

New York NYSTP 2024 Grade 7 English Language Arts

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New York State Testing Program

English Language Arts Test Session 1

Grade 7

Spring 2024

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

Directions

Read this article. Then answer questions 15 through 21.

When African-American Bessie Coleman was not admitted to flight schools in the United States, she did not give up. She went to France, where she began to train as a pilot in a famous flight school.

Excerpt from *Bessie Coleman: First Black Woman Pilot*

by Connie Plantz

- 1 In France, Coleman walked nine miles to and from school every day for ten months. Her first flying lessons were on the ground in a French Nieuport Type 82 plane. This twenty-seven-foot biplane with a forty-foot wingspan was made of wood, lacquered cloth, pressed cardboard, wire, steel, and aluminum. It was rather flimsy, and pilots had to conduct careful inspections for any flaws that could cause parts to break off in the air.
- 2 As the trainee, Coleman sat in the rear cockpit. She was not always able to see her instructor, and she could not hear over the roar of the engine. Instead she learned by watching. This early aircraft did not have brakes or a steering wheel. A vertical stick, attached to the floor by a hinge, controlled the plane's up and down movements. Two rudder pedals caused the plane to go left or right. The instructor in the front cockpit had the same steering system. When the pilot moved his stick, Coleman would observe how her stick moved. When the pilot used one of his rudder pedals, Coleman could see one of her pedals move. She learned that a metal tailskid would drag along the ground upon touching down. The friction between the ground and the skid slowed the plane. . . .
- 3 The day of her final test for her license, Coleman was shown where she must land the plane. To pass the test, she had to land within fifty meters (164 feet) of the spot. First, Coleman flew a five-kilometer (three-mile) closed-circuit course¹ twice at an altitude of fifty meters. She flew a figure eight, then turned off the engine, glided into a landing, and rolled to a stop at the exact location. She successfully completed the requirements to earn her pilot's license.

GO ON

4 On June 15, 1921, eighteen years after Orville and Wilbur Wright's pioneering flight, Bessie Coleman became the first black woman in the world to earn the prestigious² Fédération Aéronautique Internationale (FAI) pilot's license. Because she had been refused flying lessons in the United States, Coleman now had an international license. This document proved without a doubt that she was a skilled, well-trained pilot. If she had been allowed to take flying lessons in the United States, she probably would not have a license at all, because they were not required until 1926. But Coleman had followed Robert Abbott's advice and turned her disadvantages into advantages. Even Amelia Earhart, who began flying in 1921, did not have this prestigious license until two years later.

5 Coleman remained in France for a while, she said, because flying was so popular there. She exaggerated that "flying is as popular in Europe as automobiling is in America." In Paris, she visited aircraft manufacturers and factories. She later claimed to have ordered a 130-horsepower Nieuport de Chasse to be manufactured and sent to her in the United States. . . .

6 There were no jobs for African-American pilots in the field of aviation. Barnstorming, though, had no racial restrictions. This aeronautic entertainment was also open to women. During Coleman's stay in France, Laura Brownell set a loop-the-loop record for women pilots—she flew 199 loops. Ten days after Coleman's return to Chicago, Lillian Boyer, a Chicago resident, made her first plane-to-plane transfer. Within the next year Boyer developed a stunt in which she stood in a speeding automobile and grabbed a rope ladder attached to the bottom of a plane passing overhead. . . .

7 Bessie Coleman's dreams went far beyond just becoming a barnstormer. Five months after returning to the United States, she told a *Chicago Defender* reporter that she planned to start an aviation school. First, she would visit France to purchase planes. Upon her return, she would perform exhibitions from New York City to the aviation fields at Mineola, Long Island. Then, anyone interested in learning to fly could attend the New York branch of her aviation school. . . .

8 Bessie Coleman performed the first public flight by an African-American woman in the United States on September 3, 1922. The show began with a man from the Curtiss company, Captain Edward C. McVey, escorting Coleman to her plane and then climbing into the passenger seat. Glenn Curtiss required an employee to fly with Coleman to make sure she knew how to handle the borrowed Curtiss plane. Coleman was fashionably dressed in a tailored officer's uniform made especially for her shows. Her goggles were pushed up over her leather pilot's helmet, allowing the crowd to see her face. First she knelt in the grass beside the plane to pray. Then three thousand spectators stood, hats in hand, as the band played "The Star Spangled Banner." The last notes of the anthem died away, and the crowd remained standing as the biplane took off. It spiraled upward into the sky. Then it traced the path of a rising half loop while banking—tilting as it turned. Several minutes later, Coleman landed and Captain McVey climbed out.

GO ON

9 The spectators thought the show was over, but Coleman surprised them by picking up African-American stuntman Hubert Fauntleroy Julian. He flew with her to fifteen hundred feet, then flamboyantly³ parachuted from the wing of the airplane. The onlookers went wild. They had just witnessed the first solo flight of an African-American woman pilot. After a smooth landing, Captain McVey presented Coleman with a flower bouquet. She concluded the show by taking individual passengers up in the plane for a \$5 fee.

10 The New York entertainment newspaper *Billboard* reported that as a pilot, Coleman was conservative⁴ but skilled. Officials at the field praised her ability to pilot a plane she had no prior experience with. *Billboard* also reported that more African Americans probably flew that day than had flown since planes were invented.

¹closed-circuit course: a path that starts and ends in the same place and has been determined ahead of time

²prestigious: well-respected, leading

³flamboyantly: in a show-off manner

⁴conservative: careful

15

Which statement **best** expresses a central idea of paragraph 2?

- A** Sticks and rudder pedals were used in both cockpits of the airplane.
- B** People learned how to fly airplanes by observing the actions of the pilot.
- C** Metal tailskids would create friction to slow the airplanes as they landed.
- D** Pilots maneuvered their airplanes by using vertical sticks and rudder pedals.

16

What do the details in paragraph 7 **most** reveal about Bessie Coleman?

- A** her preference for planes made in France
- B** her desire to share her knowledge with others
- C** her desire to travel throughout the United States
- D** her dissatisfaction with performing as a barnstormer

17

What is the **main** way paragraph 3 connects with paragraph 8?

- A** by referring to the altitude to which Coleman flew
- B** by describing Coleman's popularity with crowds
- C** by indicating the types of planes Coleman flew
- D** by demonstrating Coleman's skills as a pilot

GO ON

18

How do paragraphs 8 and 9 develop a central idea in the article?

- A by referring to the thousands of people watching the first female African-American aviator
- B by indicating that Coleman was prohibited from flying the plane without another pilot
- C by illustrating how the first female African-American pilot flew in loops while tilting the plane
- D by describing how Coleman wanted to fly a type of plane with which she was unfamiliar

19

The tone of paragraph 9 can **best** be described as

- A anxious, due to the dangerous jump of the stuntman
- B tense, because of the height to which the airplane flew
- C delighted, due to the reaction of the crowd to the stuntman
- D enthusiastic, because people were excited for the opportunity to fly

20

Which statement **best** describes why Coleman goes to flight school in France?

- A She knows there are more aircraft manufacturers in France.
- B She is denied the opportunity to train as a pilot in the United States.
- C She believes flying is more popular in France than in the United States.
- D She knows she will be able to learn by observing her instructors in France.

GO ON

21

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

- A** Coleman first takes flying lessons in a twenty-seven-foot biplane.
- B** Coleman claims flying in France is as popular as driving cars in America.
- C** Coleman is described by newspapers as a careful but skilled pilot.
- D** Coleman is the first African-American woman to perform a solo flight.

GO ON

Directions

Read this story. Then answer questions 22 through 28.

Nine-year-old Cassie Logan and her three brothers are on their way to school. It is the first day of a new school year.

Excerpt from *Roll of Thunder, Hear My Cry*

by Mildred D. Taylor

- 1 My youngest brother paid no attention to me. Grasping more firmly his newspaper-wrapped notebook and his tin-can lunch of cornbread and oil sausages, he continued to concentrate on the dusty road. He lagged several feet behind my other brothers, Stacey and Christopher-John, and me, attempting to keep the rusty Mississippi dust from swelling with each step and drifting back upon his shiny black shoes and the cuffs of his corduroy pants by lifting each foot high before setting it gently down again. Always meticulously neat, six-year-old Little Man never allowed dirt or tears or stains to mar anything he owned. Today was no exception. . . .
- 2 “Y’all go ahead and get dirty if y’all wanna,” he replied without even looking up from his studied steps. “Me, I’m gonna stay clean.” . . .
- 3 “Ah, Cassie, leave him be,” Stacey admonished,¹ frowning and kicking testily at the road.
- 4 “I ain’t said nothing but—”
- 5 Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly² sour lately. If I hadn’t known the cause of it, I could have forgotten very easily that he was, at twelve, bigger than I, and that I had promised Mama to arrive at school looking clean and ladylike. “Shoot,” I mumbled finally, unable to restrain myself from further comment, “it ain’t my fault you gotta be in Mama’s class this year.”
- 6 Stacey’s frown deepened and he jammed his fists into his pockets, but said nothing.
- 7 Christopher-John, walking between Stacey and me, glanced uneasily at both of us but did not interfere. A short, round boy of seven, he took little interest in troublesome things, preferring to remain on good terms with everyone. Yet he was always sensitive to others and now, shifting the handle of his lunch can from his right hand to his right wrist and his smudged notebook from his left hand to his left armpit, he stuffed his free hands into his pockets and attempted to make his face as moody as Stacey’s and as cranky as mine. But after a few moments he seemed to forget that he was supposed to be grouchy and began whistling cheerfully. There was little that could make Christopher-John unhappy for very long, not even the thought of school.

GO ON

8 I tugged again at my collar and dragged my feet in the dust, allowing it to sift back onto my socks and shoes like gritty red snow. I hated the dress. And the shoes. There was little I could do in a dress, and as for shoes, they imprisoned freedom-loving feet accustomed to the feel of warm earth.

9 “Cassie, stop that,” Stacey snapped as the dust billowed in swirling clouds around my feet. I looked up sharply, ready to protest. Christopher-John’s whistling increased to a raucous,³ nervous shrill, and grudgingly I let the matter drop and trudged along in moody silence, my brothers growing as pensively⁴ quiet as I.

10 Before us the narrow, sun-splotched road wound like a lazy red serpent dividing the high forest bank of quiet, old trees on the left from the cotton field, forested by giant green and purple stalks, on the right. A barbed-wire fence ran the length of the deep field, stretching eastward for over a quarter of a mile until it met the sloping green pasture that signaled the end of our family’s four hundred acres. An ancient oak tree on the slope, visible even now, was the official dividing mark between Logan land and the beginning of a dense forest. Beyond the protective fencing of the forest, vast farming fields, worked by a multitude⁵ of share-cropping families, covered two thirds of a ten-square-mile plantation. That was Harlan Granger land.

11 Once our land had been Granger land too, but the Grangers had sold it during Reconstruction to a Yankee for tax money. In 1887, when the land was up for sell again, Grandpa had bought two hundred acres of it, and in 1918, after the first two hundred acres had been paid off, he had bought another two hundred. It was good rich land, much of it still virgin forest, and there was no debt on half of it. But there was a mortgage on the two hundred acres bought in 1918 and there were taxes on the full four hundred, and for the past three years there had not been enough money from the cotton to pay both and live on too.

12 That was why Papa had gone to work on the railroad.

13 In 1930 the price of cotton dropped. And so, in the spring of 1931, Papa set out looking for work, going as far north as Memphis and as far south as the Delta country. He had gone west too, into Louisiana. It was there he found work laying track for the railroad. He worked the remainder of the year away from us, not returning until the deep winter when the ground was cold and barren. The following spring after planting was finished, he did the same. Now it was 1933, and Papa was again in Louisiana laying track.

GO ON

14 I asked him once why he had to go away, why the land was so important. He took my hand and said in his quiet way: "Look out there, Cassie girl. All that belongs to you. You ain't never had to live on nobody's place but your own and long as I live and the family survives, you'll never have to. That's important. You may not understand that now, but one day you will. Then you'll see."

¹**admonished:** scolded

²**irritatingly:** in a way that bothers

³**raucous:** rowdy

⁴**pensively:** thoughtfully

⁵**multitude:** huge number

22

Read this phrase from paragraph 8.

... and as for shoes, they imprisoned freedom-loving feet accustomed to the feel of warm earth.

How does the use of personification in this phrase **mainly** add to the reader's understanding of the narrator?

- A** by emphasizing the narrator's preference for being outside
- B** by illustrating how the narrator feels about school
- C** by showing how the narrator is different than Little Man
- D** by highlighting the narrator's desire to help Papa

23

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

- A** "Always meticulously neat, six-year-old Little Man never allowed dirt or tears or stains to mar anything he owned." (paragraph 1)
- B** "If I hadn't known the cause of it, I could have forgotten very easily that he was, at twelve, bigger than I . . ." (paragraph 5)
- C** "An ancient oak tree on the slope, visible even now, was the official dividing mark between Logan land and the beginning of a dense forest." (paragraph 10)
- D** ". . . for the past three years there had not been enough money from the cotton to pay both and live on too." (paragraph 11)

24

How does the narrator **mainly** develop each brother's viewpoint?

- A** by indicating their feelings about school
- B** through descriptions of their personalities
- C** by indicating her disagreements with them
- D** through descriptions of their appearances

GO ON

25

Siblings may be very different but still completely understand each other. How do the details in the story **best** support this idea?

- A** The narrator describes the traits of each brother as they walk to school.
- B** The narrator and her brothers understand the importance of the land to their family.
- C** The narrator realizes why her oldest brother is feeling unhappy.
- D** The narrator and her brothers respect their father's decision to work in other states.

26

What do the details in the story reveal about Papa?

- A** He prefers working on the railroad to growing cotton.
- B** He was not surprised when the price of cotton changed.
- C** He is determined to keep the land his father purchased.
- D** He was not able to talk to his other children about the land.

GO ON

27

This question is worth 2 credits.

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

28

This question is worth 2 credits.

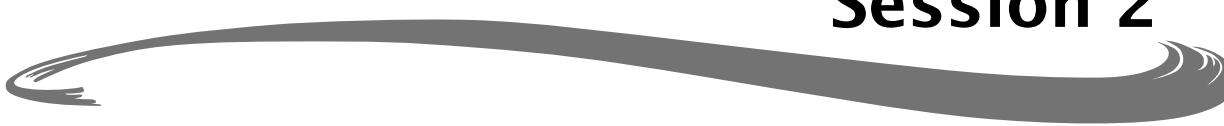
In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

- Read the whole passage before you answer the questions. Most questions will only make sense after you read the whole passage.
- You might need to read the passage more than once to answer a question.
- Read each question carefully. Take your time.
- A question may include a quote from a passage. You might need to review both the quote and the whole passage to answer the question.

When you write your answers

- make sure to answer the whole question;
- use examples or details from the text;
- write in complete sentences; and
- use correct spelling, grammar, capitalization, and punctuation.

For the last question in this test book, you may plan your writing on the Planning Page provided. However, do NOT write your final answer on the Planning Page. Write your final answer on the lined pages.

Directions

Read this story. Then answer questions 29 through 35.

Excerpt from *Rule of Rock*

by Benjamin Jacobson

- 1 The RPS exam, the ultimate test, was supposed to start ten minutes ago. The top five candidates in the class—Persephone was first—gathered to face a one-time-only pass/fail assessment of their worth. Success meant becoming a Decider, a member of the Global Legislature, the lawmaking branch of Orbis Publican, one of only a thousand people in the world entrusted with political power. Like the ten thousand other students of the Academy, she'd received twelve years of strict training and guidance in history and philosophy and psychology, and she'd participated in countless simulations. All this was intended to create young adults who could see all sides of an issue and act for the greatest good. . . .
- 2 The Proctor spoke. "In this test, there are three possible answers. The first is stone, the second paper, and the third blades. Stone crushes blades but is suffocated by paper. Paper suffocates stone but is cut by blades. And blades can cut paper but are crushed by stone. I will choose one weapon, and you will choose a weapon in response. The students who select the wisest answer will become Deciders."
- 3 Persephone's mind raced and she felt a flush across her skin. All her years of work climbing to the top of her class would come down to this, a game of chance? Her mind calculated the rather simple odds. No answer had an obvious advantage. Could this be the true secret behind the utopian world government of Orbis Publican? In the end the peaceful world was all up to chance?
- 4 Her heartbeat quickened as an idea came to her. Was this a test to see who would rebel against such an oversimplification of a vital process? Persephone thought about protesting, but something held her back. She didn't have enough information. Lee, third in the class, thought otherwise.
- 5 "Proctor," Lee said, stepping forward out of line. "I refuse to participate in this test. Random chance is an unjust method for choosing Deciders."
- 6 "You decide too quickly. Such snap judgments make you unworthy. You are dismissed." Lee's face flushed, and his lips trembled. He ran out of the room as quickly as Persephone had entered.
- 7 "Any other complaints?" The candidates stood silent. "Good, let's continue. I choose stone." The Proctor held a fist out in front of him. It was a trick then. The Proctor revealed his weapon before the students could choose theirs. He had destroyed his own odds of winning. The Proctor stepped to Christy, the left-most student. "What is your choice?"

GO ON

8 Christy extended a flat hand signifying paper. The Proctor moved to his right to find Luke. Luke hesitated, then extended paper as well. Would they both be approved as Deciders? Persephone knew it couldn't be that easy. Nothing in her twelve years at the Academy had been that easy. Laura, to her immediate right, obviously agreed, for on her turn she extended the two fingers of the blades, the loser's gambit. Laura must be thinking that the wisest choice was to accept defeat, to compromise, to settle. Was that the right answer?

9 The Proctor stood now in front of Persephone. In all of her tests she had never doubted a single choice. But now in this, her most important assessment, she had to go with her gut. She extended her hand. . . .

10 Later, each student sat down with the Proctor to discuss the result. Persephone watched them go into the room one by one. No one came out. Finally, her turn came. She entered the chamber. The Proctor sat at a red table. Behind him there was an exit.

11 "During the RPS, you chose Stone. Why?" . . .

12 "The game is a test. I knew that I could defeat you, but you didn't ask me to defeat you. You asked me to choose wisely. It is not wisdom to want to destroy your rival. It is evil to do so. It is also not correct to bow down to your rival; one must stand up for what one knows is right. The wise answer is to meet on an even field, stone on stone. The battle may be protracted, but in the end only equality can create victory for all."

13 The Proctor leaned back in his chair. "That is a hard lesson to learn: To hold back from winning and to fight through the loss. To seek a fair balance is to find the Truth. Welcome to the Legislature, Decider Persephone."

GO ON

29

Read these sentences from paragraph 6.

“You decide too quickly. Such snap judgments make you unworthy. You are dismissed.”

Which important idea does the author develop in these sentences?

- A** It is best to lead by example.
- B** Make sure to tell the truth when you speak.
- C** Try to have all of the information before making a choice.
- D** Go with your first instinct when making a statement.

30

What does paragraph 8 reveal about Persephone?

- A** She struggles at her school.
- B** She becomes frustrated easily.
- C** She wants to have more choices.
- D** She thinks carefully before acting.

31

What is the **best** definition of “settle” as it is used in paragraph 8?

- A** to agree to something less
- B** to separate materials
- C** to become quiet
- D** to find a place to stay

GO ON

32

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

- A “...shed received twelve years of strict training and guidance in history and philosophy and psychology . . .” (paragraph 1)
- B “The students who select the wisest answer will become Deciders.” (paragraph 2)
- C “Lee’s face flushed, and his lips trembled. He ran out of the room . . .” (paragraph 6)
- D “The Proctor sat at a red table. Behind him there was an exit.” (paragraph 10)

33

Which sentence from the story **best** describes Persephone’s perspective about the RPS exam?

- A “Persephone’s mind raced and she felt a flush across her skin.” (paragraph 3)
- B “Persephone thought about protesting, but something held her back.” (paragraph 4)
- C “Persephone knew it couldn’t be that easy.” (paragraph 8)
- D “Persephone watched them go into the room one by one.” (paragraph 10)

34

What does the word “equality” mean as it is used in paragraph 12?

- A agreement
- B fairness
- C intelligence
- D tolerance

GO ON

35

How does Persephone change from the beginning to the end of the story?

- A** At first she is afraid of the test, but then she succeeds at it.
- B** At first she is uncertain about the test, but then she understands it.
- C** At first she is suspicious of the test, but then she cares about it.
- D** At first she is angry at the test, but then she finds it amusing.

GO ON

Directions

Read this article. Then answer questions 36 through 42.

Prairie Dogs: Little Rodents That Talk Big

by Cynthia Mills

- 1 Prairie dogs got their name because people thought their calls sounded a little like a dog's bark. Actually, maybe they should've been called prairie watchdogs because they bark to alert the colony when intruders enter their territory.
- 2 From the wagging tail of a happy dog, to the bristling fur and spitting yowls of an angry cat, animals can definitely get their messages across. Dr. Con Slobodchikoff, a biologist at Northern Arizona University, thinks that at least one animal—the lowly prairie dog—can say a lot.
- 3 Prairie dog alarms are distinctive. The sound is halfway between the buzzing of a kazoo and the squawk of a disturbed crow, and can be heard from three miles away. It's hard for humans to hear the differences between the calls, though, because they only last about half a second—about as long as it takes to say "Hey!" really fast.
- 4 So Dr. Slobodchikoff decided to record the calls. He ran the sounds through a computer that would slow them down and turn them into detailed pictures called spectrograms. Using spectrograms, he could compare one sound to another and see if they were different.
- 5 The spectrograms showed that prairie dogs make different alarm calls for hawks than for coyotes and other land-bound threats. But while the calls for flying hunters like hawks were pretty much the same, the calls for animals on the ground—for dogs, cats, or humans—were different from one another.
- 6 Were the prairie dogs saying more than "Look out above" and "Look out below"? Slobodchikoff recorded the calls over and over again. He not only recorded the prairie dogs' alarm calls while students or dogs walked by, but also when plywood cutouts of a coyote, a skunk, and a simple oval were placed nearby.
- 7 The prairie dogs watched regular dogs the same way they watched coyotes, but not as intensely. Their reactions to humans depended on past experience. In an area where humans had long hunted them, the prairie dogs dove into their burrows to hide; in places where people left them alone, they didn't react much at all. The prairie dogs responded to the cutouts in various ways, but not the same way they did to a real predator.

GO ON

8 The calls were even different when people wore different clothes! There was a call for a human in a white T-shirt and another for a human in a yellow T-shirt. Then Slobodchikoff tried different types of dogs, using huskies, retrievers, and even a miniature poodle. Again the calls changed for the type of dog.

9 At first Slobodchikoff couldn't believe it. After all, prairie dogs are just rodents, like mice and rats, and aren't supposed to be that smart. So he worked harder to prove his findings, testing them again and again. Every time the results were the same.

10 The prairie dogs were telling each other some pretty detailed things: not just "Watch out!" but "Look, there's a guy with his dog, but they look harmless." Although the calls are a single sound, or at least a continuous one, they seem to carry a lot of information.

11 Slobodchikoff also thinks prairie dogs pay attention to the order of the sounds they make. Besides studying alarm calls, he has also recorded the little noises, the chitter-chattering, they make to each other. Since the prairie dogs don't do anything when they hear these sounds (for example, they don't duck or dive into a hole as they do when they hear an alarm call), he doesn't know if the sounds have any meaning. But prairie dogs do seem to make the sounds in particular orders: They chitter-chatter, but they don't chatter-chitter. Does the order of the sounds matter? If so, it might mean that their "language" is even more complicated than we thought.

12 Though Slobodchikoff may not have proved that prairie dogs actually talk, he has found out what most of us have suspected all along: Animals have a lot to tell us. We just have to find out the best ways to listen.

GO ON

36

According to paragraph 3, the calls of prairie dogs are “distinctive” because they

- A are understood by other animals
- B tend to be short
- C convey important information
- D are unique sounds

37

Which claim by the author is **most** strongly supported with evidence?

- A “Prairie dogs got their name because people thought their calls sounded a little like a dog’s bark.” (paragraph 1)
- B “It’s hard for humans to hear the differences between the calls, though, because they only last about half a second . . .” (paragraph 3)
- C “The prairie dogs watched regular dogs the same way they watched coyotes, but not as intensely.” (paragraph 7)
- D “Slobodchikoff also thinks prairie dogs pay attention to the order of the sounds . . .” (paragraph 11)

GO ON

38

Read this sentence from paragraph 9.

At first Slobodchikoff couldn't believe it.

Which statement provides the **best** support for this claim?

- A** Prairie dogs have almost the same response to coyotes as they do to the regular dogs they encounter.
- B** Prairie dogs have similar reactions to airborne predators, although they have a variety of responses to land animals.
- C** Prairie dogs have unique responses to people wearing different colors as well as to various types of dogs.
- D** Prairie dogs have alarm calls they use to warn their colonies, although their calls provoke little response.

39

How does paragraph 5 relate to paragraph 10?

- A** by explaining that prairie dog alarms appear to contain specific details
- B** by indicating the similarity of prairie dog alarm calls about airborne predators
- C** by explaining that prairie dogs may make a continuous sound when they communicate
- D** by indicating that prairie dog calls distinguish between land animals and birds

GO ON

40

Which statement **best** represents a central idea of the article?

- A “Actually, maybe they should’ve been called prairie watchdogs because they bark to alert the colony . . .” (paragraph 1)
- B “After all, prairie dogs are just rodents, like mice and rats, and aren’t supposed to be that smart.” (paragraph 9)
- C “Although the calls are a single sound, or at least a continuous one, they seem to carry a lot of information.” (paragraph 10)
- D “Besides studying alarm calls, he has also recorded the little noises, the chitter-chattering . . .” (paragraph 11)

41

Read this phrase from paragraph 11.

They chitter-chatter, but they don’t chatter-chitter.

What does this phrase suggest about prairie dogs?

- A The noises prairie dogs make to each other consist of predictable patterns.
- B Prairie dogs are unable to reverse the order of the sounds they make to each other.
- C The noises prairie dogs make to each other are less important than their alarm calls.
- D Prairie dogs usually ignore the sounds that are unrelated to the presence of predators.

42

The **main** reason spectrograms are important to Slobodchikoff’s research is because they

- A suggest to researchers that prairie dogs respond to different clothes
- B help researchers analyze prairie dog alarm calls from several miles away
- C enable researchers to hear slowed-down prairie dog alarm calls
- D allow researchers to compare many prairie dog alarm calls

GO ON

Directions

Read this article. Then answer question 43.

Jef Wilson is the author of two books about the benefits of physical activity.

Excerpt from *Hiking for Fun!*

by Jef Wilson

Getting Back to Nature

- 1 Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature. It's basically walking or climbing on nature routes or trails. Sometimes there is a special destination, but often the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it's a great way to “get away from it all.”
- 2 Once you've mastered the basics of hiking, you might even want to move on to orienteering,¹ a competition in which hikers navigate their way across an area of land. Orienteering will really put your hiking skills to the challenge!

Exploring New Territory

- 3 Today, we can easily find out about a place on the other side of the world through encyclopedias, the Internet, and maps. But before there were maps of the whole world, people only knew about the areas close to them. Hiking explorers were the first to find out about other lands.
- 4 An ancient Egyptian explorer named Hannu (also known as Hennu) made the first recorded expedition, or trip, around 2750 B.C. Hannu wrote about his explorations in stone. He explored areas that are now part of eastern Ethiopia and Somalia. When he returned to Egypt, he brought back great treasures including metal, wood, and precious myrrh, which is dried tree sap used in perfumes.
- 5 Many hikers, trailblazers, and other explorers have charted the world since Hannu. Their efforts have helped people learn all the things we know about the world today.
- 6 The Lewis and Clark expedition, from 1804 to 1806, was the first trip to the Pacific Coast and back. In the early 1800s, most of the country was uncharted, and people knew very little about it. Lewis and Clark made maps of major rivers and mountain ranges.

A Hike for Everyone!

- 7 Hiking allows all kinds of people to enjoy nature. Boys and girls, men and women, young folks and seniors—hiking is for everyone. When you hike, you set your own pace and control where and how you go.

GO ON

8 Why hike? Hiking allows you to go to places that often cannot be seen any other way. Most hiking trails do not allow cars and bikes, so the only way to enjoy them is by your own two feet. Most hikers also find peace in nature. It can help you relax and relieve stress.

9 Because of its wide appeal, hiking is a great way to spend time with your family and friends. There are different types of hiking. Off-trail hiking is called “bushwalking” or “bushwhacking.” Overnight or longer hikes are called “backpacking.” Hiking even has other names in different parts of the world. New Zealanders use the word “tramping” for overnight trips. Hiking in the mountains of Nepal and India is called “trekking.”

Exercise Your Rights

10 Besides being fun, hiking is great exercise! Regular hiking builds strong muscles, a strong heart, and healthy lungs. It builds stamina and endurance, which means you'll have more energy for longer periods of time!

¹orienteering: a competitive sport that involves racing to checkpoints using a map and compass

GO ON

43

This question is worth 2 credits.

In “Excerpt from *Hiking for Fun!*” how is a central claim supported in paragraphs 1 and 2? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 44 through 46.

Brent Coleman is a staff writer for the Cincinnati Enquirer.

Excerpt from *Want a Healthier Family? Tell Them to Take a Hike*

by Brent Coleman

1 One of Tammy York's treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada¹ invasion.

2 They spotted a newly hatched cicada hanging low to the ground, got down to its level and watched it dry out its new wings—for an entire hour.

3 “It was better than any movie they'd seen,” York says. “They were so enthralled.”

4 York, who holds a wildlife management degree from Purdue University, worked as a naturalist for 21 years before staying home to be a mom and write a book about hiking in and around Cincinnati.

5 She says she believes there are long-term mental health benefits to hiking with children.

6 York, author of *60 Hikes Within 60 Miles* shares that perspective with Cincinnati father of two Jeff Alt, who just published his second book, *Get Your Kids Hiking*.

Fighting Digital Distractions

7 The two hiking advocates know they're fighting upstream against digital technology for their kids' attention. But they say they've seen firsthand the payoff of walking in the woods.

8 “It opens the avenue for kids to teach themselves, to concentrate on one thing,” York says, a skill she believes is diminished by spending too much time listening to music on an iPod or playing video games.

9 “There are so many distractions. Everything is calling for their attention,” she says. “Twenty years from now, that one thing (ability to concentrate) is going to be severely lacking in our society.”

10 Hiking, York says, gives a boy or girl's body the chance to reset itself and his or her mind to focus. . . .

GO ON

11 York gave her children tiny “princess” backpacks to hike with. She empowered them by letting them choose their snacks (apple or banana, Wheat Thins or pretzels) and Crayon colors. She packed drawing paper, water in Nalgene bottles and plastic bags for sitting down where it was wet.

12 When kids are little, she says, watch for fatigue on their faces as they hike. Stop and sit down. Let them draw what they want and talk about what they want.

13 “If you go out and preach, preach, preach, they’ll tune you out,” York says.

Little Ones Don’t Know They’re Learning

14 Alt believes parents’ teaching is absorbed by infants, but there’s a certain point to stop doing it.

15 When they say “Look, Daddy, a bird” it’s time to switch to “child directed hiking” in which you allow them to touch, smell and engage with nature on their own, Alt says.

16 To help them, he says, “Take along a magnifying glass and let them look at leaves up close. Bring a bug holder. Tip rocks over to let them see all the pill bugs underneath.

17 “The goal,” Alt says, “is to expose kids to the outdoors and make it a routine so they won’t second-guess² it when they get older.”

18 By that he means, second-guess Dad when he says “Kill that iPod, son. It’s time for a hike.”

¹**cicada:** winged insect that hatches in predictable, long-term cycles

²**second-guess:** judge something later, often in a critical or negative way

GO ON

44

This question is worth 2 credits.

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use **two** details from the article to support your response.

GO ON

45

This question is worth 2 credits.

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use **two** details from the article to support your response.

GO ON

Planning Page

You may PLAN your writing for question 46 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 21 and 22.



GO ON

46

This question is worth 4 credits.

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2024 English Language Arts Tests Map to the Standards

Grade 7

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)
Session 1								
15	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.63		
16	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.68		
17	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.77		
18	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.5	Reading	0.59		
19	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.49		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.46		
21	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.79		
22	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.59		
23	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.46		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.54		
25	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.9	Reading	0.32		
26	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.69		
27	Constructed Response		2	NGLS.ELA.Content.NY-7.R.2	Writing to Sources		1.35	0.67
28	Constructed Response		2	NGLS.ELA.Content.NY-7.R.4	Writing to Sources		1.36	0.68
Session 2								
29	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.83		
30	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.73		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.L.4	Reading	0.73		
32	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.64		
33	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.6	Reading	0.60		
34	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.73		
35	Multiple Choice	B	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.56		
36	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.59		
37	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.8	Reading	0.30		
38	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.8	Reading	0.53		
39	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.5	Reading	0.59		
40	Multiple Choice	C	1	NGLS.ELA.Content.NY-7.R.2	Reading	0.67		
41	Multiple Choice	A	1	NGLS.ELA.Content.NY-7.R.4	Reading	0.52		
42	Multiple Choice	D	1	NGLS.ELA.Content.NY-7.R.3	Reading	0.50		
43	Constructed Response		2	NGLS.ELA.Content.NY-7.R.8	Writing to Sources		1.63	0.82
44	Constructed Response		2	NGLS.ELA.Content.NY-7.R.4	Writing to Sources		1.50	0.75
45	Constructed Response		2	NGLS.ELA.Content.NY-7.R.6	Writing to Sources		1.54	0.77
46	Constructed Response		4	NGLS.ELA.Content.NY-7.R.3	Writing to Sources		2.24	0.56

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2024 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-Credit Constructed-Response Rubric

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

A central idea of “Excerpt from *Roll of Thunder, Hear My Cry*” is that children may not value or understand the sacrifices made by their parents. Money is tight for the family and the father has to go away to get work that will allow them to pay their bills. The passage says “for the past three years there had not been enough money from the cotton to pay both [mortgage and taxes] and live on too. That was why Papa had gone to work on the railroad.” When Cassie asks why he has to go away, he tries to explain by telling Cassie “Look out there, Cassie girl. All that belongs to you. You ain’t never had to live on nobody’s place but your own and long as I live and the family survives, you’ll never have to. That’s important. You may not understand that now, but one day you will. Then you’ll see.” These details show why Papa worked far away from his family, which is a sacrifice for any parent.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

A central idea from "Excerpt from Roll of thunder, Hear My Cry," is watching someone leave is the hardest thing. In the story Cassie and her siblings are upset because their father had left to find another job because the price of cotton had dropped, because of this, cassie and her siblings are upset because they don't understand why he has to leave. In paragraph 1 and two it states "Always meticulously neat, six-year-old Little Man never allowed dirt or tears or stains to mar anything he owned. Today was no exception. . . .

"Y'all go ahead and get dirty if y'all wanna," he replied without even looking up from his studied steps. "Me, I'm gonna stay clean." Then in paragrahp 3 it states "Ah, Cassie, leave him be," Stacey admonished,1 frowning and kicking testily at the road." It also states in paragraph 5 it states "Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly2 sour lately. If I hadn't known the cause of it, I could have forgotten very easily that he was, at twelve,..." this tells me how Cassie's siblings are feeling about their father leaving.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*” (*watching someone leave is the hardest thing*). The response provides evidence of analysis (*Cassie and her siblings are upset because their father had left to find another job because the price of cotton had dropped, because of this, cassie and her siblings are upset because they don't understand why he has to leave [...] this tells me how Cassie's siblings are feeling about their father leaving*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“Always meticulously neat, six-year-old Little Man never allowed dirt or tears or stains to mar anything he owned. Today was no exception. . . . “Y'all go ahead and get dirty if y'all wanna,” he replied without even looking up from his studied steps. “Me, I’m gonna stay clean.”; “Ah, Cassie, leave him be,” Stacey admonished,1 frowning and kicking testily at the road”; “Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly2 sour lately. If I hadn’t known the cause of it, I could have forgotten very easily that he was, at twelve,... ”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

The central idea of "Excerpt from Roll of Thunder, Hear My Cry" is that sibling don't have to be alike to understand each other. In paragraph 8 it says "Cassie, stop that," Stacey snapped as the dust billowed in swirling clouds around my feet. I looked up sharply, ready to protest. Christopher-John's whistling increased to a raucous,3 nervous shrill, and grudgingly I let the matter drop and trudged along in moody silence, my brothers growing as pensively4 quiet as I." This excerpt shows that sibling can be angry at each other. The tension in the story is very high at that moment. But soon later they are less angry. Sibling can be annoying but they will always be your first friend. In parapgrath 3 4, and 5 it says "Ah, Cassie, leave him be," Stacey admonished,1 frowning and kicking testily at the road.

"I ain't said nothing but—"

Stacey cut me a wicked look and I grew silent." This excerpt shows that Stacey is mad at cassie. Sometimes you have to be anrgy at your sibling so you can make up later. Stacey is acting as the parent since there isn't a parent present. This shows that sibling will always have your back even when no one else does.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*” (*sibling don't have to be alike to understand each other*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Cassie, stop that,” Stacey snapped as the dust billowed in swirling clouds around my feet. I looked up sharply, ready to protest. Christopher-John’s whistling increased to a raucous,3 nervous shrill, and grudgingly I let the matter drop and trudged along in moody silence, my brothers growing as pensively4 quiet as I.*” and “*Ah, Cassie, leave him be,” Stacey admonished,1 frowning and kicking testily at the road. “I ain’t said nothing but—” Stacey cut me a wicked look and I grew silent.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

the central idea is that life is hard sometimes, and perserverence. I know this because their father needs to travel very for and work super hard for work and money. Also, none of the characters like school and it's hard to even think about it cometimes for them

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*” (*life is hard sometimes, and perserverence*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*their father needs to travel very for and work super hard for work and money and none of the characters like school and it's hard to even think about it cometimes for them*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

I think the central idea of this Exerpt is that family may have its ups and downs but no matter what they are family. Like when Cassie's brothers were being a little annoying well walking to school she delt with it and continue walking. The author even said in the Exerpt that even thought family can be anything sometimes they are still your family.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to identify a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*” (*family may have its ups and downs but no matter what they are family*); however, the response only provides one relevant detail from the text for support (*when Cassie's brothers were being a little annoying well walking to school she delt with it and continue walking*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

What is a central idea of "Excerpt from *Roll of Thunder, Hear My Cry*"? Use two details from the story to support your response. [2]

The Central Idea of "Excerpt from Roll of Thunder, Hear My Cry" is no matter what is happening family will be there for you and always have a good attitude tods your pears.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of "Excerpt from *Roll of Thunder, Hear My Cry*" (*no matter What is happening family will be there for you and always have a good atitude tords your pears*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

27

What is a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*”? Use **two** details from the story to support your response.

the story is about a little kid runnin around gettin dirty and stuff like that.

Score Credit 1 (out of 2 credits)

The response only provides one relevant detail from the text for support (*the story is about a little kid runnin around gettin dirty and stuff like that*). The response does not provide a valid inference from the text that identifies a central idea of “Excerpt from *Roll of Thunder, Hear My Cry*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

27

What is a central idea of "Excerpt from Roll of Thunder, Hear My Cry"? Use two details from the story to support your response. [2]

The central idea for "Roll of thunder" is that someones tears are rolling down there face like thunder. For Hear My Cry it means that someone is crying very loudly that you can hear them cry. That is what the central idea is for Roll of "Thunder, Hear My cry".

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The central idea for "Roll of thunder" is that someones tears are rolling down there face like thunder. For Hear My Cry it means that someone is crying very loudly that you can hear them cry. That is what the central idea is for Roll of "Thunder, Hear My cry"*).

GUIDE PAPER 8

Additional

27

What is a central idea of "Excerpt from *Roll of Thunder, Hear My Cry*"? Use two details from the story to support your response. [2]

It was supposed to show that his the character mother's student is taking their problems out on the teacher's son.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*it was supposed to show that his the character mother's student is taking their problems out on the teacher's son*).

EXEMPLARY RESPONSE

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story by painting a negative image of how the kids are feeling when walking to school. Words like “wicked look” and “irritatingly sour” suggest that Stacey is not happy with what is going on in his life. Further evidence of this is “Stacey’s frown deepened and he jammed his fists into his pockets.” The text shows that Christopher John tries to mirror this negative mood by saying “he stuffed his free hands into his pockets and attempted to make his face as moody as Stacey’s and as cranky as mine.” However, the tone lightens when the author says, “after a few moments he seemed to forget that he was supposed to be grouchy and began whistling cheerfully.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

In paragraph 5 and 6 the author affects the tone of the story because it makes the tone more serious. For example in paragraph 5 it says "Stacey's frown deepened and he jammed his fists in his pockets" the author used the word jammed instead of other words like put or tucked instead they wanted to make it seem that the fighting they were having was more serious than a small fight that saw unnecasary. Also the author wrote " A short, round boy of seven, he took little interest in troublesome things" in this quote when he says trublsome they could have put intrested in causing trouble or doing somehting bad. Instead of using other words he chose strong words to make the tone more serious and well though out.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story (*it makes the tone more serious*). The response provides evidence of analysis (*author used the word jammed instead of other words like put or tucked instead they wanted to make it seem that the fighting they were having was more serious than a small fight that saw unnecasary and when he says trublsome they could have put intrested in causing trouble or doing somehting bad. Instead of using other words he chose strong words to make the tone more serious and well though out*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Stacey's frown deepened and he jammed his fists in his pockets*” and “*A short, round boy of seven, he took little interest in troublesome things*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

The author’s word choice affect the tone of the story. It changed the tone of the story to a sullen or uneasy tone. The quote "Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly sour lately. If I hadn't known the cause of it, I could have forgotten very easily that he was, at twelve, bigger than I," This peace of evidence helps show that there mood isn't the best the words like "I grew silent" and "disposition had been irritatingly sour" are specific ones. Also the quote "Christopher-John, walking between Stacey and me, glanced uneasily at both of us but did not interfere." The word choices like "glanced uneasily at both of us" also help to set the tone.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story (*It changed the tone of the story to a sullen or uneasy tone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Stacey cut me a wicked look and I grew silent. His disposition had been irritatingly sour lately. If I hadn't known the cause of it, I could have forgotten very easily that he was, at twelve, bigger than I,*” and “*Christopher-John, walking between Stacey and me, glanced uneasily at both of us but did not interfere.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

In paragraph 5 and 6 of “Excerpt from *Roll of Thunder, Hear My Cry*,” the author’s word choice affects the tone of the story by making the tone a bit gloomy. It uses words such as “ain’t” and “shoot” to make the story seem like it was part of the conversation and making it feel much more realistic. Those words are commonly used in dialogue, especially many years ago. These words establish a gloomy, realistic, and old mood of the story.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story (*these words establish a gloomy, realistic, and old mood*). The response provides evidence of analysis (*to make the story seem like it was part of the conversation and making it feel much more realistic. Those words are commonly used in dialogue, especially many years ago*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“ain’t” and “shoot”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

The tone changes from fun to serious. In the text it states Stacy's frown deepend and he jammed his fists into his pockets, but said nothing. This shows the characters emotions are changeing. The text also states I tugged again at my collar and dragged my feet in the dust, allowing it to sift back onto my socks and shoes like gritty red snow.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story (*The tone changes from fun to serious*); however, the response only provides one concrete detail from the text for support (*Stacy's frown deepend and he jammed his fists into his pockets, but said nothing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

It affects the story because his tone is annoyed. If his tone is annoyed, he will make sure that his characters are annoyed, and the rest of the story will be somewhat annoyed.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story (*It affects the story because his tone is annoyed. If his tone is annoyed, he will make sure that his characters are annoyed, and the rest of the story will be somewhat annoyed*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

The choice of tone affects the story because it makes Stacey sound like she forgets things easily and might be asked to do something later and will forget to do it and example is when "I had promised Mama to arrive at school looking clean and ladylike."

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*I had promised Mama to arrive at school looking clean and ladylike.*”). The response does not provide a valid inference from the text to explain how the author’s word choice in paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*” affects the tone of the story. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

The way the author was wording how they spoke it sounded like a southern accent almost. one detail is "Yall go ahead and get dirty if yall wanna," southern people tend to talk like that. another detail is, "i aint said nothing but-" people from down south tend to say "yall" and "i aint said" or "aint"

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The way the author was wording how they spoke it sounded like a southern accent almost. one detail is “Yall go ahead and get dirty if yall wanna,” southern people tend to talk like that. another detail is, “i aint said nothing but-” people from down south tend to say “yall” and “i aint said” or “aint”*).

GUIDE PAPER 8

Additional

28

In paragraphs 5 through 7 of “Excerpt from *Roll of Thunder, Hear My Cry*,” how does the author’s word choice affect the tone of the story? Use **two** details from the story to support your response.

It affects the tone of the story is when you add something different to the sentence than it makes the reader confused. And the read can get caught off gaurd making them not want to read the passage or book anymore. That is how those words to affect the passage or book to the reader.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It affects the tone of the story is when you add something different to the sentence then it makes the reader confused. And the read can get caught off gaurd making them not want to read the passage or book anymore. That is how those words to affect the passage or book to the reader*).

EXEMPLARY RESPONSE

43

In “Excerpt from *Hiking for Fun!*” how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response.

Possible Exemplary Response:

Paragraphs 1 and 2 from “Excerpt from *Hiking for Fun!*” support a central claim by describing the benefits and rewards of hiking. According to the author, hiking “is one of the best ways to get connected to nature.” Hiking provides great exercise as well as a way to “get away from it all.” People who hike find that “the reward of hiking is the walk itself and everything you see along the way.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

43

In "Excerpt from *Hiking for Fun!*" how is a central claim supported in paragraphs 1 and 2?
Use two details from the article to support your response. [2].

The Central claim supported in paragraphs 1 and 2 is that hiking gets you connected to nature. For example, in paragraph 1 it states "The reward of hiking is the walk itself and everything you see along the way trees, plants, animals, and bodies of water." This example shows that you can see the many beautiful things nature can offer. The text also states, in Paragraph 8 that "Most hikers also find peace in nature and it can help you relax and relieve stress." This evidence shows that while you're seeing animals, plants, and trees it calms you down and gets your mindset right.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how a central claim of "Excerpt from *Hiking for Fun!*" is supported in paragraphs 1 and 2 (*that hiking gets you connected to nature [...] you can see the many beautiful things nature can offer*). The response provides evidence of analysis (*it calms you down and gets Your mindset right*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The reward of hiking is the walk itself and everything you see along the way trees, plants, animals, and bodies of water." and "Most hikers also find peace in nature and it can help you relax and relieve stress."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

43

In "Excerpt from *Hiking for Fun!*" how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response. [2]

In "Excerpt from Hiking for Fun," a central claim is supported in paragraphs 1 and 2 by introducing hiking and its benefits. "Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature." "Once you've mastered the basics of hiking, you might even want to move on to orienteering, a competition in which hikers, navigate their way across an area of land." These quotes explain hiking and its benefits by introducing hiking and orienteering, which can challenge your hiking skills to make them better.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how a central claim of "Excerpt from *Hiking for Fun!*" is supported in paragraphs 1 and 2 (*by introducing hiking and its benefits*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature." and "Once you've mastered the basics of hiking, you might even want to move on to orienteering, a competition in which hikers, navigate their way across an area of land."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

In "Excerpt from *Hiking for Fun!*" how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response. [2]

Trying to persuade you to hike.
"Get connected to nature" and "Get away from it all".

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how a central claim of "Excerpt from *Hiking for Fun!*" is supported in paragraphs 1 and 2 (*Trying to Persuade you to Hike*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("get connected to nature" and "Get away from It all"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

In "Excerpt from *Hiking for Fun!*" how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response. [2]

The central claim is supported in paragraphs 1 and 2. For example, the passage explains what hiking is and how it helps people and what it's truly like. Also, the text states hiking "is great way to 'get away from it all'."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how a central claim of "Excerpt from *Hiking for Fun!*" is supported in paragraphs 1 and 2 (*the passage explains what hiking is and how it helps people and what it's truly like*); however, the response only provides one concrete detail from the text for support (*hiking "is great way to 'get away from it all'.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

43

In “Excerpt from *Hiking for Fun!*” how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response.

Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature.

AND

nce you've mastered the basics of hiking, you might even want to move on to orienteering,¹ a competition in which hikers navigate their way across an area of land. Orienteering will really put your hiking skills to the challenge!

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Hiking [...] is one of the best ways to get connected to nature* and *nce you've mastered the basics of hiking, you might even want to move on to orienteering*); however, the response does not provide a valid inference from a text to explain how a central claim of “Excerpt from *Hiking for Fun!*” is supported in paragraphs 1 and 2. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

In "Excerpt from *Hiking for Fun!*" how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response. [2]

It does support the claim in a couple of ways. First it tells you how if you start to like hiking and get better at it you can start Orienteering. Lastly, the author tells us how to do it and how fun it is.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*if you start to like hiking and get better at it you can start Orienteering*). The response does not provide a valid inference from the text to explain how a central claim of "Excerpt from *Hiking for Fun!*" is supported in paragraphs 1 and 2. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

43

In “Excerpt from *Hiking for Fun!*” how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response.

they try and get you hooked in to the story by adding details

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*they try and get you hooked in to the story by adding details*).

GUIDE PAPER 8

Additional

43

In “Excerpt from *Hiking for Fun!*” how is a central claim supported in paragraphs 1 and 2? Use two details from the article to support your response.

The central claim is supported because they mentioned how healthy hiking is for you an example of this from the text would be "regular hiking builds strong muscles, a strong heart, and healthy lungs" they also mention how relaxing hiking alone can be and how stress free a example would be "hiking is for everyone. When you hike, you set your own pace and control where and how you go.".

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The central claim is supported because they mentioned how healthy hiking is for you an example of this from the text would be “regular hiking builds strong muscles, a strong heart, and healthy lungs” they also mention how relaxing hiking alone can be and how stress free a example would be “hiking is for everyone. When you hike, you set your own pace and control where and how you go.”*).

EXEMPLARY RESPONSE

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

Possible Exemplary Response:

The effect the repetition of the word “concentrate” in paragraphs 8 and 9 has on the reader is to highlight the challenges of paying attention when distracted by electronics and social media. The author suggests that a remedy to this lack of focus is to take kids hiking and give them a break from electronics. He shares a quote from hiking advocate and parent, Tammy York, who says “It opens the avenue for kids to teach themselves, to concentrate on one thing.” She continues, “There are so many distractions. Everything is calling for their attention.” York believes hiking “gives a boy or girl’s body the chance to reset itself and his or her mind to focus.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

The effect on the word repetition gives a better view on how electronics are destroying kids focus time, and other things. In the text it says "There are so many distractions." This proves that the ipods are distractions, and deprive kids thinking time. Also in the text it says "Everything is calling for their attention." This proves that the electronics only call attention, which gets the kids mindsets on the phones, and not in the real world. This is how the effect of the word repetition gives a better view on how electronics are destroying kids, mentally.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect of the repetition of the word “concentrate” in paragraphs 8 and 9 on the information in the section “Fighting Digital Distractions” (gives a better view on how electronics are destroying kids focus time, and other things). The response provides evidence of analysis (ipods are distractions, and deprive kids thinking time and electronics are destroying kids, mentally). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“There are so many distractions.” and “Everything is calling for their attention.”) This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

In "Excerpt from *Want a Healthier Family?*," what effect does the repetition of the word "concentrate" in paragraphs 8 and 9 have on the information in the section "Fighting Digital Distractions"? Use two details from the article to support your response. [2]

The effect of the word "concentrate" in paragraphs 8 and 9 is in this section because "it opens the avenue for kids to teach themselves." It emphasizes that York wants the kids to stop being so addicted to technology and to focus on the real world. "Twenty years from now, that one thing (ability to concentrate) is going to be severly lacking in our society."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect of the repetition of the word "concentrate" in paragraphs 8 and 9 on the information in the section "Fighting Digital Distractions" (*It emphasizes that York wants the kids to stop being so addicted to technology and to focus on the real world*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"it opens the avenue for kids to teach themselves."* and *"Twenty years from now, that one thing (ability to concentrate) is going to be severly lacking in our society."*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

In "Excerpt from Want a Healthier Family?," what effect does the repetition of the word "concentrate" in paragraphs 8 and 9 have on the information in the section "Fighting Digital Distractions"? Use two details from the article to support your response. [2]

The effect the Word "Concentrate" has is that kids are too focused on other things and not enjoying/exploring the world. Kids needs to focus and Concentrate on one thing and not get Distracted by your Ipods and video games. Kids wont get to soalize with the world or even different kids because they Just want to stay inside and play their games.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect of the repetition of the word "concentrate" in paragraphs 8 and 9 on the information in the section "Fighting Digital Distractions" (*kids are too focused on other things and not enjoying/exploring the world*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*kids needs to focus and Concentrate on one thing and not get Distracted by your Ipods and video games and Kids wont get to soalize with the world or even different kids because they Just want to stay inside and Play their games*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

In "Excerpt from Want a Healthier Family?", what effect does the repetition of the word "concentrate" in paragraphs 8 and 9 have on the information in the section "Fighting Digital Distractions"? Use two details from the article to support your response. [2]

In "Excerpt from Want a Healthier Family?", the effect that the repetition of the word "concentrate" in paragraphs 8 and 9 have on the information in the section "Fighting Digital Distractions" is that they keep repeating the word "concentrate" because usually it's really hard for kids to concentrate on work while their on some sort of technology. Two details from the article to support my response is who it says "It opens the avenue for kids to teach themselves, to concentrate on one thing." ~~and my answer is~~

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain the effect of the repetition of the word "concentrate" in paragraphs 8 and 9 on the information in the section "Fighting Digital Distractions" (*usually it's really hard for kids to concentrate on work while their on some sort of technology*); however, the response only provides one concrete detail from the text for support ("It opens the avenue for kids to teach themselves, to concentrate on one thing."). This response includes complete sentences where errors do not impact readability.

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

The repetition of the word "concentrate" is used in this passage to show the reader how distracted we are and how easy it is for things like video games and social media to keep us from experiencing things like nature.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain the effect of the repetition of the word “concentrate” in paragraphs 8 and 9 on the information in the section “Fighting Digital Distractions” (*to show the reader how distracted we are and how easy it is for things like video games and social media to keep us from experiencing things like nature*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

it shows that kids are always on their devices weather its phones, tablets, ipods ect. and they kids never hang out with parents anymore.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*it shows that kids are always on their devices weather its phones, tablets, ipods ect. and they kids never hang out with parents anymore*). The response does not provide a valid inference from the text to explain the effect of the repetition of the word “concentrate” in paragraphs 8 and 9 on the information in the section “Fighting Digital Distractions.” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

You can get distracted and you could get lost by the sound of animals and sometimes if you follow the sound it can take you somewhere else

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*You can get distracted and you could get lost by the sound of animals and sometimes if you follow the sound it can take you somewhere else*).

44

In “Excerpt from *Want a Healthier Family?*,” what effect does the repetition of the word “concentrate” in paragraphs 8 and 9 have on the information in the section “Fighting Digital Distractions”? Use two details from the article to support your response.

In "Excerpt from Want a Healthier Family?," the repetition of the piece of verbiage "concentrate," as utilized in paragraphs 8 and 9, affects the knowledge in the section entitled "Fighting Digital Distractions" by subconsciously instilling in the reader the narrative of the essayist.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*In “Excerpt from Want a Healthier Family?,” the repetition of the piece of verbiage “concentrate,” as utilized in paragraphs 8 and 9, affects the knowledge in the section entitled “Fighting Digital Distractions” by subconsciously instilling in the reader the narrative of the essayist*).

EXEMPLARY RESPONSE

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

Possible Exemplary Response:

The author of “Excerpt from *Want a Healthier Family?*” wants readers to know that hiking has a very positive effect on children, and that families should be encouraged to hike. There are serious mental health concerns about children today, and the article posits “there are long-term mental health benefits to hiking with children.” In addition, hiking with children will give them a life-long appreciation and interest in the outdoors. Jeff Alt, a parent and author, says “The goal is to expose kids to the outdoors and make it a routine so they won’t second guess it when they get older.” When kids have fun without electronics, they will see alternatives to being glued to a screen.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

45

Based on the article "Excerpt from *Want a Healthier Family?*," what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

What the author wants us to know from the article "Excerpt from *Want a Healthier Family*" is hiking can benefit a person, or in this case, children. I can prove this statement because, my first detail is: "One of Tammy York's treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada invasion.". This quote from the text shows us that the person in this article was having fun with her two children while hiking. This affects kids in a good way. In the article York says: "She believes that there are long-term mental health benefits to hiking with children.".

My second detail to prove this statement is: "It is open the avenue for kids to teach themselves, to concentrate on one thing," "York says, a skill she believes is diminished by spending too much time listening to music on a iPod or playing video games."

This proves why hiking affects kids in a good way.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author of "Excerpt from *Want a Healthier Family?*" wants the reader to know about how hiking affects children (*hiking can benefit a person, or in this case, children*). The response provides evidence of analysis (*the person in this article was having fun with her two children while hiking. This affects kids in a good way*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("One of Tammy York's treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada invasion."); "She believes that there are long-term mental health benefits to hiking with children."); "It is open the avenue for kids to teach themselves, to concentrate on one thing,"; "York says, a skill she believes is diminished by spending too much time listening to music on a iPod or playing video games."). This response includes complete sentences where errors do not impact readability.

45

Based on the article "Excerpt from Want a Healthier Family?", what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response. [2]

The author wants us to know that hiking affect children to learn more about nature. In Line 15 in the Excerpt is says "When they say "look daddy, a bird." its time to switch to "Child direct hiking", in which it allows them to touch, smell and engage in nature on their own, Alt says." In Line 17 it say "The Goal" Alt says "is to expose the kids to the out doors and make it a routine so they won't second-Guess."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author of "Excerpt from Want a Healthier Family?" wants the reader to know about how hiking affects children (*to learn more about nature*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("When they say "look, daddy, a bird." its time to switch to "Child direct hiking", in which it allows them to touch, smell and engage in nature on their own, Alt says." and "The Goal" Alt says "is to expose the kids to the out doors and make it a routine so they won't second-Guess. "). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

In "Excerpt from Want a Healthier Family? Tell them to take a hike" it explains how good hiking can be for your body. For example "Hiking, York says gives a boy or girl's body the chance to reset itself and his or her mind to focus" (Colemen 1 paragraph 10). Hiking can give you freedom and you can be relaxed. For instance "When kids are little she says, watch for fatigue on thier faces as they hike. Stop and sit down. let them draw what they want and talk about what they want

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author of “Excerpt from *Want a Healthier Family?*” wants the reader to know about how hiking affects children (*how good hiking can be for your body*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Hiking, York says gives a boy or girl’s body the chance to reset itself and his or her mind to focus*” and “*When kids are little she says, watch for fatigue on thier faces as they hike. Stop and sit down. let them draw what they want and talk about what they want*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

The affects the author wants the reader to know about hiking is that it can reset childrens minds if they are outside for while. Children need to be outside once every so often to reset their minds. Yo can do that by letting them draw and talk about what they want.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the author of “Excerpt from *Want a Healthier Family?*” wants the reader to know about how hiking affects children (*it can reset childrens minds if they are outside for while*); however, the response only provides one relevant detail from the text for support (*Yo can do that by letting them draw and talk about what they want*). This response includes complete sentences where errors do not impact readability.

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

The article states that nature walks can increase a child's attention span. The article also claims that you have to let the children touch, feel, and smell nature in order to let the kids learn.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*nature walks can increase a child's attention span* and *you have to let the children touch, feel, and smell nature in order to let the kids learn*); however, the response does not provide a valid inference from the text to explain what the author of “Excerpt from *Want a Healthier Family?*” wants the reader to know about how hiking affects children. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

45

Based on the article "Excerpt from Want a Healthier Family?", what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response. [2]

The author wants the reader to know how hiking affects children because maybe they would want to maybe persuaN the reader to take there family healthier because the story says "Hiking, York says, gives a boy or girl's body the chance to reset itself and his or her mind to focus." Little kids are also learning this way.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support ("Hiking, York says, gives a boy or girl's body the chance to reset itself and his or her mind to Focus."). The response does not provide a valid inference from the text to explain what the author of "Excerpt from Want a Healthier Family?" wants the reader to know about how hiking affects children. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

The auther wanted me to know that hikes are sometimes 60miles and the are streams.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The auther wanted me to know that hikes are sometimes 60miles and the are streams*).

GUIDE PAPER 8

Additional

45

Based on the article “Excerpt from *Want a Healthier Family?*,” what does the author want the reader to know about how hiking affects children? Use two details from the article to support your response.

the author wants the reader to know that children could get hurt while hiking. it really depends how young they are.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the author wants the reader to know that children could get hurt while hiking. it really depends how young they are*).

EXEMPLARY RESPONSE

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

Possible Exemplary Response:

Hiking is good for your body, mind and soul. The authors of “*Hiking for Fun!*” and “*Want a Healthier Family?*” have very positive attitudes toward hiking and want to encourage more people to make hiking a regular activity. The authors also present their ideas about hiking differently. Reading both passages gives the reader a better conception of all the advantages of making hiking a regular part of your life.

Jef Wilson, the author of “Excerpt from *Hiking is Fun!*” addresses physical, mental, and spiritual effects of hiking. He starts with the spiritual dimension. According to Wilson, “Hiking is one of the best ways to get connected to nature.” He says, “For many people, it’s a great way to ‘get away from it all.’” There is an opportunity for spiritual rejuvenation when out in nature. People can leave their concerns of daily life behind and enjoy being surrounded by the natural world.

Wilson continues by talking about the mental dimension of hiking. He describes the sport of orienteering, where hikers compete to “navigate their way across an area of land.” He also addresses the history of hiking and gives interesting background information on explorers like Hannu in 2750 B.C. and Lewis and Clark in the 1800’s who charted new territory and found treasures through hiking adventures. In addition to exploring and orienteering, Wilson identifies other mental benefits. He states “Most hikers also find peace in nature. It can help you relax and relieve stress.”

Finally, Wilson talks about the physical benefits of hiking. While this is the shortest section of his passage, perhaps because it seems self-evident, he identifies great physical benefits to hiking. He says “Besides being fun, hiking is great exercise! Regular hiking builds strong muscles, a strong heart, and healthy lungs. It builds stamina and endurance, which means you’ll have more energy for longer periods of time!” He also points out that hiking is an activity accessible to everyone, since “you set your own pace and control where and how you go.”

In comparison, Brent Coleman, the author of “*Want a Healthier Family? Tell Them to Take a Hike*” has a less holistic description of hiking and is more focused on the mental health aspects. Coleman talks with two authors of books on hiking with children, Tammy York and Jeff Alt. According to York, “there are long-term mental health benefits to hiking with children.” She also describes her joy at introducing her children to the wonders of nature. After describing the experience of her children watching a cicada dry its wings, she exclaims “It was better than any movie they’d seen [...] They were so enthralled.”

While Coleman does not address the physical benefits of hiking, he does address the mental aspects of how hiking is good for children as it teaches them how to concentrate away from digital distractions. York says walking in the woods “opens the avenue for kids to teach themselves, to concentrate on one thing. And Alt believes it’s important when hiking with children to give them control to enable their learning. He says, “When they say “Look, Daddy, a bird” it’s time to switch to “child directed hiking” in which you allow them to touch, smell and engage with nature on their own.”

Though both authors tout the benefits of hiking, Coleman is focused on hiking with your children, as opposed to Wilson, who stresses the value of hiking for everyone. Wilson addresses how hiking is good for your mind, body, and soul, while Coleman does not address the physical benefits of hiking but discussed how hiking benefits your mental health and educational aspects of hiking.

In summary, the two articles together paint a holistic picture of the value of hiking from childhood through adulthood, and into old age, and encourage everyone to go take a hike.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

46

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss the topic of hiking. What similarities are found in each author's discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author's discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

Hiking makes you focus, explore, and have fun. You never know where the next step will be. The authors of "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?" both discuss the topic of hiking. Although they may talk about hiking, they both take it in a different pace.

Both of the authors in "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?", both discuss that hiking helps a person to concentrate on one thing and to relax. "It can help you relax and relieve stress." (8) "It opens the avenue for kids to teach themselves, to concentrate on one thing," (8). Both authors want the reader to know that when you go hiking, it helps the mind and body calm itself and slow down.

While both articles are somewhat similar, they are very different too. In the article "Excerpt from Hiking for Fun!", it explains a lot about geography and ancient times. It talks about the Lewis and Clark expedition and about an ancient Egyptian explorer named Hannu who made an expedition. In the article "Excerpt from Want a Healthier Family?", it focuses more on children as it talks about them exploring and concentrating on nature. It explains how there are "long-term mental health benefits to hiking with children." (5) and it can expose them to nature.

In the end, "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?", both show how hiking resets your mind and lets you focus, while the other talks about expedition. Both articles have many differences; one talks about family and one talks about exploring.

GUIDE PAPER 1b

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Hiking makes you focus, explore, and have fun. You never know where the next step will be*). The response demonstrates insightful analysis of the texts (*when you go hiking, it helps the mind and body calm itself and slow down and exploring and concentrating on nature*). The response develops the topic with relevant, well-chosen details from the texts (“*It can help you relax and relieve stress.*”; “*It opens the avenue for kids to teach themselves, to concentrate on one thing,*”; *it explains a lot about geography and ancient times. It talks about the Lewis and Clark expedition and about an ancient Egyptian explorer named Hannu who made an expedition; there are “long-term mental health benefits to hiking with children.*”), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*Both, While both articles are somewhat similar, they are very different too, In the end*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*where the next step will be, they both take it in a different pace*). The response provides a concluding statement that follows from the topic and information presented (*In the end, “Excerpt from Hiking for Fun!” and “Excerpt from Want a Healthier Family?”, both show how hiking resets your mind and lets you focus, while the other talks about expedition. Both articles have many differences; one talks about family and one talks about exploring*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

46

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss the topic of hiking. What similarities are found in each author's discussion of hiking? How is this topic developed differently in each article? Use details from both articles to support your response. [4]

In your response, be sure to

- identify the similarities found in each author's discussion of hiking
- describe how this topic is developed differently in each article
- use details from both articles to support your response

The authors of "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?" both discuss the benefits of hiking. Both of these articles have various similarities. Both passages talk about the benefits of hiking and how it can impact them. However, the topic is developed differently in each article. In "Excerpt from Hiking for Fun!" it talks about the general idea of hiking. On the other hand, in "Excerpt from Want a Healthier Family?" it mostly talks about the health benefits for children.

Both of these passages have various significant similarities. In "Excerpt from Want a Healthier Family?", it states "She says that she believes there are long-term mental health benefits to hiking with children." This quote illustrates her beliefs on the benefits of hiking. In "Excerpt from Hiking for Fun!", it states "It can help you relax and relieve stress." Both of these quotes

GUIDE PAPER 2b

Additional

46

prove that both authors believe that there are benefits to hiking. Another similarity is that both passages believe that hiking is a great way to spend time with friends and family. In "Excerpt from Hiking for Fun!," it states "...hiking is a great way to spend time with your family and friends." In "Excerpt from Want a Healthier Family?," it states "One of Tammy York's treasured moments with her two children occurred when they went on a hike..." This quote indicates that Tammy York enjoyed her time with her children when she went hiking. Both of these quotes prove that hiking is a good way to spend time with loved ones.

Although they have various similarities, both passages develop the topic differently. In "Excerpt from Hiking for Fun!," the passage talks about the general idea of hiking. In the text it states "Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature." This quote shows that the author is stating the general information about hiking. On the other hand, in "Excerpt from Want a Healthier Family," it talks about the mental health benefits for children. The main benefit they talk about is the ability to focus. In the text it states "It opens up the

avenue for kids to teach themselves to concentrate on one thing."

THIS QUOTE SHOWS THE AUTHOR'S MAIN PURPOSE IN WRITING THIS PASSAGE.

In conclusion, both of these articles talk about the topic of hiking. However they present it in different ways. In "Excerpt from Hiking is Fun!," it only talks about the general idea and the benefits for everyone. In the second passage, it only talks about the benefits for children.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The authors of "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?," both discuss the benefits of hiking*). The response demonstrates grade-appropriate analysis of the texts (*both authors believe there are benefits to hiking; hiking is a great way to spend time with friends and family; hiking is a good way to spend time with loved ones; the author is stating the general information about hiking; it talks about the mental health benefits for children*). The response develops the topic with relevant details from the texts (*"She says that she believes there are long-term mental health benefits to hiking with children.", "It can help you relax and relieve stress.", "...hiking is a great way to spend time with your family and friends.", "one of Tammy York's treasured moments with her two children occurred when they were on a hike...", "Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature.", "It opens up the avenue for kids to teach themselves to concentrate on one thing."*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*Both, However, On the other hand, This quote illustrates, Another similarity, Although, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*how it can impact them, significant similarities*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, both of these articles talk about the topic of hiking. However they present it in different ways. In "Excerpt from Hiking is Fun!," it only talks about the general idea and the benefits for everyone. In the second passage, it only talks about the benefits for children*). The response demonstrates grade-appropriate command of conventions, with few errors (*develope, Healtheir, punctuation, capitalization*).

GUIDE PAPER 3a

46

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss the topic of hiking. What similarities are found in each author's discussion of hiking? How is this topic developed differently in each article? Use details from both articles to support your response. [4]

In your response, be sure to

- identify the similarities found in each author's discussion of hiking
- describe how this topic is developed differently in each article
- use details from both articles to support your response

In each author's discussion of hiking, they wrote about why it is beneficial. Hiking can relieve stress and be relaxing. Different preferences of food and other supplies can really teach independence and change the experience. In the text it states, "Hiking, York says, gives a boy or girl's body the chance to reset itself and his or her mind to focus." Watching or listening to devices can result in a loss of concentration. Going outside and exploring nature can revive people's focus. A change of scenery would be a fresh experience too, since staying indoors a lot isn't that great. The text also states, "Hiking allows you to go to places that often cannot be seen any other way." This shows that hiking is rewarding.

GUIDE PAPER 3b

46

and gives a reason to take a walk in fresh air. Both "Excerpt from Hiking for Fun!" and "Excerpt from Want a Healthier Family?" are about hiking, but each author goes down their own trail. "Hiking for Fun!" explains different types of hiking and why you should do it. In that passage it states, "There are different types of hiking... Hiking even has other names in different parts of the world." "Want a Healthier Family?" takes another approach. It focuses on children and how to get them interested in nature. In this passage it states, "When kids are little, [York] says, watch for fatigue on their faces as they hike. Stop and sit down. Let them draw what they want and talk about what they want." Both articles are similar but not the same. Although they have differences, they do convey the same theme: to exit our homes and take a hike in the great outdoors.

GUIDE PAPER 3c

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In each author's discussion of hiking, they wrote about why it is beneficial*). The response demonstrates grade-appropriate analysis of the texts (*Different preferences for food and other supplies can really teach independence and change the experience; Watching or listening to devices can result in a loss of concentration. Going outside and exploring nature can revive people's focus. A change of scenery would be a fresh experience too, since staying indoors a lot isn't that great; hiking is rewarding and gives a reason to take a walk in the fresh air*). The response develops the topic with relevant and well-chosen details from the texts ("*Hiking, York says, gives a boy or girl's body the chance to reset itself and his or her mind to focus.*"); "*Hiking allows you to go places that often cannot be seen any other way.*"; "*There are different types of hiking...Hiking even has other names in different parts of the world.*"; "*When kids are little, [York] says, watch for fatigue on their faces as they hike. Stop and sit down. Let them draw what they want and talk about what they want.*"), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*Since, also, both, takes another approach*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*each author goes down their own trail*). The response provides a concluding statement that follows from the topic and information presented (*Both articles are similar but not the same. Although they have differences, they do convey the same theme: to exit our homes and take a hike in the great outdoors*). The response demonstrates grade-appropriate command of conventions, with few errors (*beneficial*).

GUIDE PAPER 4a

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

In both stories they are alike because they are both about hiking and they are both beneficial to your health and your mind because it gets you off electronics and gets you outside. I know this because in “Excerpt from Hiking for Fun!” it says “Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature. It’s basically walking or climbing on nature routes or trails. Sometimes there is a special destination, but often the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it’s a great way to “get away from it all.”” I know this because in “Excerpt from Want a Healthier Family? Tell Them to Take a Hike” it states “She says she believes there are long-term mental health benefits to hiking with children.” The two hiking advocates know they’re fighting upstream against digital technology for their kids’ attention. But they say they’ve seen firsthand the payoff of walking in the woods.

“It opens the avenue for kids to teach themselves, to concentrate on one thing,” York says, a skill she believes is diminished by spending too much time listening to music on an iPod or playing video games.” This evidence supports my answer because it shows how these two passages are the same.

These two stories are different because one story is talking about how you should hike for fun and where people hike for fun and why people hike for fun and the other one is about hiking to get kids to be able to concentrate better and how it helps them mentally. I know this because in Excerpt from Hiking for Fun! it states “the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it’s a great way to “get away from it all.”” “Hiking allows all kinds of people to enjoy nature. Boys and girls, men and women, young folks and seniors—hiking is for everyone. When you hike, you set your own pace and control where and how you go.” I know this because in Excerpt from “Want a Healthier Family? Tell Them to Take a Hike” it says “She says she believes there are long-term mental health benefits to hiking with children.” “Alt believes parents’ teaching is absorbed by infants, but there’s a certain point to stop doing it.”

GUIDE PAPER 4b

46

When they say "Look, Daddy, a bird" it's time to switch to "child directed hiking" in which you allow them to touch, smell and engage with nature on their own, Alt says.

To help them, he says, "Take along a magnifying glass and let them look at leaves up close. Bring a bug holder. Tip rocks over to let them see all the pill bugs underneath." This evidence supports my answer because it shows you how these two stories are different from each other.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In both stories they are alike because they are both about hiking and they are both beneficial to your health and you mind because it gets you off electronics and gets you outside*). The response demonstrates grade-appropriate analysis of the texts (*one storie is talking about how you should hike for fun and where people hike for fun and why people hike for fun and the other one is about hiking to get kids to be able to concentrate better and how it helps them mentally*). The response develops the topic with relevant details from the texts ("Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature. It's basically walking or climbing on nature routes or trails. Sometimes there is a special destination, but often the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it's a great way to "get away from it all.""); "She says she believes there are long-term mental health benefits to hiking with children." The two hiking advocates know they're fighting upstream against digital technology for their kids' attention. But they say they've seen firsthand the payoff of walking in the woods. "It opens the avenue for kids to teach themselves, to concentrate on one thing," York says, a skill she believes is diminished by spending too much time listening to music on an iPod or playing video games."); "the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it's a great way to "get away from it all.""; "Hiking allows all kinds of people to enjoy nature. Boys and girls, men and women, young folks and seniors—hiking is for everyone. When you hike, you set your own pace and control where and how you go."); "She says she believes there are long-term mental health benefits to hiking with children."); "Alt believes parents' teaching is absorbed by infants, but there's a certain point to stop doing it. When they say "Look, Daddy, a bird" it's time to switch to "child directed hiking" in which you allow them to touch, smell and engage with nature on their own, Alt says. To help them, he says, "Take along a magnifying glass and let them look at leaves up close. Bring a bug holder. Tip rocks over to let them see all the pill bugs underneath."), and sustains the use of relevant evidence, with some lack of variety. The response exhibits some attempt at organization, with inconsistent use of transitions (*These two stories are different because, I know this because, This evidence supports my answer*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*beause, you mind, Hikinh, storie*, punctuation).

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss the topic of hiking. What similarities are found in each author's discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response. [4]

In your response, be sure to

- identify the similarities found in each author's discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss a similar topic relating back to hunting. The similarities between both excerpts are, they both share the benefits of hiking, and both talk about the excitement and joy to hike. But, both articles share the same topic but are portrayed differently. In "The Excerpt from *Want a healthier Family*", displays the benefit of children hiking, and how hiking is a physical activity that kids can perform instead of wasting time on electronics. The text states, "It opens the avenue for kids to teach themselves, to concentrate on one thing." She believes that this skill is

vanishing as kids play with games, listen to music, or use electronics.

In the "Excerpt from Hiking for Fun", displays the benefits of hiking, but also talks about the travels that people do to hunt. In the text it states, "Hiking allows you to go places that often cannot be seen any other way," and "Regular hiking builds strong muscles, strong heart, and healthy lungs. In conclusion, both articles share the same topic, but display the information differently.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The authors of “Excerpt from Hiking for Fun” and “Excerpt from Want a Healthier Family”, both discuss a similar topic relating back to hunting*). The response demonstrates grade-appropriate analysis of the texts (*both share the benefits of hiking, and both talk about the excitement and joy to hike; hiking is a physical activity kids can perform instead of wasting time on electronics; this skill is vanishing as kids play with games, listen to music, or use electronics; talks about the travels people do to hunt*). The response develops the topic with relevant details from the texts (*It opens the avenue for kids to teach themselves, to concentrate on one thing.*”; *Hiking allows you to go places that often cannot be seen any other way.*”; *Regular hiking builds strong muscles, strong heart, and healthy lungs*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The similarities [...] are, They both share, But, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*portrayed, displays, vanishing*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, both articles share the same topic, but display the information differently*). The response demonstrates grade-appropriate command of conventions, with few errors (*hunting, capitalization, punctuation*).

GUIDE PAPER 6a

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

The first similarity between the two articles is the topic: hiking. furthermore in both articles the topic of hiking is presented in a positive light; you can tell this from both the articles, Wilson's article's title being Hiking for Fun! with an excited exclamation point, and Coleman's article's title tells us that hiking can make a family healthy. this is further supported by the writing in the article. For example line 7 in "Hiking for Fun": "Hiking allows all kinds of people to enjoy nature. Boys and girls, men and women, young folks and seniors—hiking is for everyone. When you hike, you set your own pace and control where and how you go." and another example on line 1 "Want a Healthier Family? Tell them to Take a Hike": "One of Tammy York's treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada invasion." This topic is brought up in Wilson's article by first talking about how hiking is a good way to get connected to nature. And in want a Healthier Family? Tell Them to Take a Hike. It starts out by telling the reader that a family's treasured moment was during a hike. which is a lot less factual and scientific compared to "Hiking for fun". in conclusion even though both articles take a different approach in telling us things, they both share the same goal of teaching their readers on the positivity of hiking.

GUIDE PAPER 6b

Score Credit 3 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The first similarity between the two articles is the topic: hiking. furthermore in both articles the topic of hiking is presented in a positive light*). The response demonstrates grade-appropriate analysis of the texts (*hiking can make a family healthy and hiking is a good way to get connect to nature*). The response develops the topic with relevant details from the texts (“*Hiking allows all kinds of people to enjoy nature. Boys and girls, men and women, young folks and seniors—hiking is for everyone. When you hike, you set your own pace and control where and how you go.*” and “*One of Tammy York’s treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada invasion.*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*This is further supported by, For example, another example, This topic is, It starteds out by, in conclusion*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*a family’s treasured moment, a lot less factual and scientific*). The response provides a concluding statement that follows from the topic and information presented (*in conclusion even though both articles take a different aproch in telling us things, they both share the same goal of teaching there readers on the positivity of hiking*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*simularity, furthermore, aout, get connect, starteds, comparred, diferent, aproch, there readers*, punctuation, capitalization).

GUIDE PAPER 7

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

The similarities from both articles of hiking are that both articles the author is trying to get you into Hiking, In both articles there is a reason on why you should go hiking, although the topics are the same they talk about it differently in the excerpt "Hiking for fun!" The author talks about the history behind Hiking and why its is good and important, But in the Excerpt "want a healthier family?" The author talks about taking your little kid out for a hike for a fun and because its good for them. I know this because in the article Hiking for fun! it says "an ancient egyptian explorer named Hannu made the first recorded expedition" This shows in the Article they are more talking about the history about hiking, but in the Article "want a healthier family?" it says "a skill she believes is diminished by spending too much time listening to music on an ipod or playing video games" This shows that the articles are similar because they talk about the same topic but they say it differently.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The similarities from both articles of hiking are that both articles the author is trying to get you into Hiking, In both articles there is a reason on why you should go hiking, although the topics are the same they talk about it differently*). The response demonstrates a literal comprehension of the texts (*the history behind Hiking and why its is good and important and taking your little kid out for a hike for a fun and because its good for them*). The response partially develops the topic of the essay with the use of some textual evidence (“*a skill she believes is diminished by spending too much time listening to music on an ipod or playing video games*”), some of which may be irrelevant (“*an ancient egyptian explorer named Hannu made the first recorded expedition*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*In both articles, But, This shows*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*This shows that the articles are similar because they talk about the same topic but they say it differently*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*simmilarites, both articles of hiking, differently, hike for a fun, its is good, improtant, for a fun, its good, artcile, acent, belives, hey talk, punctuation, capitalization*).

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

Some similarities is they both say hiking is good for you and it also says its good for kids and they both gives reason why. in the artical excerpt from hiking for fun it first explains what hiking is example:Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature. It's basically walking or climbing on nature routes or trails. Sometimes there is a special destination, but often the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it's a great way to “get away from it all.” But in the artical Exerpt from want a healthier family they just go into like a family that likes to hike with there children and why they think hiking is good for kids example: One of Tammy York’s treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada1 invasion. She says she believes there are long-term mental health benefits to hiking with children.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*Some similarities is they both say hiking is good for you and it also says its good for kids and they both gives reason why*). The response demonstrates a literal comprehension of the texts (*they just go into like a family that likes to hike with there children and why they think hiking is good for kids*). The response partially develops the topic of the essay with the use of some textual evidence (*Hiking, which is exploring the outdoors on foot, is one of the best ways to get connected to nature. It's basically walking or climbing on nature routes or trails. Sometimes there is a special destination, but often the reward of hiking is the walk itself and everything you see along the way—trees, plants, animals, and bodies of water. For many people, it's a great way to “get away from it all.” and One of Tammy York’s treasured moments with her two children occurred when they were on a hike at Cincinnati Nature Center during the last cicada1 invasion. She says she believes there are long-term mental health benefits to hiking with children*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*In the article, But, example:*). The response lacks a formal style, using language that is imprecise for the texts and task (*they just go into like*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*similarities is, its good, gives reason, artical, Exerpt, there children, capitalization, punctuation*).

GUIDE PAPER 9

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

The similarities between both articles are that they both talk about hiking and how everyone can hike and have fun with hiking and how that they can focus on hiking and how it can expose you to nature and how peaceful it can be and how it can help you exercise in it.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The similarities between both articles are that they both talk about hiking and how everyone can hike and have fun with hiking*). The response demonstrates a literal comprehension of the texts (*how it can expose you to nature*). The response partially develops the topic of the essay with the use of some textual evidence (*how peaceful it can be and how it can help you exercise in it*) and uses relevant evidence with inconsistency. The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (sentence structure).

GUIDE PAPER 10

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

in hiking for fun it talks about hiking well for fun and then you might get into orienteering.

want a helthier family is taalking about the nature in the wood and in the trails and just to go and have fun.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*in hiking for fun it talks about [...] want a helthier family is talking about*). The response demonstrates little understanding of the texts (*it talks about hiking well for fun and is taalking about the nature in the wood and in the trails and just to go and have fun*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*you might get into orienteering*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is inappropriate for the texts and task (*well for fun, get into, just to go*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*helthier, taalking, the nature in the wood*, capitalization, punctuation).

GUIDE PAPER 11a

Additional

46

The authors of "Excerpt from *Hiking for Fun!*" and "Excerpt from *Want a Healthier Family?*" both discuss the topic of hiking. What similarities are found in each author's discussion of hiking? How is this topic developed differently in each article? Use details from both articles to support your response. [4]

In your response, be sure to

- identify the similarities found in each author's discussion of hiking
- describe how this topic is developed differently in each article
- use details from both articles to support your response

The similarities in both stories are talking about how nice it is to hike and get some fresh air. Hiking can be a lot of work with all the walking and stuff. Hiking could be scary and dangerous. The interesting or where your hiking like up a mountain you could fall and hurt yourself but if its down a mountain it wouldn't be too bad the hard part is to get up on the mountain. If your hiking you need to stay focus and pay attention to what or where your doing.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The similarities in both stories are talking about how nice it is to hike and get some fresh air*). The response demonstrates little understanding of the texts (*hiking can be a lot of work with all the walking and stuff. Hiking could be Scary and dangerous tho depending on where your hiking. like up a mountain you could fall and hurt yourself [...] the hard part is to get up on the mountain*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*If your hiking you need to stay Focus and Pay attention to what your doing and where your going*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*and stuff, tho, like up a mountain*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*tho, your hiking, stay focus*, punctuation, capitalization).

GUIDE PAPER 12

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

In both articles the authors describe the benefits of hiking and how it is a way to learn, explore and is good exercise.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*In both articles the authors describe the benefits of hiking and how it is a way to learn, explore and is good exercise*). The response provides no evidence. The response exhibits no evidence of organization. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

46

The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

A similarity is that they both made articles about hiking.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*A similarity is that they both made articles about hiking*).

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The authors of “Excerpt from *Hiking for Fun!*” and “Excerpt from *Want a Healthier Family?*” both discuss the topic of hiking. What similarities are found in each author’s discussion of hiking? How is this topic developed differently in each article? Use details from **both** articles to support your response.

In your response, be sure to

- identify the similarities found in each author’s discussion of hiking
- describe how this topic is developed differently in each article
- use details from **both** articles to support your response

He just says that hiking is good and better then electronics whenb yet again its 2022 who know whne this was made we are in a time were elctronics help us and we need them bassicly they help us with getting food now yes there are downsides to eelectronics but if you have a steady job plus hwen yopu buy a phone you can later trade it in for a new one after a year or 2.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*He just says that hiking is good and better then electronics whenb yet again its 2022 who know whne this was made we are in a time were elctronics help us and we need them bassicly they help us with getting food now yes there are downsides to eelectronics but if you have a steady job plus hwen yopu buy a phone you can later trade it in for a new one after a year or 2*).