they are different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*the main character does not find themself unique, they look normal, says they want to be normal and not different, but deep down wants to be unique; she wanted to be like them or was jealous; She also does not seem happy because people in the classroom are ignoring her; their both unhappy; Lily just stays in the way things are but the other main character wants to change and probaly will*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*“I felt like Miss Avergae. I was neither tall nor short, neither cubby nor slim.”; “Sometimes I wanted to be the same, because then you’d have friends, and you wouldn’t just be the new kid, but inside, deep inside my bubble, I also wanted to be different.”; “Guthrie was different and he was interesting, and so was Lila. What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through.”; “This week’s words are adjectives, but Mrs. Kirk picked the wrong ones. She should’ve chosen words like sweaty or noisy or stifling. Stifling would be a good word today.”; “I could reach up and touch the cicada without trying, but Mrs. Kirk doesn’t ask me. Bobby Bowes gets up from his desk and walks right in front of me. He grabs the cicada in one hand and opens the window screen with the other. He tosses the insect outside, closes the window screen, and sits down again without a word. He doesn’t say, “Move, Lily,” or anything. He doesn’t even notice me standing there.”*). The response exhibits clear, purposeful organization. The response links ideas using grade-appropriate words and phrases (*In this response, According to the text, Also, Then, All in all, In this paragraph, In this essay I showed*). The response uses grade-appropriate precise language and domain-specific vocabulary (*unique, sorted out their lives, jealous, ignoring, unhappy, the way things are*). The response provides a concluding statement that follows clearly from the topic and information presented (*In this essay I showed how the points of view affected how the story is told in “Excerpt from Bloomability” and “Excerpt from Cicada Summer.” I also showed how the points of view of the main characters are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*points of view affects, in the “Excerpt, the main character does not find themself, cubby, stroy, Sumer, point of view [...] are, their both unhappy, point of views, probaly*).

## GUIDE PAPER 4a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The way the narrator is, meaning the point of view affects how the story is told. But in the two stories the narrators have similar and different views. These points of view are similar because they show how both narrators are shy, and invisible to other people. On the other hand, they are different because one doesn't know what she wants, and the other does.

In "Excerpt from Bloomability" this narrator is shy and invisible to other people because "I felt like Miss Average." This shows how much she felt left out and she also felt not as unique as the others in the story. She didn't know if she really wanted to stand out. In "Excerpt from Cicada Summer" this narrator is shy and invisible to other people because "You can tell everything about a person by looking in their eyes. I don't want anybody to know anything about me, so I look away." In this detail, she doesn't show her eyes, she is mostly invisible to other people because she is showing she is shy, and she doesn't want anyone to judge her so she just doesn't show her eyes.

The points of view are similar because they both show who the person is. In "Excerpt from Cicada Summer" she doesn't want to stand out too much so they just hide their eyes, or their real self and live with fitting in like that. It might be a little weird but to them it helps them to get through the day by not letting people know anything about them. Furthermore, in "Excerpt from Bloomability" she doesn't stand out but wants to like her friends in the story. To prove this she thinks "Guthrie was different and he was interesting, and so was Lila." On the other hand, the points of view are different because in "Excerpt from Bloomability" the narrator is conflicted because she wants to be average but she also wants to be unique and stand out. In "Excerpt from Cicada Summer" the narrator knows she wants to keep being shy and invisible. She doesn't want people to notice her because the text says "It's my silence. My silence and the trick I do with my eyes where I never look anybody in the face." This shows she is trying to be invisible.

In concluding, the points of view in both stories show the way the narrator is affected how the story is told.

## **GUIDE PAPER 4b**

### **Score Point 3 (out of 4 points)**

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*The way the narrator is, meaning the point of view affects how the story is told. But in the two stories the narrators have similar and different views*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*they show how both narrators are shy, and invisible to other people; one doesn't know what she wants, and the other does; this shows how much she felt left out and she also felt not as unique as the others in the story. She didn't know if she really wanted to stand out; she is showing she is shy, and she doesn't want anyone to judge her so she just doesn't show her eyes; she doesn't want to stand out too much so they just hide their eyes, or their real self and lives with fitting in like that. It might be a little weird but to them it helps them to get through the day by not letting people know anything about them*). The response develops the topic with relevant details from the texts, with some lack of variety (“*I felt like Miss Average.*”; “*You can tell everything about a person by looking in their eyes. I don't want anybody to know anything about me, so I look away.*”; “*Guthrie was different and he was interesting, and so was Lila.*”; “*It's my silence. My silence and the trick I do with my eyes where I never look anybody in the face.*”). The response exhibits clear organization. The response skillfully links ideas using grade-appropriate words and phrases (*meaning, But, These, On the other hand, this shows, because, In this detail, so, Furthermore, To prove this, the text says, In concluding*). The response uses grade-appropriate precise language and domain-specific vocabulary (*left out, unique, shy, judge, show who the person is, fitting in, weird, get through the day*). The response provides a concluding statement that follows from the topic and information presented (*In concluding, the points of view in both stories show the way the narrator is affects how the story is told*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 5a

Additional

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

"Excerpt from Bloomability" and "Excerpt from Cicada Summer" both have a similar point of views but different views too. In "Excerpt from Bloomability" and "Excerpt from Cicada Summer" both narrator's consider themselves as the quiet type. I say this because, in "Excerpt from Bloomability" paragraph 21 "On my report cards, teachers usually wrote things like Coming Along and Satisfactory work and Very observant and Ought to speak up more." And "Excerpt From Cicada Summer" paragraph 20 "Most people would say that's a lie. They'd say I'm not invisible because they can see me as plain as day. Most people are wrong. It's not my skin that makes me invisible. It's my silence." They are different because in "Excerpt from Bloomability" the narrator considers herself average but in "Excerpt from Cicada summer" the

narrator doesn't consider herself normal or average.

In "Excerpt from Cicada Summer" and "Excerpt from Bloomability" the point of view does affect the story. For example, if the story was told in third person the narrator would be referred to as she or their name. Or if the point of view had multiple views in "Excerpt from Bloomability" it might show Lila and Guthrie's point of view. And for "Excerpt from Cicada Summer" it might show the point of view of Judy Thomas and Bobby Bowes.

Both stories have similar and different view points. And are very alike. These stories were very interesting stories and would be affected if point of views changed.

**Score Point 3 (out of 4 points)**

This response clearly introduces the topic in a manner that follows from the task and purpose (“*Excerpt from Bloomability*” and “*Excerpt from Cicada Summer*” both have a similar point of views but different views too). The response demonstrates grade-appropriate comprehension and analysis of the texts (both narrator’s consider themselves as the quiet type; the narrator consider herself average; if the story was told in third person the narrator would be referred to as she or their name; it might show Lila and Guthrie’s point of view [...] it might show the point of view of Judy Thomas and Bobby Bowes). The response partially develops the topic of the essay with the use of some textual evidence, with inconsistency (“On my report cards, teachers usually wrote things like coming Along and satisfactory work and Very observant and Ought to speak up more.” and “Most people would say that’s a lie. They’d say I’m not invisible because they can see me as plain as day. Most people are wrong. It’s not my skin that makes me invisible. It’s my silence”). The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (both, I say this because, And, but, In, for Example, Or, These stories). The response uses grade-appropriate precise language and domain-specific vocabulary (consider themselves as the quiet type, referred to as, interesting). The response provides a concluding statement that follows generally from the topic and information presented (Both stories have similar and different view points. And are very alike. These stories were very interesting stories and would be affected if point of views changed). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (a similar point of views, both narrator’s, multipul, view points, punctuation, fragment).

## GUIDE PAPER 6a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

In "Excerpt from Bloomability", the narrator's point of view affects how the story is told. If it were Guthrie telling the story, it would be like, "Sono libero! Libero, libero, liberoooooo!" and "Fantastico!". If it was Lila, then it would just be a whole lot of talking and complaining., like what it said in the text: "When I was with Lila, she talked-or complained-and I listened." But no, it was the narrator telling the story. They tell it in a way that gives more detail because they show what the narrator thinks, the text says: "What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through.". The narrator thinks this, she isn't saying it to them.

In "Excerpt from Cicada Summer", the narrator's point of view affects how the story is told. If it were the teacher telling the story, it would just be doing regular school stuff and talking about how annoying the "cicada that got my grandma" story is, like when it says this in the text: "Mrs. Kirk sighs the same way she has about ninety-nine times since the cicadas showed up and Ricky started telling his story. "Thank you, Ricky," she says." If it were Judy, then it would be her stating facts like a know-it-all and rambling on about how she's the "best" and all, as it says here: "When Mrs. Kirk says the next word, Judy will spell it as fast as she can in her perfect handwriting, and then look around to make sure she's the first to finish. Of course she will be. She always is." But the narrator is telling the story. They tell it because they were the one who saw the cicada in the first place, as the text states: "Then I see the cicada on the bookshelf next to me. It stares at me with its black marble eyes, and I stare back. I'm so close, I could thump it off the shelf if I wanted. I could, but I don't. At first, no one else notices the cicada.". The narrator tells the story like no one else would. She acts invisible and no one really cares about her, like it says in the text: "He doesn't notice because I'm invisible. Most people would say that's a lie. They'd say that I'm not invisible because they can see me as plain as day. Most people are wrong.".

The points of view are alike because they both tell the stories truthfully and completely, with no cut-outs. They are different because people actually notice and acknowledge that the first narrator is even there. The second narrator says "I've been invisible for two years now.".

To sum it up, there's a huge difference between these characters, but they are still very, very alike.

## **GUIDE PAPER 6b**

### **Score Point 3 (out of 4 points)**

This response introduces the topic in a manner that follows generally from the task and purpose (*In “Excerpt from Bloomability”, the narrator’s point of view affects how the story is told [...] In “Excerpt from Cicada Summer”, the narrator’s point of view affects how the story is told*). The response demonstrates a literal comprehension of the texts (*If it was Lila, then it would just be a whole lot of talking and complaining; They tell it in a way that gives more detail because they show what the narrator thinks [...] the narrator thinks this, she isn’t saying it to them; If it were the teacher telling the story, it would just be doing regular school stuff and talking about how annoying the “cicada that got my grandma” story is; If it were Judy, then it would be her stating facts like a know-it-all and rambling on about how she’s the “best” and all; They tell it because they were the one who saw the cicada in the first place; She acts invisible and no one really cares about her; they both tell the stories truthfully and completely, with no cut-outs. They are different because people actually notice and acknowledge that the first narrator is even there*). The response develops the topic with relevant details from the texts, with some lack of variety (“*Sono libero! Libero, libero, liberoooooo!*” and “*Fantastico!*”; “*When I was with Lila, she talked-or complained-and I listened.*”; “*What I liked about them was that Guthrie was complete Guthrie through and through, and Lila was Lila through and through.*”; “*Mrs. Kirk sighs the same way she has about ninety-nine times since the cicadas showed up and Ricky started telling his story. “Thank you, Ricky,” she says.*”; “*When Mrs. Kirk says the next word, Judy will spell it as fast as she can in her perfect handwriting, and then look around to make sure she’s the first to finish. Of course she will be. She always is.*”; “*Then I see the cicada on the bookshelf next to me. It stares at me with its black marble eyes, and I stare back. I’m so close, I could thump it off the shelf if I wanted. I could, but I don’t. At first, no one else notices the cicada.*”; “*He doesn’t notice because I’m invisible. Most people would say that’s a lie. They’d say that I’m not invisible because they can see me as plain as day. Most people are wrong.*”). The response exhibits clear organization. The response inconsistently links ideas using words and phrases (*In, If it were, But, in the text, To sum it up*). The response uses grade-appropriate precise language and domain-specific vocabulary (*a whole lot of talking and complaining, regular school stuff, annoying, stating facts like a know-it-all, rambling on, in the first place, truthfully and completely, with no cut-outs, notice and acknowledge*). The response provides a concluding statement that follows generally from the topic and information presented (*To sum it up, there’s a huge difference between these characters, but they are still very, very alike*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 7a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

In both stories "Excerpt from Bloomability" and "Excerpt from Cicada Summer" both the narrators are reserved and very similar, but they have there differences. Now I will be giving 2 examples of similarity and 2 examples of differences.

Similarities : In both stories the narrator are quiet and don't really talk much, for example in "Excerpt from Bloomability" it says in paragraph #2 "Dont talk. Just Listen" and in "Excerpt from Cicada Summer" it says in paragraph #20 it says "Its my silence". Another similarity is that both narrators don't want to put themselves out there. For example in "Excerpt from Bloomability" it says " I felt like Miss Average." and in "Excerpt from Cicada Summer" it says " He doesn't notice me because I'm invisible".

Differences: In both excerpts the narrators have difference. For example the people the narrator socialises with, in "Excerpt from Bloomability" it says that the narrator hangs out occasionally with Lila, but in "Excerpt from Cicada Summer" it says " I've been invisible for two years". Another difference is in the way teachers perceive the narrator, in "Excerpt from Bloomability" it says " On my report cards, teachers usually wrote things like COming along and Satisfactory work and Very observant and Ought to speak up more", but in "Excerpt from Cicada Summer" it says " In the back row, where the hopeless cases sit- where there's a desk with my name on it".

Both narrators have similarities and differences. The story is affected by the narrators.

## **GUIDE PAPER 7b**

### **Score Point 2 (out of 4 points)**

This response introduces the topic in a manner that follows generally from the task and purpose (*In both stories “Excerpt from Bloomability” and “Excerpt from Cicada Summer” both the narrators are reserved and very similar, but they have there differences. Now I will be giving 2 examples of similarity and 2 examples of differences*). The response demonstrates a literal comprehension of the texts (*In both stories the narrator are quiet and don’t really talk much; both narrators don’t want to put themselves out there; the narrator hangs out occasionally with Lila; Another difference is in the way teachers perceive the narrator*). The response partially develops the topic of the essay with the use of some textual evidence, with inconsistency (“*Its my silence*”; “*He doesn’t notice me because I’m invisible*”; “*On my report cards, teachers usually wrote things like COming along and Satisfactory work and Very observant and Ought to speak up more*”; “*In the back row, where the hopeless cases sit- where there’s a desk with my name on it*”), some of which is irrelevant (“*Dont talk. Just Listen*”; “*I felt like Miss Average.*”; “*I’ve been invisible for two years*”). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*In, but, Now, for example, it says, Another, Both*). The response uses grade-appropriate precise language and domain-specific vocabulary (*reserved, quiet, put themselves out there, socialises, hangs out occasionally, perceive*). The response provides a concluding statement that follows generally from the topic and information presented (*Both narrators have similarities and differences. The story is affected by the narrators*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*similair, there differences, 2 examples of similairity, Similairies, Dont, Its my, the narrators have difference, socialises, perceive, COming, spacing*).

## GUIDE PAPER 8a

Additional

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The narrators point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" each author uses narrative point of view to tell their stories.

These point of views are similar and different.

In addition, the point of view affects the way the story is told in the "Excerpt from *Bloomability*". In the story "Excerpt from *Bloomability*", if it wasn't told in this point of view then it would talk about why Lila felt and acted this way. Lila's character is a character that doesn't care about

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about much. She just does her own thing. When it is told in first person (which it is) it mostly talks about the narrator.

In first person it says I, me, my or we and etc. This is how the point of view affects how the story is told.

Therefore, the point of view affects how the story is told in "Excerpt from 'Gibby Summer'". In this passage, if it were told in another point of view it wouldn't talk much about the narrators school ~~classmates~~. This text is mostly talking about what classmates the character's want to do. One detail is "

Rose Minner is cheating off of Tommy Burke". Another detail is "Judy Thomas is like a tiger ready to pounce".

As a result both of these point of views are the same and different. In the first story and second story they have free spirited characters like Ricky and Guthrie, and they both have the first person point of view. The first and second story are different because of the characters. The narrator describes the characters while in this other story the narrator just tells about what happens in the school.

**Form 2** In conclusion, the point of view affects how the stories are told.

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## GUIDE PAPER 8c

Additional

### Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The narrator's point of view often affects the way stories are told. In the "Excerpt from Bloomability" and the "Excerpt from Cicada Summer" each author uses narrative point of view to tell their stories. These point of views are simalar and different*). The response demonstrates little understanding of the texts (*if it wasn't told in this point of view then it would talk about why Lila felt and acted this way; if it were told in another point of view it wouldn't talk much about the narrators school classmates. This text is mostly talking about what classmates the characters want to do; In the first story and, second story they have free spirted characters* like Ricky and Guthrie and they both have the first person point of view; *The narrator describes the characters while in this other, story the narrator just tells about what happens in the school*). The response provides evidence that is completely irrelevant (*Lila's character is a character that doesn't care about about much. She just does her own thing; "Rose Minner is cheating off of Tommy Burkete"; "Judy Thomas is like a tiger ready to pounce"*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*These, In the story, This is how, In this passage, One detail is, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*narrative, does her own thing, excetera, free spirted*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, the point of views effects how the stories are told*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*point of views, simalar, Excerprt, about about, and excetera, Cilcila, narrators school, Minner, Burkete, spirted, thoy, secound, effects, punctuation*).

# GUIDE PAPER 9

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The point of view in "Excerpt from Bloomability" affects the story because it shows how the narrator sees her life and what she thinks about people and the rules her sister came up with. The narrator's point of view in "Excerpt from Cicada Summer" affects the story because it shows how the girl thinks about cicada's and the people in her classroom. The narrators points of views are similar because both of them think that they aren't very good and they are very quiet. Their points of views are different because in the "Cicada Summer" the narrator doesn't really like the people in her class and the narrator in "Bloomability" likes the people in the story.

## Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*The point of view in "Excerpt from Bloomability" affects the story [...] The narrator's point of view in "Excerpt from Cicada Summer" affects the story*). The response demonstrates a literal comprehension of the texts (*it shows how the narrator sees her life and what she thinks about people; it shows how the girl thinks about cicada's and the people in her classroom; both of them think that they aren't very good and they are very quiet; in the "Cicada Summer" the narrator doesn't really like the people in her class and the narrator in "Bloomability" likes the people in the story*). The response provides evidence that is completely irrelevant (*the rules her sister came up with*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*because it shows and and*). The response inconsistently uses appropriate language and domain-specific vocabulary (*what she thinks about people, rules her sister came up with, they aren't very good, likes the people in the story*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*form, because, narratror, narrators point, how the girl thinks about cicada's, narrarators points of views, simialr becuase, are 'nt, differnt, in the "Cicada Summer", run-on sentence*).

## GUIDE PAPER 10a

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The author's point of view of their stories are similar and different. They are similar because both stories have to do with the main character not getting noticed. In Excerpt from Bloomability on paragraph 19 the narrator says "I'd always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead and then moving on to a new town before I could figure out any of those things" and in Excerpt from Cicada Summer the story says that her silence and making no eye contact make not many notice her. These stories are different because Excerpt from Bloomability is revolved around the narrator and her family moving, Excerpt from Cicada Summer revolves around the

Cicada's growing in the Summer, and how the narrator doesn't get noticed from her silence and eye contact

## **GUIDE PAPER 10b**

### **Score Point 1 (out of 4 points)**

This response introduces the topic in a manner that does not logically follow from the task and purpose (*The author's point of view \_ of \_ their stories are simular and different*). The response demonstrates little understanding of the texts (*They are simular because both stories have to do with the main character not getting noticed* and *These stories are different because Excerpt from Bloomability is revolved around the narrator and her family moving, Excerpt from Cicada Summer revolves around the Cicada's growing in the summer, and how the narrato doesn't get noticed*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence ("I'd always felt as if I were in a sort of suspension, waiting to see how things worked, waiting to see who I was and what sort of life I might lead and then moving on to a new town before I could figure out any of those things" and *her silence and making no eye contact make not many notice her*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*because, In, and, These*). The response uses grade-appropriate precise language and domain-specific vocabulary (*not getting noticed, eye contact, revolves, Cicada's growing in the summer*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (\_ of \_, simular, is revolved, Cicada's growing, punctuation, run-on sentences).

## GUIDE PAPER 11a

Additional

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

The narrator's point of view of both stories are told are first, excerpt from bloomability the point of view of this artical is there are two girls named lila and guthrie they both was in two classes together they didn't have any other classes together and that was a problem for them. Next, excerpt from cicada Summer point of View is that the cicada are always there in the Summer.

**Score Point 1 (out of 4 points)**

This response introduces the topic in a manner that does not logically follow from the task and purpose (*The narrator's point of view of both stories are told are first*). The response demonstrates little understanding of the texts (*there are two girls name lila and guthrie they both was in two classes together they didn't have any other classes together and that was a problem for them and the cicada are always there in the summer*). The response provides no evidence. The response exhibits little attempt at organization. The response lacks the use of linking words and phrases (*Next*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*are told are first, artical, lila, guthrie, they both was, excerpt from cicada Summer point, cicada are, punctuation, run-on sentences*).

## GUIDE PAPER 12

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

These storys are both similar because they both are about a girl that is sad and dosen't get noticed from people at school so they don't talk to anybody anymore.they are different because they have a different story to tell also they are different people.

### Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*These storys are both similar because [...] they are different because*). The response demonstrates little understanding of the texts (*they both are about a girl that is sad and they have a different story to tell also they are different people*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid (*dosen't get noticed from people at school so they don't talk to anybody anymore*). The response exhibits little attempt at organization. The response lacks the use of linking words and phrases (*because* and *also*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*storys, they both are, dosen't, noticed from people, capitalization, spacing, run-on sentence*).

## GUIDE PAPER 13

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

In excerpt cicada summer it is about the cicada bugs. Also it is about the advice stella was giving like, Expect the worst. In excerpt from bloomability is about stella giving more advice but lila dose not understand what stella is triing to say.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*In excerpt cicada summer it is about the cicada bugs. Also it is about the advice stella was giving like, Expect the worst. In excerpt from bloomability is about stella giving more advice but lila dose not understand what stella is triing to say*).

42

The narrator's point of view often affects the way stories are told. In the "Excerpt from *Bloomability*" and the "Excerpt from *Cicada Summer*" how does each author use narrative point of view to tell their stories? How are these points of view similar and how are they different? Use details from **both** stories to support your response.

In your response, be sure to

- explain how point of view affects the way the story is told in the "Excerpt from *Bloomability*"
- explain how point of view affects the way the story is told in the "Excerpt from *Cicada Summer*"
- describe how these points of view are similar and how they are different
- use details from **both** stories to support your response

the way the story is told the point of view is they are at school one gril moves schools the other gstayas at school .in one of the storysthere is a bug . In the other story there was not.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*the way the story is told the point of view is they are at school one gril moves schools the other gstayas at school .in one of the storysthere is a bug . In the other story there was not*).