

# New York NYSTP 2019 Grade 6 English Language Arts

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



# **New York State Testing Program**

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

**Grade 6**

**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 story. Then answer questions 1 through 7.

## **Excerpt from *Addison Cooke and the Treasure of the Incas***

*by Jonathan W. Stokes*

- 1 Aunt Delia dropped Addison and Molly off in front of the New York Museum of Archaeology. It was a sprawling marble building, backlit by lightning strikes in the glowering night sky. Trees bent under the lash of a whipping wind. Addison and Molly dashed through the heavy raindrops of the growing storm, splashing their way through puddles to the basement entrance.
- 2 Aunt Delia and Uncle Nigel were museum curators,<sup>1</sup> so Addison and Molly knew the wooded grounds by heart. They cut through a maze of hedges and ducked under an arched portico. Skimming rainwater from his face, Addison found the basement key hidden in a crack of loose mortar. He unlocked the creaking iron door and hauled it open with all his strength. He and Molly slipped inside from the howling rainstorm, the great door booming shut behind them.
- 3 The New York Museum of Archaeology was Addison's favorite place in the world. Great echoing halls filled with Egyptian mummies, Mongolian battle armor, a Viking warship, and the eastern wing of an Aztec temple. Deep down in the musty, snaking passageways of the basement archives was a secret underground world the public never saw. A labyrinth of vaults where millions of specimens were filed and stored. This was their uncle's workplace.
- 4 Addison and Molly trotted through the dark corridors by feel, listening to the rising thunder rattling the cement walls above. They passed a long hallway crammed with crates of Ice Age bones for the Hall of Paleontology: saber-toothed tiger skulls with teeth curved like Arabian sickle swords, giant sloth femurs heavy as tree limbs, dire wolf claws sharp as switchblades. At last they spotted a light glowing from an office at the end of a dark passage.
- 5 “Uncle Nigel, we’re here!” Molly called. . . .

**GO ON**

6     “Your aunt has a lot to worry about right now,” explained Uncle Nigel. “People don’t visit museums as often as they used to. So your aunt and I have to work incessantly,<sup>2</sup> like Slinkies on an escalator. If we don’t find a great exhibit that will draw visitors back to the museum, our funding will be slashed and . . .” Uncle Nigel trailed off. Then, looking hard at Addison and Molly, he seemed to decide that honesty was the best policy. “Well, we could lose our jobs.”

7     Addison and Molly weren’t sure how to respond. Molly busied herself picking bits of turf from her cleats. Addison drew in his notebook, sketching the Cherokee headdress he saw draped over the filing cabinet.

8     “The point is,” continued Uncle Nigel, “your aunt is on a short fuse. And you’d be wise to be model children for her until we sail through this rough patch.” . . .

9     “Well, that’s enough serious talk,” said Uncle Nigel. “I just returned from a dig in the jungles of Bolivia and found the most improbable relic. An artifact that’s not even supposed to exist! I don’t suppose you’d like to see it?”

10    “I don’t see why not,” said Addison, who could think of nothing better than a strange relic from a distant country.

11    As Uncle Nigel talked, Addison’s eyes darted to the shadowy corners of the office, containing relics from every era of history. Ancient maps, papyrus scrolls, and decaying mummies. Blood-encrusted samurai swords from feudal Japan. Maasai spears decorated in ostrich feathers. The fossil skeleton of an extinct dodo bird. Even the ten foot tusk of a narwhal, spiraled like a unicorn’s horn. . . .

12    Uncle Nigel nodded and wound up his tale. “The Incas never delivered their treasure. Instead, they locked it away in a secret chamber and hid three keys across the Incan Empire. Each key contains a clue leading to the next. Locals believe Atahualpa’s treasure is cursed . . . Fortune hunters have searched for it over the centuries, and none have returned alive. Legends say the treasure vault will open only for someone who has learned from King Atahualpa’s mistakes.” . . .

13    “So what did you find on your dig in Bolivia?” Addison asked quietly.

14    “Oh, only this,” replied Uncle Nigel, unlocking the safe behind his desk and removing a fragile wooden box. He pried open the mildewed lid and tilted it to the light.

15    Addison’s jaw dropped in amazement. Molly’s followed suit. Inside the box lay an intricately carved stone, roughly the size of a large chess piece.

16      “One of the three keys!” cried Addison.

17      More thunder broke outside the museum. It shook the walls, as if giants upstairs were rearranging their furniture, and repeatedly changing their minds on where to set the couch. The wind howled so fiercely it could be heard even in the basement.

18      Molly shivered. “Is it real?”

19      Uncle Nigel allowed himself a smile. “I’m pretty sure it is Atahualpa’s first key,” he replied, his precise Oxford accent elegantly slicing the words into perfect squares. “Though the key is made of stone, so we can’t carbon-date it.”

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<sup>1</sup>**curator:** a person who chooses items for use in a museum

<sup>2</sup>**incessantly:** without stopping

**GO ON**

**1** Which important idea is developed in paragraph 6?

- A** Uncle Nigel has been at the museum a long time.
- B** Uncle Nigel is afraid he may lose his job.
- C** Uncle Nigel has a plan to attract visitors to the museum.
- D** Uncle Nigel is hoping to start a new job soon.

**2** What does the phrase “on a short fuse” mean as used in paragraph 8?

- A** hard to please
- B** hard to find
- C** easy to upset
- D** easy to frighten

**3** How does paragraph 9 contribute to the structure of the story?

- A** It changes the setting of the story.
- B** It establishes the conflict in the story.
- C** It states the theme of the story.
- D** It foreshadows events in the story.

**4** How does the language in paragraph 12 contribute to the overall tone of the story?

- A** It introduces a threatening tone.
- B** It highlights the sorrowful tone.
- C** It stresses the mysterious tone.
- D** It creates a worried tone.

**5** What do paragraphs 10 and 13 indicate about Addison?

- A** He is uncertain whether his uncle's story is true.
- B** He is curious to see what his uncle has found.
- C** He knows that his uncle's discovery will save the museum.
- D** He wishes he had gone with his uncle on the dig.

**6** Which sentence from the story signals a turning point?

- A** "Addison and Molly weren't sure how to respond." (paragraph 7)
- B** "I just returned from a dig in the jungles of Bolivia and found the most improbable relic." (paragraph 9)
- C** "Instead, they locked it away in a secret chamber and hid three keys across the Incan Empire." (paragraph 12)
- D** "The wind howled so fiercely it could be heard even in the basement." (paragraph 17)

**GO ON**

**7**

Which quotation is **most** important to include in a summary of the story?

- A** “... Addison and Molly knew the wooded grounds by heart.” (paragraph 2)
- B** “‘Uncle Nigel, we’re here!’ Molly called.” (paragraph 5)
- C** “As Uncle Nigel talked, Addison’s eyes darted to the shadowy corners of the office . . .” (paragraph 11)
- D** “I’m pretty sure it is Atahualpa’s first key.” (paragraph 19)

**GO ON**

# **D**irections

Read this article. Then answer questions 8 through 14.

## Finding Sacagawea

by Eileen Charbonneau

- 1      Were we related? I had to find out.
- 2      I grew up in a house without books. Our family owned only an encyclopedia and a well-used dictionary. The only other books we had were those we borrowed from the library.
- 3      The day I was able to write the seventeen letters of my name and receive my library card was one I can remember as if it were yesterday, right down to the big desk that smelled of paper and paste and ink. I was so afraid that I'd made a mistake and would be banished from this wondrous place where the books lived. But I succeeded. The card was mine. My life as a reader had begun!
- 4      When I was ten, I found a book at the library about celebrated women. The book said that the American woman with the most statues in her honor was a Shoshone Indian named Sacagawea. She had been an interpreter on Lewis and Clark's great voyage from 1804 to 1806, joining them in the spring of 1805.
- 5      President Jefferson had hired Lewis and Clark and their band of adventurers to map and explore the United States, including the vast new territory just acquired from France in the Louisiana Purchase. Sacagawea was the only woman to go with them. She made the perilous journey across half our continent with her baby on her back. The presence of a mother and child was a sign that the expedition was a peaceful one and helped keep it safe from Indian attack.
- 6      Sacagawea provided a woman's laughter, strength, and endurance on the journey. During a boat mishap, she remained calm and saved instruments and documents from floating down the Missouri River. Lewis and Clark needed Shoshone horses and guidance over the Rocky Mountains, so Sacagawea's help translating was crucial to the expedition's success.
- 7      When I discovered that Sacagawea and I had the same last name—Charbonneau—I jumped up from my place at my father's feet and announced my discovery to him.

**GO ON**

8      My father put down his newspaper. Yes, he knew about the woman and her brave trek across the territory that was to become part of the United States. Yes, this woman had been married to a French Canadian named Charbonneau. Daddy's father was also a French Canadian. I asked if we could possibly be related.

9      My father said he didn't know, but he'd wondered himself if we had a common ancestor.

10     From that day on, it became our project. We used the resources of the Library of Congress, which began its collection with President Jefferson's books. We explored tiny libraries on American Indian reservations. We visited libraries in Canada, France, and Ireland, and we also entered the ever-expanding web of cyberspace. In search of our family, we made friends with the world.

11     After hours spent in the National Archives in Washington, D.C., poring over passenger lists of great ocean liners, I recognized the name of a girl from Ireland. I knew she had seen the Statue of Liberty for the first time on her nineteenth birthday in 1894. She had traveled across the Atlantic with one suitcase and the dream of a better life. Like Sacagawea, she was to marry a man named Charbonneau. "Dad!" I yelled. "Look! It's grandma!"

12     My father and I located family members galore on our search. One ran an ice-cream stand in the beautiful Laurentian Mountains of Quebec, Canada. Three brothers changed their name to Cole before traveling south to fight in the American Civil War. Two centuries before them, another set of Charbonneau brothers had been traders with the Indians of the American West. One of these brothers fathered our line. The other's descendants led to the fur trader Toussaint, husband of Sacagawea, always facing west in her statues.

13     So now we know how we're related. We're cousins of the Shoshone woman with the baby on her back who explored America by canoe, horseback, and on foot to map it for the first time. Her baby, Jean-Baptiste Charbonneau, also called Pomp, was educated by Captain William Clark and became a guide, too. He traveled through Europe as the guest of a prince and could understand five languages. Once he helped the United States govern an Indian mission in California, but lost his position for being "too fair" to the Indians. I think I would have liked that cousin.

14     Now I'm a storyteller. I travel through the past to find stories for my own books. In search of stories I spend lots of time in libraries, for that's still where the books live. In books and in life, the words of a Lakota Indian saying ring true for me: Mitakuye oysain, "We are all related."

**8**

In paragraph 4, what does the phrase “woman with the most statues in her honor” show about Sacagawea?

- A** that she was a charming person
- B** that she had been fearless
- C** that she is a famous person
- D** that she died long ago

**9**

How is the author’s pride in her ability to read introduced in the article?

- A** through a story from her childhood
- B** by contrasting her family with other families
- C** through examples of the books she finished
- D** by comparing herself with other readers

**10**

How do the details about Sacagawea in paragraphs 5 and 6 contribute to the development of the article?

- A** by helping readers see the difficulties in Sacagawea’s life
- B** by explaining the mystery surrounding Sacagawea’s life
- C** by creating curiosity for readers about where Sacagawea traveled
- D** by describing how Sacagawea played an important role in history

**GO ON**

**11**

Which is the **best** definition of “crucial” as it is used in paragraph 6?

- A** heroic
- B** fantastic
- C** important
- D** urgent

**12**

Based on the article, the author’s relationship to Sacagawea is developed through

- A** a comparison of the author’s life to that of Sacagawea
- B** explanations that show how the author is similar to Sacagawea
- C** examples of the research that the author did on the life of Sacagawea
- D** a chronological sequence of events that explained Sacagawea’s life to the author

**13**

Read this sentence from paragraph 13.

**We’re cousins of the Shoshone woman with the baby on her back who explored America by canoe, horseback, and on foot to map it for the first time.**

What does this sentence suggest about Sacagawea?

- A** how long she participated in the expedition
- B** how remarkable her accomplishment was
- C** how familiar she was with the areas being explored
- D** how she felt about her leadership abilities

**GO ON**

**14**

Which sentence **best** expresses a central idea of the article?

- A** “Our family owned only an encyclopedia and a well-used dictionary.”  
(paragraph 2)
- B** “The presence of a mother and child was a sign that the expedition was a peaceful one and helped keep it safe from Indian attack.” (paragraph 5)
- C** “My father said he didn’t know, but he’d wondered himself if we had a common ancestor.” (paragraph 9)
- D** “We explored tiny libraries on American Indian reservations.”  
(paragraph 10)

**GO ON**

# **D**irections

Read this article. Then answer questions 29 through 35.

## Excerpt from *School Days in Egypt*

by Joyce Haynes

- 1 In Ancient Egypt, only the very smartest children went to school, where they learned to read and write. Most Egyptians did not ever learn to read and write.
- 2 The children who went to school learned to be scribes. Scribes were very important people in Ancient Egypt because they were almost the only ones who could read and write. Although records tell us that there were a few female scribes, most were men. Boys entered scribal school when they were quite young and studied hard for about 10 to 12 years.
- 3 It took years to learn how to write the hundreds of signs called *hieroglyphs*. Ancient Egyptians used hieroglyphs to write their language. Just think, you only have to learn 26 letters!
- 4 Scribes also had to know how to write *hieratic*. This was a kind of shorthand script used for everyday writing.
- 5 Students memorized the hieroglyphic signs and practiced writing them on pieces of stone, pottery, or wood. They practiced by copying all kinds of things that had already been written: letters, literature, religious records, and business and government documents. In this way, students learned about more than just their language.
- 6 Scribal students used writing tools somewhat like the parts of a water color set you might have. Ink was shaped into round disks, just like our paint sets. But instead of many colors, scribes used only red and black. The cakes of ink were made out of the mineral red ochre and out of black carbon from burnt sticks or pans. Scribes carried small pots of water to mix with the inks. Their brushes, made of reed plants, were held in a small case. The hieroglyph that spells “scribe” contains all of these different parts.



A photograph of an ancient Egyptian language.

**GO ON**

- 7 Students often practiced writing on flat pieces of the limestone rock that could be found everywhere in Egypt. Many school texts, or homework, have been found on these flakes of stone. Sometimes a student or a scribe needed to write something very important. Then he wrote on papyrus paper, made from the papyrus plant that grew in the marshes along the Nile.
- 8 When a student finished scribe school, he could get a good job in Ancient Egypt. He might become a doctor or a priest, the secretary to a noble family, the boss of a group of workers, or have some other job that required the ability to read and write.
- 9 The Egyptians wrote as many different kinds of things as we do. They wrote letters home and sent bills for work they'd done. They wrote poetry and stories and put down words of wisdom and advice for their children. They wrote many prayers to their gods.
- 10 Parents were happy to pay the high price to send a child to scribal school. Read these words, from a father to his son. They were written about 4,000 years ago, to convince the son of the advantages of going to school.

I will make you love writing more than your mother.  
I will present its beauties to you.  
Now it is greater than any trade.  
There is nothing like it in the land.

I have seen the metal worker at his labor...  
At the opening of his furnace,  
With fingers like claws of a crocodile.  
He stinks more than a fish.

The gardener carries a yoke.  
He works himself to death.

I'll speak of the fisherman also...  
He labors on the river,  
Mingling with the crocodiles.

So if you know writing, it will go better for you.  
Than any other profession I've told you about.

A day in the school room is excellent for you.  
It is for eternity, its works are (like) stone.

**GO ON**

**29**

What do paragraphs 5 through 7 show about the author’s purpose for writing the article?

- A** The author wants to convince readers that school was the only way to advance in Ancient Egypt.
- B** The author wants to describe to readers what school was like for students in Ancient Egypt.
- C** The author wants to explain to readers why students had to write on limestone in Ancient Egypt.
- D** The author wants to entertain readers with interesting stories about life in Ancient Egypt.

**30**

How does the author develop ideas in paragraph 6?

- A** by explaining why Ancient Egyptian brushes had to be made out of reed plants
- B** by describing the process of making Ancient Egyptian ink from beginning to end
- C** by presenting the problem that Ancient Egyptian ink came only in red and black and offering a solution
- D** by comparing and contrasting Ancient Egyptian writing tools to art tools that are familiar to modern readers

**31**

What does the information in paragraph 8 illustrate about becoming a scribe?

- A** It can lead to a successful future.
- B** It gives the opportunity to write on papyrus paper.
- C** It requires memorization of hundreds of signs.
- D** It means leaving home at a young age to attend school.

**GO ON**

**32**

Which quotation **best** expresses a central idea of the article?

- A** “Scribes were very important people in Ancient Egypt because they were almost the only ones who could read and write.” (paragraph 2)
- B** “Although records tell us that there were a few female scribes, most were men.” (paragraph 2)
- C** “Scribal students used writing tools somewhat like the parts of a water color set you might have.” (paragraph 6)
- D** “They wrote letters home and sent bills for work they’d done.” (paragraph 9)

**33**

Which quotation from the article is **best** supported by the photograph?

- A** “This was a kind of shorthand script used for everyday writing.” (paragraph 4)
- B** “Students memorized the hieroglyphic signs and practiced writing them on pieces of stone, pottery, or wood.” (paragraph 5)
- C** “They wrote poetry and stories and put down words of wisdom and advice for their children.” (paragraph 9)
- D** “Parents were happy to pay the high price to send a child to scribal school.” (paragraph 10)

**34**

In the father’s letter, the phrase “Mingling with the crocodiles” suggests

- A** the low pay of some types of work
- B** the foolishness of avoiding work
- C** the presence of danger in other jobs
- D** the need to try hard in any job

**GO ON**

**35**

Which sentence would be **most** important to include in a summary of the article?

- A** Egyptians used hieratic for everyday writing.
- B** Students made ink from red and black disks.
- C** Scribes wrote important things on papyrus.
- D** Children studied for years to become scribes.

**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.

## Top Spot

by Scott Elder

- 1 A stealthy<sup>1</sup> predator glides along a river in South America, the top half of its head peeking out of the water's surface. Noticing a group of alligator-like animals called caimans floating by the shore, the hunter silently cruises toward the reptiles. It swims between plants to mask its movements and pauses beside an unsuspecting caiman. Then the animal shoots through the water at its target, sinking its teeth into the reptile's scaly skin.
- 2 With its prey clamped between its jaws, the creature climbs from the water and onto the riverbank. In doing so, it reveals its true identity. The dripping-wet hunter is a jaguar.
- 3 "We knew jaguars were good swimmers," says wildlife ecologist Alan Rabinowitz, who runs a big cat conservation organization called Pantera and witnessed the splashy smackdown while on an expedition. "But we were astonished to learn that they can hunt as they swim."
- 4 Snagging prey while swimming is something that no other feline does. Then again, the jaguar is full of unique features that make the animal stand out from the rest of the cat crowd.

### On the Hunt

- 5 One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this. "Even lions and tigers—the closest relatives of the jaguar—don't go after prey in all three spots," Rabinowitz says. "They usually just nab prey on the ground."
- 6 What's more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal. The animal creeps closer to its mark than even the tiger, another sneaky cat that gets about 20 feet from prey before pouncing.
- 7 When jaguars finally strike, they do so in their own special way. Most felines struggle with prey before overpowering it. But a jaguar has the largest jaws of any big

**GO ON**

cat, so its bite is so strong it's often able to take down its target with just one chomp. "Jaguars don't mess around," Rabinowitz says. "They're extremely efficient hunters."

8     But just because jaguars slay it with their hunting skills doesn't mean they like to fight. They only scuffle when necessary.

### **Bon Voyage**

9     The cat's habits—its ability to swim and climb, its avoidance of conflict, and its stealth—have contributed to another unique jaguar feature: its traveling skills.

10    When these felines become independent from their moms at around age two, they go on a solo road trip, trekking up to 150 miles in search of new territory. (The jaguar's range stretches from northern Mexico to the country of Argentina.)

11    Using their swimming skills, they can cross bodies of water that would act as an obstacle to most other cats. And their sneaky nature and reluctance to fight allow them to pass through many dangerous areas without being noticed. Because of their one-of-a-kind characteristics, jaguars can travel longer distances than other cats looking for new home turf.

### **Adaptation Nation**

12    So why is the jaguar so different from other felines? Over their four-million-year existence, jaguars have developed adaptations to help deal with unique challenges in their habitats. For instance, it's hard to chase prey through the forests where the cats live. That's why they creep right up to their target.

13    Deadly parasites thrive in the cat's habitat. If the jaguar is wounded, it would become exposed to infection. Um, no thank you! "Avoiding face-offs means that the jaguar is less likely to get a cut that could become infected," Rabinowitz says. That also may be why the cat developed its jumbo-size jaws, which allow it to quickly knock out prey. A swift take-down means less opportunity for infection-causing cuts.

14    The jaguar's adaptations help it survive. But they also show how living things are shaped by their habitat. "We change our environment," Rabinowitz says. "But our environment also changes us." And scientists aren't done learning about the relationship between the jaguar and its home. "We're still figuring out everything. And we can't wait to uncover more jaguar secrets."

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<sup>1</sup>**stealthy:** quiet and sneaky

### THE JAGUAR RANGE IN THE AMERICAS



**GO ON**

**36**

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

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**GO ON**

**37**

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

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**GO ON**

**38**

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? 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 *Under the Persimmon Tree***

*by Suzanne Fisher Staples*

**Northern Afghanistan, October 2001**

- 1 Nur grumbles, and the quilt rustles as he turns over. But Mada-jan does what she always does when we try to ignore her: she yanks the quilt up from the bottom and tickles his bare feet with a piece of straw. The quilt makes a popping sound as Nur kicks out. But Mada-jan is quick to get out of the way—despite her belly, which is enormous with my unborn brother. I am sure it's a brother because my mother has been well and happy throughout her pregnancy. I have named my unborn brother Habib, which means "beloved friend." I know Habib will be my friend, unlike Nur, who teases me mercilessly.
- 2 Before Nur goes out the door, he picks up the nearly empty water tin and flicks a few drops into my face. It's icy and chases away any thought I might have of sleeping a few minutes longer.
- 3 "If the rooster is up, so must the hen be up," he says, and his hand sloshes again in the water.
- 4 "Nur, stop playing!" Mada-jan says. "Najmah, get up!" She tugs at my quilt again. "After you fetch firewood you must feed this bukri," she says, motioning to the brand-new baby goat that stands on quivering, sticklike legs near the head of the cot where I sleep. She was born yesterday, and her mother won't feed her.
- 5 I hold out my hand to the kid, who nuzzles the underside of my fingers, butting my palm with her nose. Then I throw back the quilt and reach for my shawl. The autumn morning air is chilly, and I savor the cool, knowing how hot it will be before noon.
- 6 "Baba-jan is already milking the goats, and when he gets back he'll want his breakfast," says Mada-jan, folding my quilt so that I can't change my mind and crawl back under its warmth. At the thought of the milk my father will bring, my stomach grumbles.
- 7 Outside, Nur finds the pole and ties the ghee tins<sup>1</sup> to either end of it with goat sinew. He hoists it to his shoulder and waits for me to walk with him to where the path leads

**GO ON**

down the hill to Baba Darya, the little stream at the bottom. Baba means “old man” as well as “father.” We call it “Old Man River” because its thin ribbons twist together like the wisps of an elder’s beard.

8     “I saw a leopard’s pug marks in the dust here last night,” Nur says, just as we reach the fork in the path that will take me to the woodpile and Nur to the Baba Darya. I hesitate where the two paths split.

9     “Nur!” Mada-jan says, her voice low with warning. Knowing Nur very well, she has stepped outside the door to listen. “Stop trying to scare her! Najmah, you know there are no leopards here. Now hurry, you two!” Still I hesitate.

10    “Really!” Nur whispers. “They were this big!” He holds his fist up so I can see it in the creeping light of the sunrise. “It must be a very large leopard.” Then he turns his back and walks, humming, down the hill toward the Baba Darya, the tins bouncing from the ends of the pole across his shoulder.

11    My heart hammers, and I want to run back to the house, but I know Mada-jan will be angry. I turn and run as fast as I can, all the way to the woodpile. There I spread my shawl on the ground and pile several armloads of wood on top. I feel a tingling along my spine the whole time. I think I see yellow eyes gleaming in the dark to the side of the woodpile. I’m sure I hear a low growl.

12    “Nur was only teasing,” I mutter under my breath. “Nur was only teasing.” But I really am convinced a large animal with long, pointed teeth is waiting to pounce on me. I am terribly afraid of leopards, although I have never seen one in my life. Mada-jan reminds me of this every time I complain that Nur has told me he’s heard one roar. When the shawl holds as much wood as I can carry, I bind up its corners into a knot and heft the bundle onto my head, then hurry back up the path under the heavy load.

13    Usually Mada-jan fetches the wood, leaving me to make naan<sup>2</sup> inside our mud-brick house, because she knows I’m afraid. But Habib, who will arrive in just a few days, keeps her off-balance when she walks along the steep, narrow paths. My father worries that she’ll tumble down to the bottom of the hill, and so he has asked me to put aside my fear to help my mother. I feel proud that I can do it, even though I am afraid.

14    I sit outside the curtained front doorway and make a small pyramid of kindling inside the mud oven. Mada-jan brings out the basket that holds the pads of dough she’s made and skewers each piece on a hook that she suspends through a hole in the top of the oven. The goat kid butts insistently at my shoulder, wanting to nurse. A few minutes later I hear Nur huffing under the weight of the water as he climbs the last few feet from the Baba Darya.

15 And only a moment later Baba-jan comes whistling down the path that leads from the pens that hold our sheep and goats at the base of the foothills of the Hindu Kush. He carries a large pail of milk.

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<sup>1</sup>**ghee tins:** containers

<sup>2</sup>**naan:** a type of bread

**GO ON**

**39**

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? 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 *Minuk: Ashes in the Pathway***

by Kirkpatrick Hill

**Yup'ik Eskimo Village, 1890**

- 1 In other years, the first thing Panruk and I did after we got back to the village from spring camp was to get our dolls out and repair their clothes. But Panruk and I were so excited about the missionaries that we'd almost forgotten about our dolls.
- 2 So after we told Mamma and Grandma and the aunts about our visit with the Hoffs, we took our dolls out of the little fish-skin bags where they'd spent the fall and the winter. We were so happy to see them again. They were like little, dear friends we'd not seen for a long time. Even Mamma and Grandma and the aunts came out into the spring sun to touch our dolls and look at their clothes, as if they'd missed them, too. I thought that sometimes it must be hard to be grown-up and not able to play.
- 3 Our grandfather had carved both of our dolls from driftwood. Mine had tiny lines for tattoos on the chin and little black eyes and a straight mouth. I loved her serious little face. You could tell she was a good woman.
- 4 We weren't allowed to play with our dolls in the winter. But in the spring, after the geese had returned, we could. People believed that if girls played with their dolls before spring came, the weather would see and would punish them. Then winter would come again before spring had even begun.
- 5 We took our responsibility for the weather very seriously.
- 6 Our dolls not only had lovely faces, they had wonderful clothes. Mamma and the aunts had helped us sew tiny boots and mittens and caribou pants and beautiful little parkas. The year before I had made a qaspeq, a parka cover, for my doll from a little bit of red calico cloth. I was very proud of that qaspeq. Panruk could sew much better than I, and she'd made a little fish-skin parka for her doll. I wasn't good enough to sew fish skin yet, which was so delicate that it tore easily. But sometimes Panruk let me put her fish-skin parka on my doll, and I let her use my qaspeq for her doll.

**GO ON**

7 Because Maklak was a boy, he couldn't play with dolls, but he liked to sit near us and play with the little sled and dogs that our uncle had carved for him. Sometimes we pretended that his dog team was taking our little women to a big festival in another village, and Maklak was the driver.

8 Grandma had made us tiny dishes of clay and little vole-skin blankets and rabbit-fur robes, and Panruk and I had made small grass mats for our dolls' houses. Everything we had for our dolls was so little and perfect, their world became real to us. It was so real that while we played, we almost forgot about the village around us.

9 In our village there were five women's houses and one men's house. A women's house was called an ena. Each house was built partly underground. The houses looked like beaver houses, with the wood framework covered with grass and then sod.

10 A small, low passageway led into our house, and it was in that passageway that we cooked. One short step up led to the big room, which was higher so that the cold couldn't come into it from the passageway. In summer, we used another entrance on the side of the house. There was a firepit in the middle of the big room, and above the firepit was the seal-gut window I had told Mrs. Hoff about. We pulled it aside to let the smoke out when we lit a fire to heat the big room.

11 We had a seal-oil lamp made of clay. When we needed light, we set fire to a piece of oil-soaked moss in the lamp.

12 Our house was not very big because there weren't too many of us. Ulliggaq's house had ten women and children and Cakayak's house had fifteen, so both their houses were bigger than ours.

13 The men's house was called the qasgiq. It was much bigger than the women's houses. It had to be big, because it held all the village men, and it was where the men would stay when people came from other villages. Sometimes everyone from two villages—men and women and children—crowded into the men's house for festivals and ceremonies. There were three tiers of wide benches all around the inside of the men's house.

14 We were very proud of our men's house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches. The benches were so old, they had been cut with a stone ax. They had been brought long ago, before even Grandpa was born, from a men's house along the Yukon River. Our men had defeated that village in a war, so they brought the benches home to remember their victory. Our men danced that story at every big festival in the men's house, and their war cries at the end of the dance were so fierce and terrible that all of us children hid our faces.

- 15      Each man had his own place in the house, according to his age. The oldest men were nearest the door, and the youngest often slept under the benches.
- 16      There was a wooden floor in the qasgiq, even over the firepit. When the men wanted a fire, they took the boards off, but when there was a dance in the men's house, they put the floorboards back. Our feet made a good drumming sound on the wooden floor over the firepit.

**GO ON**

**40**

In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

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**GO ON**

**41**

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” 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**

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- 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 6 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>								
1	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.83		
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.4	Reading	0.62		
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.5	Reading	0.46		
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.4	Reading	0.74		
5	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.79		
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.65		
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.67		
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.4	Reading	0.61		
9	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.3	Reading	0.69		
10	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.5	Reading	0.72		
11	Multiple Choice	C	1	CCSS.ELA-Literacy.L.6.4	Reading	0.73		
12	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.3	Reading	0.48		
13	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.4	Reading	0.73		
14	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.2	Reading	0.48		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.6	Reading	0.69		
30	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.3	Reading	0.52		
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.3	Reading	0.81		
32	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.2	Reading	0.80		
33	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.7	Reading	0.48		
34	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.4	Reading	0.49		
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.2	Reading	0.57		
<b>Session 2</b>								
36	Constructed Response		2	CCSS.ELA-Literacy.RI.6.4	Writing to Sources	1.62	0.81	
37	Constructed Response		2	CCSS.ELA-Literacy.RI.6.2	Writing to Sources	1.65	0.83	
38	Constructed Response		2	CCSS.ELA-Literacy.RI.6.5	Writing to Sources	1.43	0.72	
39	Constructed Response		2	CCSS.ELA-Literacy.RL.6.4	Writing to Sources	1.57	0.78	

40	Constructed Response		2	CCSS.ELA-Literacy.RL.6.6	Writing to Sources		1.12	0.56
41	Constructed Response		2	CCSS.ELA-Literacy.RL.6.5	Writing to Sources		1.38	0.69
42	Constructed Response		4	CCSS.ELA-Literacy.RL.6.9	Writing to Sources		1.71	0.43

\*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 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<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 is compelling and follows logically from the task and purpose</li> <li>—demonstrate insightful 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> <li>—demonstrate grade-appropriate analysis of the text(s)</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 organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>—provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</li> <li>—establish and maintain a formal style using precise language and domain-specific vocabulary</li> <li>—provide a concluding statement or section that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization, with inconsistent use of transitions</li> <li>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>—provide a concluding statement or section 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 a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement or section 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>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement or section</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

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

In paragraph 4, the phrase “stand out from the rest of the cat crowd” helps emphasize the unique hunting skills of the jaguar. For example, the author states that jaguars are capable of “snagging prey while swimming,” which is something that “no other feline does.” Also, while other cats chase their prey, the jaguar “silently sneaks up to prey such as tapirs before ambushing its meal” (paragraph 6).

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase “stand out from the rest of the cat crowd” contributes to the meaning of the article because the article is talking about jaguars and how they’re different. According to the text it says, “One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this.” In the text it also says, “jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal.” Jaguars stand out because they are very different from rest of the crowd.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article (*because the article is talking about jaguars and how they’re different*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this.*” and “*jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article. The meaning of the article is that they are different and they do things differently than the other cats. In paragraph 5, the author included that “One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water.” This tells me that jaguars are unique. Another detail the author included was that “Using their swimming skills, they can cross bodies of water that would act as an obstacle to most other cats.” This tells me that jaguars have amazing swimming skills. This is how jaguars “stand out from the rest of the cat crowd.”

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

This response provides a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article (*they are different and they do things differently than the other cats*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water.*” and “*Using their swimming skills, they can cross bodies of water that would act as an obstacle to most other cats.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase "stand out from the rest of the cat crowd" in paragraph 4 contributes to the meaning of the article, this is because the jaguar is a unique animal with its own hunting techniques, to prove this in the text it says " One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this." Another reason to support why is that in the text it also says " What's more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal."

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

This response provides a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article (*because the jaguar is a unique animal with its own hunting techniques*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“ *One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this.* ” and “ *What's more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal.* ”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase "Stand out from the rest of the cat crowd" contributes because it means it has special features or abilities that make it stand out. For example, the text says, We knew jaguars were good swimmers."

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

This response provides a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article (*because it means it has special features or abilities that make it stand out*); however, the response only provides one concrete detail from the text for support (*We knew jaguars were good swimmers.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article. They say this because the jaguar are part if the cat family and they act like the cats. According to the text it said “Snagging prey while swimming is something that no other feline does” On this detail there talking about how the jaguars are doing how they act. According to the passage it said “One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water” This detail there talking about how the cats are unique from the jaguars. Therefor “The phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article. They say this because the jaguar are part if the cat family and they act like the cats”.

### 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 (“*Snagging prey while swimming is something that no other feline does*” and “*One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water*”); however, the response does not provide a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase "stand out from the rest of the cat crowd" contributes in paragraph 4 by explaining how the jaguar is "full of unique features"

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

This response only provides one concrete detail from the text for support (*the jaguar is “full of unique features”*). The response does not provide a valid inference from the text to explain how the phrase “stand out from the rest of the cat crowd” in paragraph 4 contributes to the meaning of the article. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

that the Jaguar scares theres  
pray so they “stand out From  
the rest of the cat crowd”

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

This response is totally inaccurate (*that the Jaguar scares theres pray so they “stand out From the rest of the cat crowd”*).

# GUIDE PAPER 8

Additional

36

How does the phrase “stand out from the rest of the cat crowd” in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

The phrase stands out from the  
just like the crowd.

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The phrase stands out Just like the crowd*).

## EXEMPLARY RESPONSE

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

A central idea of paragraphs 5 through 8 is that jaguars hunt in a special way. A jaguar sneaks up and quickly attacks its prey. It “creeps closer to its mark than even the tiger, another sneaky cat that gets about 20 feet from prey before pouncing” (paragraph 6). Most large cats struggle with prey before overpowering it. A jaguar is different. It does not fight or struggle with its prey. A jaguar’s bite is strong enough to “take down its target in just one chomp” (paragraph 7).

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

The central idea of paragraphs 5 through 8 of “Top Spot” is about how jaguars hunt and why they hunt so differently from other felines. According to the text it states “One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this.” In the text it also states “What’s more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal.”

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

This response provides a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is (*how jaguars hunt and why they hunt so differently from other felines*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this.*” and “*What’s more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

The central idea of those paragraphs was to talk about the jaguars unique hunting techniques. It says in paragraph 5 “Even lions and tigers-the closest relatives of the jaguar-don’t go after prey in all three spots” this means that they hunt in unique ways that no other cat does. Also it says in paragraph 7 “When jaguars finally strike, they do so in their own special way. “Most felines struggle with prey before overpowering it. But a jaguar has the largest jaws of any big cat, so its bite is so strong it’s often able to take down its target with just one chomp” This means that they have adapted unique jaws that can take out prey in one powerful chomp.

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

This response provides a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is (*the jaguars unique hunting techniques*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Even lions and tigers-the closest relatives of the jaguar-don’t go after prey in all three spots*” and “*When jaguars finally strike, they do so in their own special way. “Most felines struggle with prey before overpowering it. But a jaguar has the largest jaws of any big cat, so its bite is so strong it’s often able to take down its target with just one chomp*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

The central idea of paragraph 5 through 8 of “Top spot” is about how jaguar hunt. On paragraph 6 it said that they hunt for long distances. Also it says “when it stariks it has it own way” because it Jaws are longer than any other cat so one bite the prey is down. Also that it ambush it prey when it hunting.

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

This response provides a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is (*how jaguar hunt*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (“*when it stariks it has it own way*” *because it Jaws are longer than any other cat so one bite the prey is down and it ambush it prey when it hunting*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

Paragraphs five through eight mostly tells about the different ways it hunt. For example, it tells us all the different strategies of hunting for the Jaguar. It also tells us about teir fighting ability. It show us the ways of the cat. Or tha Jaguar, either one. Finally, this is paragraphs five through eight.

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

This response provides a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is (*the different ways it hunt*); however, the response only provides one relevant detail from the text for support (*it tells us all the different strategies of hunting for the Jaguar*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

*The central idea of paragraphs 5-8 of “Top spot” is about how the Jaguar hunts for its food.*

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

This response provides a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is (*how the Jaguar hunts for its food*); 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

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

they are not the fighting animals even tho they have fighting skills as said in paragraph 8 the jaguar is unique from the other cats because of thier hunting techniques as said in paraghraph 5.

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

This response only provides one relevant detail from the text for support (*the jaguar is unique from the other cats because of thier hunting techniques*). The response does not provide a valid inference from the text to explain what a central idea of paragraphs 5 through 8 of “Top Spot” is. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

Jaguars are different from other cats they find there prey from a distance and they can be dangerous if they hurt you since there teeth are super strong and sharp. jaguars travel alot for a new home and they travel over and over.

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

This response is totally inaccurate (*Jaguars are different from other cats they find there prey from a distance and they can be dangerous if they hurt you since there teeth are super strong and sharp. jaguars travel alot for a new home and they travel over and over*).

## GUIDE PAPER 8

Additional

37

What is a central idea of paragraphs 5 through 8 of “Top Spot”? Use **two** details from the article to support your response.

The central idea is that they put together all of the Jaguars looking and searching for there food because he needed to live and he wanted to live.

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

This response does not address any of the requirements of the prompt (*The central idea is that they put together all of the Jaguars looking and searching for there food because he needed to live and he wanted to live*).

## EXEMPLARY RESPONSE

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

Paragraph 3 introduces the idea that scientists are still learning about how jaguars have adapted to make them such effective hunters, and paragraph 14 elaborates on this idea. In paragraph 3, an ecologist, Alan Rabinowitz, was surprised when he was on an expedition and witnessed a jaguar taking down a caiman in a river. He says, “we were astonished to learn that they can hunt as they swim.” In paragraph 14, Rabinowitz explains that scientists are still learning about the jaguar’s relationship with its habitat. “The jaguar’s adaptations help it survive. But they also show how living things are shaped by their habitat.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1a

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

In the article, “Top Spot”, paragraph 3 connects to paragraph 14 by showing how jaguars are good adapters. An example of this is “We knew jaguars were good swimmers;... But we were astonished to learn that they can hunt as they swim.” (paragraph 3). After reading this in paragraph three, you can tell that jaguars must have adapted or evolved to gain these kinds of skills. One way this connects to paragraph 14 is “The jaguar’s adaptations help it survive. But they also show how living things are shaped by their habitat.” (paragraph 14). This shows an example of how the jaguar adapts because of its habitat. As you can see, this shows how paragraphs 3 and 14 connect.

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Form 11

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Page 7

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## **GUIDE PAPER 1b**

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

This response provides valid inferences from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot” (*by showing how jaguars are good adapters and how the jaguar adapts because of its habitat*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*We knew jaguars were good swimmers,*” ... ‘*But we were astonished to learn that they can hunt as they swim.*’” and “*The jaguar’s adaptations help it survive. But they also show how living things are shaped by their habitat.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

Paragraph 3 connects to paragraph 14 because first it shows the jaguars adaption to their enviornment and then shows why they have that adaptation. In paragraph 3 it says, "Knew jaguars were good swimmers..." then later in the paragraph, "Astonished to learn that they can hunt as they swim." This evidence shows that jaguars have adapted to learn how to swim so that they could hunt. Then in paragraph 14 it says, "Jarguar's adaptations help it survive." Later it says, "We change our enviornment..." which means that humans change animals enviornments, like the jaguar's, and then they had to adapt to survive.

Parapgraph 3 connects to paragraph 14 because first it shows the jaguars adaption to their enviornment and then shows why they have that adaptation. This is shown in these paragraphs because in the third paragraph it is talking about their adaptation to hunting in the water. Later in the fourteenth paragraph it tells the reader why the jaguar had to adapt to hunting in the water.

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

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot” (*it shows the jaguars adaption to their enviornment and then shows why they have that adaptation*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Knew jaguars were good swimmers...*” *then later in the paragraph, “Astonished to learn that they can hunt as they swim.*” and “*Jarguar’s adaptations help it survive.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

Paragraph 3 connects to Paragraph 14 by showing what the Jaguar has learned.  
One detail is in the text it says “<sup>of Paragraph 14</sup> scientists weren’t doing ~~warning~~ about the relation ship between the Jaguar and its home” in Paragraph 3; it says “But we were astonished to learn the Jaguars can hunt as they swim. Another detail is in Paragraph 14 it says “the Jaguars expeditions help it survive” in Paragraph 3 it says “we new Jaguars were good swimmers.”

DO NOT WRITE BEYOND

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

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot” (*showing what the Jaguar has learned*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*But we were astonished to learn the Jaguars can hunt as they swim* and “*we new Jaguars were good swimmers.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

Paragraph 3 connects to paragraph 14 by showing that the jaguar can adapt to things quickly. Paragraph 3 shows how the jaguar can adapt to hunting while swimming. Paragraph 3 says, ““We knew jaguars were good swimmers,” says wildlife ecologist Alan Rabinowitz, who runs a big cat conservation organization called Pantera and witnessed the splashy smackdown while on an expedition. “But we were astonished to learn that they can hunt as they swim.” Paragraph 14 shows that the environment can change us which does mean that it also changes jaguars too and since it is changing, we might learn some new secrets about a jaguar. Paragraph 14 says, “We can change our environment,” Rabinowitz says. “But our environment also changes us.” And scientists aren’t done learning about the relationship between the jaguar and its home. “We’re still figuring out everything. And we can’t wait to uncover more jaguar secrets.” This is how paragraph 3 connects to paragraph 14.

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

This response provides a sufficient number of concrete details from the text for support (““We knew jaguars were good swimmers,” says wildlife ecologist Alan Rabinowitz, who runs a big cat conservation organization called Pantera and witnessed the splashy smackdown while on an expedition. “But we were astonished to learn that they can hunt as they swim.” and “We can change our environment,” Rabinowitz says. “But our environment also changes us.” And scientists aren’t done learning about the relationship between the jaguar and its home. “We’re still figuring out everything. And we can’t wait to uncover more jaguar secrets.”); however, the response does not provide a valid inference from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

Paragraph 3 and 14 connect cause scientist learned that they swam to hunt. but they said they cant wait to lean more about jaguars. “But we were astonished to learn that they can hunt as they swim.” But they also say, “We’re still figuring out everything. And we can’t wait to uncover more jaguar secrets.”

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

This response only provides one concrete detail from the text for support (“*But we were astonished to learn that they can hunt as they swim.*”). The response does not provide a valid inference from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

They both talk about adaptation helping survive.

They show how living things are shaped by their habitat.

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

This response only provides one concrete detail from the text for support (*adaptation help it survive. They show how living thing are shaped by their habitat*). The response does not provide a valid inference from the text to explain how paragraph 3 connects to paragraph 14 in the article “Top Spot.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

there great hunters

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

This response does not address any of the requirements of the prompt (*there great hunters*).

## GUIDE PAPER 8

Additional

38

How does paragraph 3 connect to paragraph 14 in the article “Top Spot”? Use **two** details from the article to support your response.

ittis cool Tha + ThaK  
h a V R Tiff RNT PlaNS  
P uT TifreNT LoT uF TroBuL

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

This response is unintelligible (*ittis cool That thay have TifreNT PlaNS BuT Tils LoT uf TroBuL*).

## EXEMPLARY RESPONSE

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In paragraph 11, the narrator says that her “heart hammers” to show that she is afraid. Her brother has told her that there may be a leopard in the area just as she is about to get firewood. The narrator’s fear causes her to imagine “yellow eyes gleaming in the dark to the side of the woodpile. I’m sure I hear a low growl” (paragraph 11) and “I really am convinced a large animal with long, pointed teeth is waiting to pounce on me. I am terribly afraid of leopards, although I have never seen one in my life” (paragraph 12).

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The narrator said this to describe how they felt at this moment of the story. At this moment, he is in a scary position. In the story, the narrator is near leapards and is scared. But, the narrator also doesn't want to run back to their house because then Mada-Jan will be mad at the narrator. In the text, it says "...And I want to run back tot he house, but I know Mada-jan will be angry." This shows the reader that the narrator is stuck between conflicts. In the previous paragraph, Nur says "They were this big!" and "It must be a very large leapord." So, the narrator says that their "Heart Hammers" because the narrator is scared, frightened and doesn't know what to do.

## Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*to describe how they felt at this moment of the story and because the narrator is scared, frightened and doesn't know what to do*). The response provides evidence of analysis (*At this moment, he is in a scary position. In the story, the narrator is near leapards and is scared. But, the narrator also doesn't want to run back to their house because then Mada-Jan will be mad at the narrator*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“...And I want to run back tot he house, but I know Mada-jan will be angry.” and Nur says “They were this big!” and “It must be a very large leapord.”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The narrator says her “heart hammers” in paragraph 11 because he thinks there is a leopard standing behind him. I know this because in the text it says “I’m sure I hear a low growl”. It also says “I think I see yellow eyes gleaming in the dark to the side of the woodpile.”

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

This response provides a valid inference from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*because he thinks there is a leopard standing behind him*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I’m sure I hear a low growl*” and “*I think I see yellow eyes gleaming in the dark to the side of the woodpile.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The narrator says “her “heart hammers” because she is afraid of leopards, and her big brother is teasing her saying, “I saw a leopard’s paw print hear last night.” In the text it says, “I saw a leopard’s pug marks here last night... I hesitate were the two paths split.” This means that leopards scare Najmah and Nur her big brother was teasing her and scaring her.

PARTITION OUT

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

This response provides a valid inference from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*because she is afraid of leopards and her big brother is teasing her*). The response provides evidence of analysis (*This means that leopards scare Najmah and Nur her big brother was teasing her and scaring her*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I saw a leopard’s paw print hear last night.*” and *I hesitate were the two paths split.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

Because she was afraid thta a leopard was going to pounce on her, and Nur was trying to scare her by telling her that there is a big leopard.

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

This response provides a valid inference from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*Because she was afraid thta a leopard was going to pounce on her*); however, the response only provides one relevant detail from the text for support (*Nur was trying to scare her by telling her that there is a big leopard*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 5

Additional

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The narrator said he “Heart Hammers” in paragraph 11. It means that Her heart is beating fast because she doesn’t want Mada-Jan being mad and angry at her.

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

This response provides a valid inference from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*It means that Her heart is beating fast because she doesn’t want Mada-Jan being mad and angry at her*); 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

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The author uses the words her "heart hammers" to describe the fear she feels to make you feel what she feels.

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

This response provides a valid inference from the text to explain why the narrator says her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*” (*to describe the fear she feels to make you feel what she feels*); 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

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

The narrator says “heart hammers” because she want's to go back to the house, she also she was humming down the hill so she could be out of breath.

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

This response is totally inaccurate (*The narrator says “heart hammers” because she want's to go back to the house, she also she was humming down the hill so she could be out of breath*).

## GUIDE PAPER 8

Additional

39

Why does the narrator say her “heart hammers” in paragraph 11 of “Excerpt from *Under the Persimmon Tree*”? Use **two** details from the story to support your response.

she ran back in the house she ran as fast as she can all the way to the woodpile.

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

This response does not address any of the requirements of the prompt (*she ran back in the house she ran as fast as she can all the way to the woodpile*).

## EXEMPLARY RESPONSE

40

In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from *Minuk: Ashes in the Pathway*,” the narrator seems to believe that life for adults in her culture is difficult. She and her sister are enjoying playing with their dolls after they have been stored for the winter. The narrator notices that her mother, grandmother, and aunts are also happy to see the girls’ dolls. They joined the girls outside to touch their dolls “and look at their clothes, as if they’d missed them, too” (paragraph 2). This makes her think that “sometimes it must be hard to be grown-up and not able to play” (paragraph 2).

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

40

In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

I think the narrator's point of view from the "Excerpt from Minuk: Ashes in the Pathway" thinks that adult life is challenging and is proud of the adults in her culture because of their work and she feels they are an important aspect in her village. One example is when she says "I thoughts that sometimes it must be hard to be a grown-up and not able to play". This sentence shows that she thinks it is challenging to resist the urge to play as an adult. Another example is when she talks about her relatives making her doll clothing and the men in her village winning a war against another village. The feeling of pride comes over her as she is grateful for the clothing to play with and she is very proud of her villages' men to win this war against another village. This shows that she respects her adults in her village, and feels that they are important to her growing life. Although the life of an adult does not appeal to her now, she feels that they play a major role in her life, and that their life is very challenging and is needed to help her village grow.

## Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture (*adult life is challenging and proud of the adults in her culture because of their work and she feels they are an important aspect in her village*). The response provides evidence of analysis (*The feeling of pride comes over her as she is grateful for the clothing to play with and she is very proud of her villages' men to win this war against another village. This shows that she respects her adults in her village, and feels that they are important to her growing life*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I thoughts that sometimes it must be hard to be a grown-up and not able to play.*” and *when she talks about her relatives making her doll clothing and the men in her village winning a war against another village*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

40

In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The narrators point of veiw about the life of an adult in her culture in the "Excerpt from Minuk: Ashes in the Pathway" is hard but cool. She thinks it was hard becuase they couldn't play with dolls or little toys like that. She thinks its's cool because then she could travel to other towns and get to go into the mens houses and she could get to sit on a bench. On quote in the passage I found to support this was in paragraph 2. It states, "I thought that sometimes it must be hard to be grown-up and not able to play." This quote leads into the part where she thinks it must be hard to be a grown-up. This quote shows that the reader must be a bit younger because she still plays with little toys. This quoute also shows that the narrator likes to play. It also shows part if the narrators oppinion about adult life in her culture. Another quote I found in the passage to help support this is in paragraph 13. It states, "Sometimes everyone from two villages-men and women and children-crowded into the men's house for festivals and ceremonies. There were three tiers of wide benches all around the inside of the men's house." This quote shows that every once in awhile, the village travels perhaps for a holiday of somesort, or just for fun. This quote hints towards a feeling of excitement when she thinks of this. I know this by the way she explains it. I also know this becuase later in the passage, she mentions how she thinks that the mens houses are very cool and very big and how ancient the benches are. That's what the narrators point of veiw about the life of an adult in her culture in the "Excerpt from Minuk: Ashes in the Pathway" is.

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

This response provides a valid inference from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture (*hard but cool. She thinks it was hard becuase they couldn't play with dolls or little toys like that. She thinks its's cool because then she could travel to other towns and get to go into the mens houses and she could get to sit on a bench*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I thought that sometimes it must be hard to be grown-up and not able to play.*” and “*Sometimes everyone from two villages-men and women and children-crowded into the men's house for festivals and ceremonies. There were three tiers of wide benches all around the inside of the men's house.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

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In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The narrator’s point of view about the life of an adult in her culture it will be boring or difficult. “I thought that sometimes it must be hard to be grown-up and not be able to play.” The narrator is saying it must be hard to not play a game or play with dolls and just work all day. “Even Mamma and Grandma and the aunts came out into the spring sun to touch our dolls and look at their clothes, as if they’d missed them.” The narrator is saying the adults miss when they could play with dolls.

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

This response provides a valid inference from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture (*it will be boring or difficult*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I thought that sometimes it must be hard to be grown-up and not be able to play.*” and “*Even Mamma and Grandma and the aunts came out into the spring sun to touch our dolls and look at their clothes, as if they’d missed them.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

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In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

In the excerpt "Ashes in the Pathway" the narrator has a point of view about the adults in the culture. One point of view from the narrator is she thought it was hard for adults not to be able to play, this quote states in paragraph 2, " I thought that sometimes it must be hard to be grown-up and not able to play." Another point of view from the narrator about the adults is every man and woman have a role in the village, this states through out the story. This is what i think the narrator's point of view is about the parents.

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

This response provides valid inferences from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture (*she thought it was hard for adults not to be able to play* and *every man and woman have a role in the village*); however, the response only provides one concrete detail from the text for support (“*I thought that sometimes it must be hard to be grown-up and not able to play.*”). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

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In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The narrator's point of view in this passage about an adult's life in her culture is that they don't get to have a lot of fun other than village dances. When she talks about her life she includes more interesting and exciting things opposite to when talking about an adult's life. She talks about dolls and what they wear, when they can and can't play with them, etc. Then, when referring to adults, she talks about houses. A quote that supports this is, "We weren't allowed to play with our dolls in the winter. But in the spring, after the geese had returned, we could....Our dolls not only had lovely faces, they had wonderful clothes." Another quote that supports this is, "In our village there were five women's houses and one men's house." I chose these quotes because they both illustrate how the tone changes from subject to subject. One sounds more excited and happy than the other.

## Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture (*they don't get to have a lot of fun [...] When she talks about her life she includes more interesting and exciting things opposite to when talking about an adult's life*); however, the response only provides one concrete detail from the text for support (“*We weren't allowed to play with our dolls in the winter. But in the spring, after the geese had returned, we could....Our dolls not only had lovely faces, they had wonderful clothes.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

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In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The authors Point of view In Being an adult  
In her culture Is The text Says “sometimes  
It must Be hard to be grown up and not  
be able To play another textual detel  
Is “ he could not play with dogs but he  
liked to sit next to us play with his  
little sled and dogs.

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

This response only provides one concrete detail from the text for support (“*sometimes It must Be hard to be grown up and not be able To play*”). The response does not provide a valid inference from the text to explain, in “Excerpt from *Minuk: Ashes in the Pathway*,” what the narrator’s point of view is about the life of an adult in her culture. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

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In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The narrator's point of view is second person. The reason it is second person is because she uses words like she, women, men, their, and they. The narrator also says things like how "A women's house is called an ena." To conclude the narrator talks in second person point of view.

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

This response does not address any of the requirements of the prompt (*The narrator’s point of view is second person. The reason it is second person is because she uses words like she, women, men, their, and they. The narrator also says things like how “A women’s house is called an ena.” To conclude the narrator talks in second person point of view*).

## GUIDE PAPER 8

Additional

40

In “Excerpt from *Minuk: Ashes in the Pathway*,” what is the narrator’s point of view about the life of an adult in her culture? Use **two** details from the story to support your response.

The narrator's point of view is first person because in the story it said "Panruk and I did" in the paragraph and another reason this is a first person story is because in the story it also said "we took our responsibility for the weather very seriously".

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

This response does not address any of the requirements of the prompt (*The narrator’s Point of view is first Person because in the story it said “Panruk and I did” in the ParagraPh and another reason this is a first Person story is becaase in the story it also said “we took our resPonsibility for the weathen very seriously”*).

## EXEMPLARY RESPONSE

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Paragraph 14 of “Excerpt from Minuk: Ashes in the Pathway” contributes to the story by showing the importance of the men’s house in the village. It is a source of historical pride for the people of the village. “We were very proud of our men’s house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches.” These benches “had been brought long ago, before even Grandpa was born, from a men’s house along the Yukon River. Our men had defeated that village in a war, so they brought the benches home to remember their victory.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 of "Excerpt from Minuk: Ashes in the Pathway" contribute to the story by telling you what the men's house was like and why they were proud of it. It shows you a different side of the story and how the people in the village come together to make a huge accomplishment in their lives.

One piece of evidence that supports my statement was in paragraph 14. It states, "We were very proud of our men's house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches." This proves that they were proud of what they did to accomplish the building of the men's house. They were very happy because of its size.

Another piece of evidence that supports my statement was also in paragraph 14. It states, "Our men had defeated that village in a war, so they brought the benches home to remember their victory." This proves they were not only proud of the building, but the people living in it. They showed their love for them by putting benches in the house to represent their victory.

Paragraph 14 shows that the people in the village love each other and come together as a big, happy family.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contributes to the story (*by telling you what the men's house was like and why they were proud of it*). The response provides evidence of analysis (*This proves they were not only proud of the building, but the people living in it. They showed their love for them by putting benches in the house to represent their victory*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“We were very proud of our men's house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches.” and “Our men had defeated that village in a war, so they brought the benches home to remember their victory.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 of "Excerpt from Minuk: Ashes in the Pathway" contributes to the story because paragraph 14 talks about how proud they were about their men's house and why they were proud, I know this because in paragraph 14 it says "We were very proud of our men's house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches." Another reason I know paragraph 14 contributes to the story is because they also talk about how and why they made it. The first place, I know this because it says "The benches were so old, they had been cut with a stone ax. They had been brought long ago, before even Grandpa was born, from a men's house along the Yukon River. Our men had defeated that village in a war, so they brought the benches home to remember their victory." That is how I know it contributes to the story.

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

This response provides a valid inference from the text to explain how paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contributes to the story (*paragraph 14 talks about how proud they were about their men's house and why they were proud*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*We were very proud of our men's house, because it was the biggest one along the whole Kuskokwim River, and it had the widest benches.*” and “*The benches were so old, they had been cut with a stone ax. They had been brought long ago, before even Grandpa was born, from a men's house along the Yukon River. Our men had defeated that village in a war, so they brought the benches home to remember their victory.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 contributes to the passage/story because it talks about how the men's house has a lot of important village history around it. For I think, it has benches from when people from the village defeated another village a long time ago, and brought the benches home from the defeated village to their village, to remember the victory they had. It also had a big festival where men danced to stories (specifically the story of how they defeated a village and took their benches in a war. I think that story), and did war cries and dancing to celebrate.

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

This response provides a valid inference from the text to explain how paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contributes to the story (*it talks about how the men's house has a lot of important village history around it*). The response provides a sufficient number of relevant details from the text for support as required by the prompt [*it has benches from when people from the village defeated another village a long time ago, and brought the benches home from the defeated village to their village, to remember the victory they had and It also had a big festival where men danced to stories (specifically the story of how they defeated a village and took their benches in a war. I think that story), and did war cries and dancing to celebrate*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 contributes to the story. For example, it explains why the benches are so important to the house. In addition, it gives context about what had happened in the war in the village.

### 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 (*it explains why the benches are so important to the house* and *it gives context about what had happened in the war in the village*); however, the response does not provide a valid inference from the text to explain how paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contributes to the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

It says that they had been cut with a stone ax, so this goes with the title of the story Ashes In The Pathway. Also it tells a story about the war so we can tell that the theme of this story is about the past like old benches and the story of the war. Also they here a loud war cry that was so terrible that all of the children hid their faces.

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

This response is a mostly literal recounting of events and details from the text (*It says that they had been cut with a stone ax, so this goes with the title of the story Ashes In The Pathway. Also it tells a story about the war so we can tell that the theme of this story is about the past like old benches and the story of the war. Also they here a loud war cry that was so terrible that all of the children hid their faces*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 contributes to the story because its talking about how men, how they had bigger houses and that was what the passages was talking about in the story in paragraphs 10-16. I know that because in the text it says " we were proud of our men's house ,because it was the biggest one along the whole Kuskokwim River, and it had the widest benches." [paragraph14] . In paragraph 13 it says something similar" the men's house was called the qasgiq, it was much bigger than the women's house , it had to be big , because it held all the village men, and it was where the men would stay when people came from other villages". This is how paragraph 14 contributes to the story.

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

This response only provides one concrete detail from the text for support (“ *we were proud of our men's house ,because it was the biggest one along the whole Kuskokwim River, and it had the widest benches.* ”). The response does not provide a valid inference from the text to explain how paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contributes to the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

Paragraph 14 contributes to the story by it talking about how the men's house was decuoted.

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

This response is totally inaccurate (*Paragraph 14 contributes to the story by it talking about how The men's house was decuoted*).

# GUIDE PAPER 8

Additional

41

How does paragraph 14 of “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the story? Use **two** details from the story to support your response.

it relates to this story because it relates to houses

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*it relates to this story because it relates to houses*).

## EXEMPLARY RESPONSE

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

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## Possible Exemplary Response:

The adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” are integral to the development of the plots in each excerpt. Although a part of this role is how the adults interact with the narrators in different ways, they also contribute to the plot in different ways.

There are two adults in “Excerpt from Under the Persimmon Tree”: the mother and the father. The mother, Mada-Jan, tells the narrator and her brother to get out of bed and do their morning chores. The father, Baba-Jan, has asked the narrator to collect firewood each morning. The adult characters, Mada-Jan and Baba-Jan, are contributing to the plot by sending Najmah out to fetch the firewood even though she is scared of leopards. They are also teaching their children responsibility by getting Najmah and Nur up early and having them complete chores.

In “Excerpt from Minuk: Ashes in the Pathway,” the narrator mentions many adults in her community—her Mamma, Grandma, “the aunts,” her Grandpa, and the women and men of her village generally, but none of the adults appear in the excerpt. The adults in this story are in the background of the story, and they contribute to the plot of the story by the description of the children’s play. The narrator and Panruk’s dolls had been carved out of driftwood for them by her grandfather. The dolls’ clothes and accessories had been sewn by her Mamma and aunts. Even Maklak, who was a boy in the village, had a toy sled and dog team carved for him by his uncle. The adult characters are contributing to the plot by showing how much they care about the narrator and the other children by taking the time to create toys for them to enjoy, even though adult life is portrayed as difficult in the excerpt.

The adult characters in each excerpt contribute in their own way. In “Excerpt from Under the Persimmon Tree,” the children have important household responsibilities, just as the mother and father do, and the mother and father direct these responsibilities. They play a more active and prominent role in contributing to the plot. In “Excerpt from Minuk: Ashes in the Pathway,” the children play while the adults work and perform adult responsibilities. They play a more passive role in contributing to the plot.

In conclusion, the adult characters in both excerpts are important to the plot of the excerpts. They contribute to the plot, however they do so in different ways.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

42

Adult characters in "Excerpt from *Under the Persimmon Tree*" and "Excerpt from *Minuk: Ashes in the Pathway*" are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in "Excerpt from *Under the Persimmon Tree*" contribute to the plot of that story
- describe how the adults in "Excerpt from *Minuk: Ashes in the Pathway*" contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

In both "Excerpt from Under the Persimmon Tree" and "Excerpt from Munik: Ashes in the Pathway", the adult characters are significant parts of these stories. Both stories have adults which provide to the plot of the stories

In "Excerpt from Under the Persimmon Tree", the adults, Mada-jan and Baba-jan, both contribute to the plot of this excerpt. In "Excerpt from Under the Persimmon Tree", Mada-jan is pregnant with Najma and Nur's unborn baby brother, which Najma has named Habib. Because Mada-jan is pregnant, she cannot fetch firewood for the family, so Najma must do the task instead. "Usually Mada-jan fetches the wood, leaving me to make naan inside our mud brick house, because she knows I'm afraid." Nur, Najma's brother, taunts and frightens her of a leopard nearby. So that leaves her to fetch wood. "My father worries that she'll tumble down to the bottom of the hill, and so he has asked me to put aside my fear to help my mother. I feel proud that I can do it, even though I am afraid", Najma explains. Additionally, Mada-jan also is the mother of Nur and Najma, so she is responsible for them as a mother is supposed to be. "But Mada-jan does what she always does when we try to ignore her: she yanks the quilt up from the bottom and tickles his bare feet with a piece of straw." Mada-jan, in this scene, is waking up Najma and Nur for their day's work ahead. Lastly, the children look forward to Baba-jan, their father, who is bringing milk. "As the thought of the milk my father will bring, my stomach grumbles."

In "Excerpt from Minuk: Ashes in the Pathway", the adults also play a big role in the plot of the story. The narrator's Mamma, Grandma, aunts, and grandfather play a role in creating clothes, furniture, and accessories for the dolls. "Mama and the aunts had helped us sew tiny boots and mittens and acribou pants and beautiful little parkas..." and "Grandma had made us tiny dishes of clay and little vole-skin blankets and rabbit-fur robes..." They help make playing with dolls for Panruk and the narrator fun and realistic. Additionally, the men are also a significant part of the story. "Our men had defeated that village in a war, so they brought the benches home to remember their victory." The narrator explains, she is expressing her pride for her culture's architecture.

## GUIDE PAPER 1b

In both stories, "Excerpt from Under the Persimmon Tree" and "Excerpt from Minuk: Ashes in the Pathway" the adults both play roles which contribute to the plot of the story, but contribute in different ways. For example, in "Excerpt from Under the Persimmon Tree," there are only two adults, and one majorly plays a significant role, which is Mada-jan. Mada-jan is majorly the adult who contributes to the plot. In "Excerpt from Munik: Ashes in the Pathway", there are many adults who share the role of contributing to the plot. For example, the Mamma, Grandma, aunts, grandfather, and men of the narrator and her village are all significant adults. In the first story, Mada-jan's conditions and actions are mainly what gets Nur and Najma awake, and to work. Her actions are described as a mother's: responsible. In the latter story, the narrator's Mamma, Grandma, aunts, and grandfather are mainly described by their actions, which aren't exactly responsible, but yet kind. They all contribute to Panruk and the narrator's dolls. They make their dolls, clothes, furniture, and accessories. The men in the story are also described just by their actions. They mainly had won the war against a village along the Yukon River, and brought home the benches which served significantly towards the qasgiq (men's house).

Clearly, as you can see, the adults from both "Excerpt from Under the Persimmons Tree" and "Excerpt from Minuk: Ashes in the Pathway" both play a role in contributing to the story and its plot. Although, the adults serve these roles differently.

### 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 "Excerpt from Under the Persimmon Tree" and "Excerpt from Munik: Ashes in the Pathway", the adult characters are significant parts of these stories. Both stories have adults which provide to the plot of the stories*). The response demonstrates insightful analysis of the texts (*Mada-jan also is the mother of Nur and Najma, so she is responsible for them as a mother is supposed to be; They help make playing with dolls for Panruk and the narrator fun and realistic; she is expressing her pride for her culture's artitecture; Her actions are described as a mother's: responsible; the narrator's Mamma, Grandma, aunts, and grandfather are mainly described by their actions, which aren't exactly responsible, but yet kind*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence ("Usually Mada-jan fetches the wood, leaving me to make naan inside our mud brick house, because she knows I'm afraid.", "My father worries that she'll tumble down to the bottom of the hill, and so he has asked me to put aside my fear to help my mother. I feel proud that I can do it, even though I'm afraid"; "But Mada-jan does what she always does when we try to ignore her: she yanks the quilt up from the bottom and tickles his bare feet with a piece of straw.", "As the thought of the milk my father will bring, my stomach grumbles."); "Mama and the aunts had helped us sew tiny boots and mittens and acribou pants and beautiful little parkas..."; "Grandma had made us tiny dishes of clay and little vole-skin blankets and rabbit-fur robes..."; "Our men had defeated that village in a war, so they brought the benches home to remember their victory."). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole (*Both; Because; So; Additionally; Lastly; also; In both stories; For example; but; In the first story; In the latter story; Clearly, as you can see; Although*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*significant; taunts; frightens; responsible; look forward to; artitecture; realistic; pride; culture's artitecture; majorly; share the role; latter; aren't exactly; clothes, furniture, and accessories*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*Clearly, as you can see, the adults from both "Excerpt from Under the Persimmons Tree" and "Excerpt from Minuk: Ashes in the Pathway" both play a role in contributing to the story and its plot. Although, the adults serve these roles differently*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

Adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” contribute to the plot by assisting their children. They do this differently because one character defends her child while the other gifts the child items.

Adult characters in both stories contribute to the plot by helping the children. For instance, the author of “Excerpt from Under the Persimmon Tree” states, “Stop trying to scare her!” This quote demonstrates that the adult character, Mačka-jan, helps Majman by making Adur stop the teasing. Furthermore, the author of “Excerpt from Minuk: Ashes in the Pathway” explains, “Mamma and the aunts had helped us sew tiny boots and mittens and caribou pants and beautiful little parkas.” This quote indicates that the adult characters help the narrator to play and enjoy her life. All in all, the adult characters help the children.

However, the adult characters help differently. While the adult characters in "Excerpt from Under the Persimmon Tree" defend the children while the adult characters in "Excerpt from Minukhi Ashes in the Pathway" gift the children items. For example, Staples explains, "Usually, Mača-jan fetches the wood, leaving me to make man inside our mud-brick house, because she knows I'm afraid." (Staples 3). This quote demonstrates that Mača-jan is defending Majmeh from leopards. However Hill states, "Our grandfather had carved both of our dolls from driftwood." (Hill 1). This reveals that the adult character grandfather, gifted the narrator with dolls to play with throughout her childhood to help her enjoy. In final analysis, both adult characters contribute to the plot in different ways.

In conclusion, the adult characters in "Excerpt from Under the Persimmon Tree" and "Excerpt from Minukhi Ashes in the Pathway" both contribute to the plot by assisting children characters. However, they help in different ways, including defense and gifting.

## GUIDE PAPER 2c

Additional

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

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*Adult Characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the pathway” contribute to the plot by assisting their children. They do this differently because one character defends her child while the other gifts the child items*). The response demonstrates grade-appropriate analysis of the texts (*the adult character, Mada-jan, helps Najmah by making Nur stop the teasing; the adult characters help the narrator to play and enjoy her life; Mada-jan is defending Najmah from leopards; the grandfather, gifted the narrator with dolls to play with throughout her childhood to help her enjoy*). The response develops the topic with relevant details from the texts, with some lack of variety (“*Stop trying to scare her!*”; “*Mamma and the aunts had helped us sew tiny boots and mittens and caribou pants and beautiful little parkas.*”; “*Usually, Mada-jan fetches the wood, leaving me to make naan inside our mud-brick house, because she knows I’m afraid.*”; “*Our grandfather had carved both of our dolls from driftwood.*”). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole (*For instance, This quote demonstrates, Furthermore, This quote indicates, All in all, However, While, For example, This reveals, In final analysis, In conclusion*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*assisting, defends, gifts, helping, throughout her childhood*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion, the adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” both contribute to the plot by assisting children characters. However, they help in different ways, including defense and gifting*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

While both stories are looked through a child's perspective, the adult characters are still important. They have an important roll in the story, and the lives of the children. While in "Excerpt from Under the Persimmon Tree" the mother encourages her children to work, the family in "Excerpt from Minuk: Ashes in the Pathway" encourage the children to play and care for their dolls.

In "Excerpt from Under the Persimmon Tree", the mother, though pregnant, is waking her children in the morning and telling them the work to be done for the day. When waking her daughter, she folds the quilt so she cannot sleep a minute longer. When waking her son, she tickles his bare feet with a piece of straw. She is sure to tell her son not to scare his little sister, and when he does, his mother is sure to tell her daughter he's lying. Even with a baby on the way, this mother is still determined to encourage her children to get through the day.

In "Excerpt from Minuk: Ashes in the pathway", the family is encouraging the

## GUIDE PAPER 3b

the children to play with their dolls and have fun with their lives. The dolls the children played with were one of the most important things in their lives. Their grandfather had carved them out of driftwood. Their mother and aunts had helped them sew small clothes for the dolls. Their grandfather had even carved a sled for their brother. This proves that this family had made something that had mattered most in the children's lives.

Both families had their differences, one showed their children the value of working hard, while the other helped their children enjoy and cherish what they had for fun. But they both helped the children find something to care about even more, their family.

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

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*While both stories are looked through a child's perspective, the adult characters are still important. They have an important roll in the story, and the lives of the children*). The response demonstrates grade-appropriate analysis of the texts (*Even with a baby on the way, this mother is still determined to encourage her children to get through the day and the family is encouraging the the children to play with their dolls and have fun with their lives. The dolls the children played with were one of the most important things in their lives*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*the mother, though pregnant, is waking her children in the morning and telling them the work to be done for the day. When waking her daughter, she folds the quilt so she cannot sleep a minute longer. When waking her son, she tickles his bare feet with a piece of straw; She is sure to tell her son not to scare his little sister, and when he does, his mother is sure to tell her daughter he's lying; Their grandfather had carved them out of driftwood; Their mother and aunts had helped them sew small clothes for the dolls; Their grandfather had even carved a sled for their brother*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*While, In, When, Even, This proves, Both, But*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*perspective, encourages, telling them the work to be done for the day, cannot sleep a minute longer, lying, baby on the way, mattered most, value of working hard, cherrish*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*Both families had their differences, one showed their children the value of working hard. While the other helped their children enjoy and cherish what they had for fun. But they both helped the children find something to care about even more, their family*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 4a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

In both “Excerpt from Under the Persimmon Tree” and "Excerpt from Minuk: Ashes in the Pathway", the adults play a big role in the plot of the story. They help build up the background information and help in the story's plot. They have differences in the ways they contribute to their stories.

In “Excerpt from Under the Persimmon Tree” the adults help keep everything orderly. Mada-jan helps assign everyone a role to play when it comes to the well-being of the house. For example, she has Najmah get firewood. This leads up to the problem of Nur scaring her with threats of leopards when he says “I saw a leopard's pug marks in the dust here last night.”. This shows the problem of Najmah being scared. Mada-jan ends up solving the problem when “Stop trying to scare her! Najmah, you know there are no leopards here. Now hurry, you two!” Later, Mada-jan helps remind Najmah that everything is alright and that she shouldn't be scared.

In “Excerpt from Minuk: Ashes in the Pathway” the adults build what the story is about. The majority of the beginning is about the dolls and their beauty. The dolls are only because of the adults. The dolls wouldn't have existed without the adults because in the story it states “grandfather had carved both of our dolls from driftwood.” Not only did an adult make the dolls but adults also helped decorate. For example “Mamma and the aunts had helped us sew tiny boots and mittens and caribou pants and beautiful little parkas.” and “Grandma had made us tiny dishes of clay and little vole-skin blankets and rabbit-fur robes.” Even the men had won in the war. Without them, the men's house and benches wouldn't exist.

The two stories portray the adults differently. In “Excerpt from Under the Persimmon Tree”, the adults cause and solve the problem and help keep everyone in order. This is shown when it states “Mada-jan reminds me of this every time I complain that Nur has told me he's heard one roar.” In the story “Excerpt from Minuk: Ashes in the Pathway”, the adults help build up the village and the main plot of the story. It shows how they made the dolls and built up the village

As you can see, adults play a big roll in all the stories. Thanks to them, there is a plot, conflict, action and much more.

## **GUIDE PAPER 4b**

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

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*In both “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway”, the adults play a big role in the plot of the story. They help build up the background information and help in the story’s plot. They have differences in the ways they contribute to their stories*). The response demonstrates grade-appropriate analysis of the texts (*the adults keep everything orderly. Mada-jan helps assign everyone a role to play when it comes to the well-being of the house; the adults build what the story is about. The majority of the beginning is about the dolls and their beauty. The dolls are only because of the adults; adults also helped decorate; Without them, the men’s house and benches wouldn’t exist*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*she has Najmah get firewood; Nur scaring her with threats of leopards when he says “I saw a leopard’s pug marks in the dust here last night,”; “Stop trying to scare her! Najmah, you know there are no leopards here. Now hurry, you two!”; “grandfather had carved both of our dolls from driftwood.”; “Mamma and the aunts had helped us sew tiny boots and mittens and caribou pants and beautiful little parkas.”; “Grandma had made us tiny dishes of clay and little vole-skin blankets and rabbit-fur robes,”; Even the men had won in the war; “Mada-jan reminds me of this every time I complain that Nur has told me he’s heard one roar.”*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In both, For example, This leads up to, This shows, Later, Not only did, Even, Without them, As you can see, Thanks to them*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*big role, background information, orderly, assign, well-being, threats, majority, wouldn’t have existed without, decorate, portray*). The response provides a concluding statement that follows from the topic and information presented (*As you can see, adults play a big roll in all the stories. Thanks to them, there is a plot, conflict, action and much more*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 5a

Additional

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

In both stories, the adults contribute to the plot of the story, and in both stories, the adults play a major role in them. The adults in "Excerpt from Under the Persimmon Tree" helps the narrator in many different ways. For example, Mada-jan wakes up the narrator to tell the narrator that she has to do the unusual. Get the firewood. The narrator usually makes naan inside their mud brick house, but this time, he's going to fetch the firewood. And Mada-jan makes the narrator less scared to walk along the path to fetch the firewood by having Nur stop talking about how he saw a baby cub. She usually says to the narrator, "he's only teasing, he's only teasing", to remind him that he's only seen a leopard once before.

In the story "Excerpt from Minuk: Ashes in the Pathway", the parents contribute to the plot of the story, and helps the narrator in many different ways. For example, the grandfather helps carved both of the girls dolls from driftwood, for something to play with. The dolls contribute to the whole story so this is important. The parents taught them the weather rules, about the winter and spring, about how they could play with their dolls in the winter but not the spring. Grandman helped them make their village for the little dolls, with, "tiny dishes of clay and little vole-skin blankets and rabbit-fur robes.

There are differences in how the adults help them between "Excerpt from Under the Persimmon Tree", and "Excerpt from Minuk: Ashes in the Pathway". In the first story, the adults encourage the child to go and fetch the wood and walk down the wood path. But in the 2nd story, the adults paved the children's childhood, and didn't give them words of encouragement, but toys. In the first story, the parents made the narrator conquer their fears and to get them to walk down the path to get the firewood. But in the 2nd story, the adults encouraged the children to stay inside, and play with their toys.

Both stories have adults helping the children achieve their goals, but they have their differences. But both of them are similar at the same time. The 1st story is about a little girl, conquering her fear and walking down the path, and getting the firewood, and not being as afraid of leopards. But the 2nd story, isn't really about encouragement, it's about how the adults helped their childhood be what it is like.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both stories, the adults contribute to the plot of the story, and in both stories, the adults play a major role in them*). The response demonstrates grade-appropriate analysis of the texts (*The dolls contribute to the whole story so this is important; the adults paved the childrens childhood, and didn't give them words of encouragement, but toys; the parents made the narrator conquer their fears*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*Mada-jan wakes up the narrator to tell the narrator that she has to do the unusual. Get the firewood. The narrator usually makes naan inside their mud brick house, but this time, hes going to fetch the firewood; Mada-jan makes the narrator less scared to walk along the path to fetch the firewood by having Nur stop talking about how he saw a baby cub. She usually says to the narrator, "he's only teasing, he's only teasing", to remind him that he's only seen a leopard once before; the grandfather helps carved both of the girls dolls from driftwood, for something to play with; The parents taught them the weather rules, about the winter and spring; Grandman helped them make their village for the little dolls, with, "tiny dishes of clay and little vole-skin blankets and rabbit-fur robes*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In both stories, For example, In the story, In the first story, But in the 2nd story, But*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*major role, do the unusual, weather rules, encourage, paved, encouragement, conquer their fears, stay inside, achieve their goals*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*Both stories have adults helping the children achieve their goals, but they have their differences. But both of them are similar at the same time. The 1st story is about a little girl, conquering her fear and walking down the path, and getting the firewood, and not being as afraid of leopards. But the 2nd story, isn't really about encouragement, it's about how the adults helped their childhood be what it is like*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*boths, differeny, hes, helps carved, girls dolls, Grandman, childrens childhood, punctuation*).

## GUIDE PAPER 6a

42

Adult characters in "Excerpt from *Under the Persimmon Tree*" and "Excerpt from *Minuk: Ashes in the Pathway*" are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in "Excerpt from *Under the Persimmon Tree*" contribute to the plot of that story
- describe how the adults in "Excerpt from *Minuk: Ashes in the Pathway*" contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The two excerpts, "Excerpt from Under the Persimmon Tree" and "Excerpt from Minuk: Ashes in the Pathway" are both different in a few ways. They have a few similarities but have more differences.

The adult in the excerpt, "Excerpt from Under the Persimmon Tree" has two adults, the mother and the father. The mother is pregnant which contributes to the story because before when she wasn't pregnant the mother would go down the hill retrieving a pile of wood but since she is pregnant now her daughter had to take the responsibility and the daughter, Najmah, is afraid to go. The father is milking the goats to bring back milk. The father contributes to the story because in paragraph 6 at the end it says that the thought of Najmah's father bringingilk made her stomach grumble which probably meant that she and her family barely got milk and food.

The adults in the excerpt, "Excerpt from Minuk: Ashes in the Pathway" has three adults the mamma, aunt, uncle, grandma, and their grandfather. The mamma, aunts, and grandma contributes because they seemed like they missed the dolls which Panruk, Maklak, and the narrator loved to play with. The grandfather was a big contribution because he was the one that carved the dolls from driftwood. This is a big contribution because the kids love and adore the dolls, they dress them up and play with Maklak. Maklak was a boy so he couldn't play with dolls but he sat near them and played with the little sled and dogs that their uncle had carved out.

The differences of the adults in both stories are that in "Excerpt from Under the Persimmon Tree" there were only two adults that were really focused on but in "Excerpt from Minuk: Ashes in the Pathway" there were several adults or characters that made a contribution to the story's plot. Another difference is that in "Excerpt from Under the Persimmon Tree" the adults care about chores but doesn't really mind about religion but in the excerpt, "Excerpt from Minuk: Ashes in the Pathway" they care deeply about religion, I know this because in their religion if the weather saw you playing with dolls in the winter and fall they would punish you but in the spring and summer it would be fine to play with the dolls.

As you can see both stories has differences from the adults. They may have differences but both adults in the stories make great impacts on both stories. One story may not seem like it had a great impact but they both did.

## **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 (*The two excerpts, “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” are both different in a few ways. They have a few similarities but have more differences*). The response demonstrates grade-appropriate analysis of the texts (*before when she wasn’t pregnant the mother would go down the hill retrieving a pile of wood; which probably meant that she and her family barely got milk and food; the kids love and adore the dolls; in “Excerpt from Under the Persimmon Tree” the adults care about chores but doesn’t really mind about religion but in the excerpt, “Excerpt from Minuk: Ashes in the Pathway” they care deeply about religion*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*since she is pregnant now her daughter had to take the responsibility and the daughter, Najmah, is afraid to go; the thought of Najmah’s father bringing ilk made her stomach grumble; The mamma, aunts, and grandma contributes because they seemed like they missed the dolls which Panruk, Maklak, and the narrator loved to play with; The grandfather was a big contribution because he was the one that carved the dolls from driftwood; in their religion if the weather saw you playing with dolls in the winter and fall they would punish you but in the spring and summer it would be fine to play with the dolls*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The two excerpts, but since, which probably meant, This is, Another, I know this because, As you can see*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*responsibility, adore, focused on, religion, care deeply, great impact*). The response provides a concluding statement that follows generally from the topic and information presented (*As you can see both stories has differences from the adults. They may have differences but both adults in the stories make great impacts on both stories. One story may not seem like it had a great impact but they both did*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*The adult [...] has two adults; ilk; The mamma, aunts, and grandma contributes; the adults [...] doesn’t; stories has differences from the adults; punctuation; run-on sentences*).

## GUIDE PAPER 7a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

Adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” are an important part of these stories. They contribute to the plot of the story by setting the main characters up for the gist of the story. For example, in “Excerpt from Under the Persimmon Tree”, Mada-jan, who is their mother, tells them to go get firewood. If not for her, there would not be a point to the story. “Nur, stop playing!” Mada-jan says. “Najmah, get up!” She tugs at my quilt again. “After you fetch firewood you must feed this bukri,” she says, motioning to the brand-new baby goat that stands on quivering, sticklike legs near the head of the cot where I sleep.” Also, since Mada-jan is pregnant, she can’t go get the firewood because she may trip and fall, so the kids need to get it and this develops a plot of the story.

Adult characters in “Excerpt from Minuk: Ashes in the Pathway” play an important role in the story. For example, the grandpa made the wooden dolls for them and that is what the whole story is about. “Our grandfather had carved both of our dolls from driftwood. Mine had tiny lines for tattoos on the chin and little black eyes and a straight mouth. I loved her serious little face. You could tell she was a good woman.” Also, the men and women in the village play an important role because the main character talks about her history and how the men and women have different houses because of tradition. “In our village there were five women’s houses and one men’s house.”

While the adult characters contribute to both stories, they contribute in different ways. For example, in “Excerpt from Under the Persimmon Tree” the adult characters contribute by developing the plot by making the kids go get the firewood. This develops the plot because the whole story is about how the main character was scared to go into the woods because she was scared of leopards. In “Excerpt from Minuk: Ashes in the Pathway” the adults contribute by making the dolls which are the main characters favorite things and they talk a lot about it. Adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” are an important part of these stories.

## **GUIDE PAPER 7b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*Adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk: Ashes in the Pathway” are an important part of these stories. They contribute to the plot of the story by setting the main characters up for the gist of the story*). The response demonstrates a literal comprehension of the texts (*Mada-jan, who is their mother, tells them to go get firewood. If not for her, there would not be a point to the story; the grandpa made the wooden dolls for them and that is what the whole story is about; the men and women in the village play an important role because the main character talks about her history and how men and women have different houses because of tradition*). The response partially develops the topic of the essay with the use of some textual evidence, with inconsistency (“*Nur, stop playing!*” *Mada-jan says.* “*Najmah, get up!*” *She tugs at my quilt again.* “*After you fetch firewood you must feed this bukri,*” *she says, motioning to the brand-new baby goat that stands on quivering, sticklike legs near the head of the cot where I sleep.* ””; “*Our grandfather had carved both of our dolls from driftwood. Mine had tiny lines for tattoos on the chin and little black eyes and a straight mouth. I loved her serious little face. You could tell she was a good woman.* ””; “*In our village there were five women’s houses and one men’s house.* ””). The response exhibits clear organization, with inconsistent use of transitions (*For example, If not for her, Also, While, This develops*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*setting the main characters up, gist, tradition*). The response provides a concluding statement that follows generally from the topic and information presented (*Adult characters in “Excerpt from Under the Persimmon Tree” and “Excerpt from Minuk; Ashes in the Pathway” are an important part of these stories*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 8a

Additional

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The adults in Excerpt from under the Persimmon tree contribute to the plot of the story because they show how they make their kids work and remind them not to be scared of something that is not true. Also they show their emotions to the kids if they dont get the job done. The text states that Mada-Jan told Nur to leave Nagman alone and stop teasing her. Also Nagman says her heart is racing and she wants to run back but she knows that Mada-Jan will get angry. The adults in "Excerpt from minuk ashes in the pathway" contribute to

DO NOT WRITE BEYOND THIS AREA

to the plot of the story because they show hard work for their kids to have a good time. They also are serious with the weather and how they live. The text states that girls' kids are not allowed to play with their dolls before spring because they do if girls play with their dolls before spring winter will come again before spring even starts. They also say they are serious with the weather. Also the kids state that their parents had sew and created lots of things for their dolls and other toys.

These adults contribute in a different way to the plot of the story because the adults in Extract from winter the permission tree are more of the harder family and getting the job done. The adults in Extract from minuk: Ashes in the Potlatch are more of the histo family. This shows how the parents contribute the plot of the story.

## **GUIDE PAPER 8c**

**Additional**

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The adults in Excerpt from under the Penmission tree contribute to the Plot Of the story [...] The adults in “ExcerPt from minuk ashes in the PathWay contribute to the Plot of the Story*). The response demonstrates grade-appropriate analysis of the texts (*they Show how the make their kids. work and remind them not to be Scared of something that is not true; they Show their emotions to the kids if they dont get the Job done; they Show hard work for their kids to have a good time; They also are Serious with the weather and how they live*). The response develops the topic with relevant details from the texts, with some lack of variety (*Mada-Jan told Nur to leave Najmah alone and Stop teasing her; Nadmah says her heart is hameriog and she wants to run back but She knows that Mada-Jan will get angry; girls kids are not allowed to Play with their dolls becore Spring because they say if girls Play with their dolls before Spring winter will come again before Spring even starts; their Parents had sew and created lots of things for their dolls and other toys*). The response exhibits clear organization, with inconsistent use of transitions (*Also, The text states, They also, This Show*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*make their kids work, emotions, getting the Job done*). The response provides a concluding statement that follows generally from the topic and information presented (*This Show how the Parents contribu The Plot of the Story*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Penmission tree, how the make their, dont, hameriog, show hard work for their kids to have a good time, Serious with the weather, girls kids, becore, had sew, differnt wav, Exerpt, This Show how, punctuation, capitalization*).

## GUIDE PAPER 9a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The adults in “Excerpt from Under the persimmon tree” contribute to the plot of that story because they show how work moms have to do in order for their kids to be ok. I know this because in the text it states “...and when he gets back he'll want his breakfast: says Mada-jan, folding my quilt too!” The adults in “Excerpt in Minuk: Ashes in the Pathway” contribute to the plot because the dads show how much work they put into protecting their families and town. I know this because in the text it states “Our men had defeated that village in a war, so they brought the benches home.”

## GUIDE PAPER 9b

to remember their victory". Excerpt from Under the Persimmon Tree and Excerpt from Minuk: Ashes in the Pathway are different because one shows how mothers protect their families, while the other one shows how the fathers protect the families.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The adults in "Excerpt from Under the persimmon tree" contribute to the plot of that story [...] The adults in "Excerpt in Minuk: Ashes in the Pathway" contribute to the plot*). The response demonstrates a literal comprehension of the texts (*they show how work moms have to do in order for their kids to be ok; the dads show how much work they put into protecting their families and town; one shows how mothers protect their families, while the other one shows how the fathers protect the families*). The response partially develops the topic with the use of some textual evidence, with inconsistency ("... and when he gets back he'll want his breakfast: says Mada-jan, folding my quilt..."; "*Our men had defeated that village in a war, so they brought the benches home to remember their victory*"). The response exhibits some attempt at organization, with inconsistent use of transitions (*I know this because in the text it states and one shows [...] while the other one shows*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*in order for their kids to be ok and protecting*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*persimmon tree, how work moms have to do, "Excerpt in, village, their, familes*).

## GUIDE PAPER 10a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

In the first excerpt the parents show the kids how to work and make food. In the second the parents teach the kids storys, and how to make things. They contribute to the plot because they teach the kids important things. In the first excerpt the parents are working and helping the kids. In the second the mothers are working all the time and helping the kids. The fathers are going to war and the fathers live in a sepiet house than the kids and mothers.

## **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 (*In the first excerpt the parents show the kids how to work and make food. In the second the Parents teach the kids storys, and how to make things*). The response demonstrates little understanding of the texts (*they teach the kids important things; the parets are working and helping the kids; the mothers are working all the time and helping the kids*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally irrelevant (*The fathers are going to war and the fathers live in a sepret house than the kids and mothers*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the task (*make things*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*storys, inportant, parets, sepret*).

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The adults in Excerpt from under the perissimon tree contribute to the story because the men go and take care of the animals while the women take care of the house and the children. The father in the story went to go take care on the animals and he milked the goats to feed the family whlie the mom woke the children up and made food. In Excerpt from Minuk the adults contribute to the story because the men go out and get firewood and they each had a role of the house depending on age and the women made things such as, dishes made of clay, quilts etc.

These storys are different because the men in the first story takes care of the animals while the men in the second story go and get firewood and have different jobs around the house.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The adults in Excerpt from under the perissimon tree contribute to the story because [...] In Excerpt from Minuk the adults contribute to the story because*). The response demonstrates little understanding of the texts (*the men in the first story take care of the animals while the men in the second story go and get firewood and have different jobs around the house*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*The father in the story went to go take care on the animals and he milked the goats to feed the family whlie the mom woke the children up and made food and they each had a role of the house depending on age and the women made things such as, dishes made of clay, quilts etc*). The response exhibits some attempt at organization, with inconsistent use of transitions (*because, while, In, and*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*take care of and different jobs around the house*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*perissimon, whlie, role of the house, storys, capitalization, punctuation*).

## GUIDE PAPER 12

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

i claim the adult charagters contribute to the plot of both storys. I know this because she is trying to save herself by removing herself. Also, it about howthere contry tolk stuff from the contry they defeted in war. Both are diffrent cause they have diffrent rolls in there family. They both have adults that have a priority.that is how they contribute to the story.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*i claim the adult charagters contribute to the plot of both storys*). The response demonstrates little understanding of the texts (*she is trying to save herself by removing herself* and *Both are diffrent cause they have diffrent rolls in there family*. *They both have adults that have a priority*). The response provides evidence that is completely irrelevant (*howthere contry tolk stuff from the contry they defeted in war*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the task. The response provides a concluding statement that is illogical to the topic and information presented (*that is how they contribute to the story*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*i; charagters; storys; Also, it; howthere contry tolk; defeted; diffrent cause; rolls*).

## GUIDE PAPER 13a

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The adult In "Excerpt from Under the Permission Tree" is Nur grumbles and the adult in "Excerpt from Minuk: Ashes in the Pathway" Is Minuk. the way Nur grumbles contributes to the story is by not showing fear to the opponent which is the leopard because she is scared of the leopard and she doesn't want to go back because If she went back she probably would have a chance meeting the leopard so she didn't go back and that is why she was trying to scare the leopard because that was the only way to defeat the leopard by scaring the leopard so it wouldn't come and harm her. Now the way Minuk contributes to the story is bye making a big house near the Kuskokwim river and had veery old benches that was from the war that they have been in so they brought benches to remind them that they had won thst victory and thst they where so old thst they where made by a very strong stone ax that was how old the benches where. Now the differences is that in the fisrt story "Excerpt from Under the Permission Tree the adult which was Nur grumbles tries to scare the leopard so thet the leopard wouldn't harm her and in the second story. "Excerpt from Minuk:in the Pathway the adult which was Minuk had made a big house near a river and there benches where so old that they where made from a very strong stone ax and they keep those benches for a reminder that they have won that victory in the war. This is how I showed you that both adults contributed to the story.

## **GUIDE PAPER 13b**

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

This response demonstrates a lack of comprehension of the texts and task (*The adult In “Excerpt from Under the Permission Tree” is Nur grumbles and the adult in “Excerpt from Minuk: Ashes in the Pathway” Is Minuk.* the way Nur grumbles contributes to the story is by not showing fear to the opponent which is the leopard because she is scared of the leopard and she doesn’t want to go back because If she went back she probably would have a chance meeting the leopard so she didn’t go back and that is why she was trying to scare the leopard because that was the only way to defeat the leopard by scaring the leopard so it wouldn’t come and harm her. Now the way Minuk contributes to the story is bye making a big house near the Kuskokwim river and had veery old benches that was from the war that they have been in so they brought benches to remind them that they had won thst victory and that they where so old thst they where made by a very strong stone ax that was how old the benches where. Now the differences is that in the fisrt story “Excerpt from Under the Permission Tree the adult which was Nur grumbles tries to scare the leopard so thet the leopard wouldn’t harm her and in the second story. “Excerpt from Minuk:in the Pathway the adult which was Minuk had made a big house near a river and there benches where so old that they where made from a very strong stone ax and they keep those benches for a reminder that they have won that victory in the war. This is how I showed you that both adults contributed to the story).

## GUIDE PAPER 14

Additional

42

Adult characters in “Excerpt from *Under the Persimmon Tree*” and “Excerpt from *Minuk: Ashes in the Pathway*” are an important part of these stories. How do these adult characters contribute to the plot of each story? What are the differences in the ways the adult characters contribute to the plots? Use details from **both** stories to support your response.

In your response, be sure to

- describe how the adults in “Excerpt from *Under the Persimmon Tree*” contribute to the plot of that story
- describe how the adults in “Excerpt from *Minuk: Ashes in the Pathway*” contribute to the plot of that story
- describe the differences in the ways the adult characters contribute to the plots in each story
- use details from **both** stories to support your response

The adults contribute to the story because they were telling use how they lived and they were also telling you how dolls and the adults were the same.

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

This response demonstrates a lack of comprehension of the texts (*The adults contribute to the story because they were telling use how they lived and they were also telling you how dolls and the adults were the same*).