

# New York NYSTP 2024 Grade 4 English Language Arts

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



# New York State *Testing Program*

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## English Language Arts Test Session 1

Grade **4**

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.

# **D**irections

Read this article. Then answer questions 1 through 6.

*In ancient Egypt, pyramids were built as royal tombs. A tomb is a place for burying the dead.*

## **Excerpt from *The Great Pyramid: Egypt's Tomb for All Time***

*by Jeanette Leardi*

1        In the sun's blazing heat, a group of Egyptians arrived at a desert along the banks of the Nile River. They had traveled hundreds of miles by boat. They were scared, but excited. Never before had they left their tiny villages.

2        As the Egyptians stepped off the boat, they saw 20,000 workers. Many were cutting giant blocks of limestone. Others were pulling huge stones up the slanted sides of a building. All had come at the command of their king, Khufu (KOO-foo). They were doing the most important work of their lives. They were building Khufu's tomb—the Great Pyramid.

### **Who Were the Pharaohs?**

3        Who was the king who could order such a mighty task? He was an ancient Egyptian ruler, called a pharaoh. Yet to the Egyptian people, their king was not just a powerful man. He was the sky god Horus (HOR-us), who had come down to Earth.

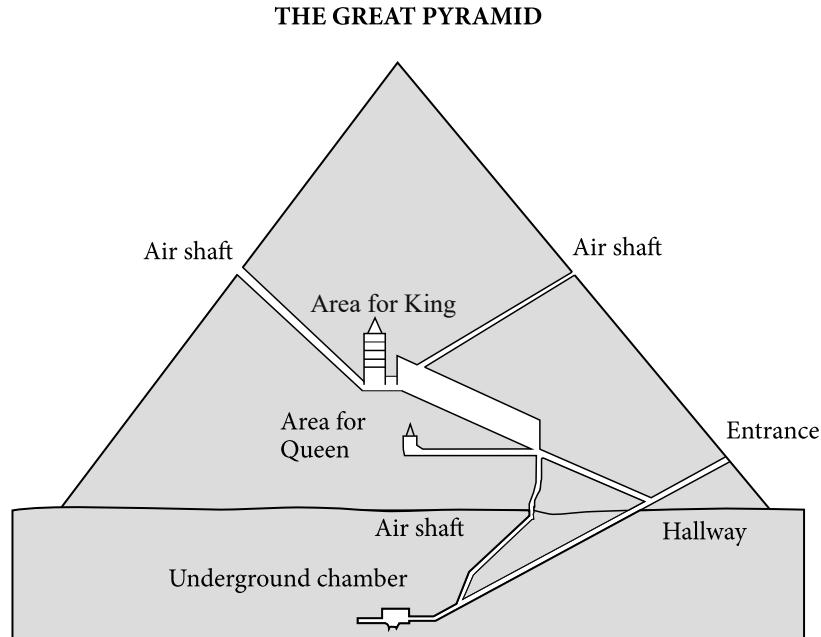
4        The pharaoh was all-powerful. Many Egyptians used crops or animals to pay taxes. They also paid by working for the ruler. They built his palaces—and his tomb.

### **A Towering Tomb**

5        Like other pharaohs before him, Khufu ordered workers to build him a tomb. It would hold his body and his treasures. So he wanted the building to be strong enough to last forever. Yet Khufu wanted something more. He wanted his tomb to be the tallest one ever built—and it was. Khufu's pyramid stood 481 feet (147 m) tall.

**GO ON**

- 6 Building the Great Pyramid took lots of planning. The tomb would need tightly closed rooms to keep out robbers. It would also need air shafts. These airways may have been built to help Khufu's spirit travel to the heavens.



### How Did They Do It?

- 7 Once it was decided where the pyramid's walls would lie, the building could begin. Workers cut huge stones from rock quarries. They did this using simple hand tools. Some stones were sent to Giza by boat on the Nile River. Others were dragged to the site using ropes and wooden sleds.

- 8 No one knows how the workers got the stones to the top of the pyramid. Most stones weighed about 2.5 tons (2.3 metric tons). The builders may have used one big ramp. Or they may have built a ramp that wrapped around the pyramid. In all, it took more than two million stones to complete the pyramid.

## **Who Built the Great Pyramid?**

9

Workers came to Giza from every part of Egypt to help build Khufu's tomb. About 5,000 skilled workers stayed there throughout the year. Many were artists and stonecutters. About 20,000 others worked for three to four months each year. They did the hard tasks of dragging the stones.

**GO ON**

**1** What does the word “banks” mean as it is used in paragraph 1?

- A** angles in a road
- B** rows of things that are like each other
- C** sloping pieces of land
- D** places where people work with money

**2** What does the word “task” mean as it is used in paragraph 3?

- A** a way of moving something heavy
- B** a job that needs to be done
- C** a plan for making something happen
- D** a reason to go to a new place

**3** Which sentence **best** explains what happens in the section “A Towering Tomb”?

- A** Workers drag stones up a ramp to place in a pyramid.
- B** The king decides that he wants the tallest pyramid.
- C** Workers come from different places to build a pyramid.
- D** The king realizes that he needs more space in the pyramid.

**4** How does the illustration help the reader understand the information in paragraph 6?

- A** It shows how the parts of the pyramid are connected.
- B** It shows why the pyramid needs to be so large.
- C** It shows that there is an underground part of the pyramid.
- D** It shows that there is an area in the pyramid for the queen.

**5** Which sentence from the article **best** supports the idea that people came from all over the country to work for the pharaoh?

- A** “Others were pulling huge stones up the slanted sides of a building.”  
(paragraph 2)
- B** “Building the Great Pyramid took lots of planning.” (paragraph 6)
- C** “No one knows how the workers got the stones to the top of the pyramid.”  
(paragraph 8)
- D** “Workers came to Giza from every part of Egypt to help build Khufu’s tomb.” (paragraph 9)

**6** What is a main idea of the article?

- A** People were scared when they came to the banks of the Nile River.
- B** Egyptians had the important job of building a tomb for the king.
- C** People thought the king was a sky god who came down to Earth.
- D** Egyptians spent three or four months each year working on the pyramid.

**GO ON**

# **D**irections

Read this story. Then answer questions 19 through 25.

## **Excerpt from *Abigail Iris: The Pet Project***

*by Lisa Glatt and Suzanne Greenberg*

1        We are almost at the end of the market where the cat-rescue people always set up on Sunday, and I hope she's in the mood not to resist some more.

2        "I think a pet would make a very appropriate half-birthday present," I say to my mother. We pull our bags up our arms a little so we can hold hands, and I lead her past the flower stands to the cats. They are my number three favorite thing about the farmers' market. They are already above the popcorn I always get when we're done shopping, and they would move right up to number one, past the samples, if I ever got to take a kitten home.

3        "A pet is a very big responsibility, Abigail Iris," she says. "We can look, but half birthday or not, you know we can't bring a cat home. We've been over this before."

4        "I know," I say, but I don't know for sure. . . .

5        "My mother would like to hold the big fat gray one," I say to the cat-rescue lady in charge today, picking out the fattest, laziest-looking cat. The cat lady puts down the book she's reading and reaches into a cage and hands my mother the cat I picked for her. . . .

6        Now that my mother is all set up, I peek in another cage. All I see in there is a big stuffed teddy bear, and I'm thinking the cat-rescue lady might need to wear better glasses when she goes out to do her rescuing.

7        "He likes to hide behind it, especially when he's sleeping," she says.

8        And then I see what she's talking about, two white paws and a little black tail curled up around the back side of the teddy bear.

**GO ON**

- 9        “He’s about three months old, we think,” the cat lady says to me.  
“Someone found him in the Albertson’s parking lot behind the trash bin.  
Isn’t he cute?”
- 10      I peek behind the teddy bear and see him, a black kitty. *Of course he’s cute*, I’m thinking. *Is there anything cuter?* But I don’t say a word because sometimes it’s better to play it cool when you really want something, as my brother Eddie always tells me. He’s a teenager, and although I don’t prefer to admit it, he knows more things about the world than I do. . . .
- 11      “Can I hold him?” I ask.
- 12      “Well, I don’t know,” she says, smiling. “You have to be very gentle.” . . .
- 13      She reaches in and picks up the kitten for me. I see a bright orange spot on his nose, and I think right away that this kitten must be named Spot even though it’s a dog’s name, and I hope he won’t mind. She hands him to me, and I try my hardest to hold Spot gently without letting him wiggle out of my arms. He crawls up on my chest and buries his nose with the orange spot on it into my neck, and then he’s very still, and I can feel his heart beating. . . .
- 14      “He likes you,” the cat lady says. “See, he’s not even trying to get away.”
- 15      My mother is handing the fat gray cat back to the cat lady and telling me it’s time to go. “What a baby,” she says about my kitten.
- 16      “Can we keep him, Mom, please, please, please?” I say, not being cool at all now. “A kitten is like half a cat and that would be the present I would most prefer in the whole world for my half birthday.”
- 17      “He’s very sweet,” my mother says.
- 18      I’m waiting for her to say *but*, but I don’t hear it right away, so I speak quickly before she can get it out. “He likes me,” I say. “He’s not even trying to get away. I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance.” . . .
- 19      “Maybe we’ll bring up the idea to your dad tonight,” she says to me as we pick up our bags and walk back toward the popcorn man. “See what he thinks about a cat now that you all are older. Maybe it’s time.”

**GO ON**

**19** The phrase “play it cool” in paragraph 10 suggests that Abigail Iris

- A** does not want to make any noise
- B** does not want to feel foolish
- C** does not want to seem too eager
- D** does not want to look impolite

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

- A** “They are already above the popcorn I always get when we’re done shopping, and they would move right up to number one . . .” (paragraph 2)
- B** “The cat lady puts down the book she’s reading and reaches into a cage and hands my mother the cat I picked for her.” (paragraph 5)
- C** “All I see in there is a big stuffed teddy bear, and I’m thinking the cat-rescue lady might need to wear better glasses when she goes out . . .” (paragraph 6)
- D** “He crawls up on my chest and buries his nose with the orange spot on it into my neck, and then he’s very still . . .” (paragraph 13)

**GO ON**

**21**

Which detail from the story shows how Abigail Iris's mother feels about her daughter's request to have a pet?

- A “‘Well, I don’t know,’ she says, smiling. ‘You have to be very gentle.’”  
(paragraph 12)
- B “‘What a baby,’ she says about my kitten.” (paragraph 15)
- C “‘He’s very sweet,’ my mother says.” (paragraph 17)
- D “See what he thinks about a cat now that you all are older. Maybe it’s time.”  
(paragraph 19)

**22**

What does the lady at the cat rescue **most likely** believe about Abigail Iris?

- A Abigail Iris is too young to care for a cat.
- B Abigail Iris would be a good owner for Spot.
- C Abigail Iris does not understand cats' needs.
- D Abigail Iris should get the older gray cat.

**GO ON**

**23**

Some people believe that pets can encourage responsibility. How do Abigail Iris's actions in the story support this belief?

- A** Abigail Iris and Mom think that a pet should be loved by a whole family so Mom asks Dad what he thinks.
- B** Abigail Iris spends more time with her mom by going to the market as part of her plan to get a cat.
- C** Abigail Iris clearly finds Spot to be cute and charming even though her parents do not want a cat.
- D** Abigail Iris says she is willing to do new chores and work hard because she loves Spot immediately.

**GO ON**

**24**

**This question is worth 2 credits.**

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea 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.

**25**

**This question is worth 2 credits.**

How do Mom’s feelings about Abigail Iris having a pet change? 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.

# **D**irections

Read this article. Then answer questions 26 through 31.

*This article first appeared in Time for Kids, a magazine for children. The magazine is called TFK below.*

## Sweet Solutions

by Shay Maunz

- 1 Last year, Americans spent more than \$22 billion on chocolate. But the tasty treat comes at a far greater cost than this. . . .

### Trouble for Cocoa

- 2 Chocolate comes mainly from the Cocoa Belt, a narrow strip of land along the equator. It is also where much of the world's tropical rainforest is located. In the Cocoa Belt, it is hot, humid, and rainy. Conditions are perfect for growing cacao.

- 3 But in recent years, climate change has affected the weather in the Cocoa Belt. As a result, cacao trees produce fewer pods. Each pod has fewer beans. The cocoa they make is of lower quality. You need more of it to make chocolate taste, well, chocolatey. Climate change has also led to the spread of disease and pests that harm trees.

- 4 In 2013, researchers studied the changing conditions in the Cocoa Belt. They said that by 2050, it will be harder to grow cacao in 90% of places where it is now planted.

- 5 But Christian Bunn, of the International Center for Tropical Agriculture, says chocolate won't disappear anytime soon. Plans to protect it are already taking shape.

**Pods on a Cacao Tree**



Pods grow on cacao trees. Chocolate makers remove the seeds or beans inside the pods to make chocolate.

**GO ON**

## Saving Chocolate

- 6 One solution to the problem is cross-breeding. Scientists are combining two breeds of cacao trees to develop new trees that stand up to drought and disease. Some even produce more cacao.
- 7 Weather stations will also help. Groups are building them in Africa. Around 70% of cacao is grown there. Information from the stations will help farmers know when to plant and fertilize trees. “Years back, farmers would follow farming rules that go with the seasons,” Bunn told TFK. “Those rules don’t always apply anymore.”
- 8 An app called CocoaLink also helps. Released in 2011 by the World Cocoa Foundation (WCF), it sends tips to farmers in Ghana.
- 9 These fixes could help farmers grow more cacao on less land. That could help end the push to clear rainforest. That’s good for chocolate, and a sweet deal for the planet. “Everything has an impact,” WCF’s Ethan Budiansky told TFK. “We have to be smarter about our food, going into the future.”

## Making Candy

- 10 Where does chocolate come from? To answer that question, we’ll walk you through the making of a candy bar.
- 11 But first, let’s talk about two words we’re using throughout this story: *cocoa* and *cacao*.
- 12 The powder used to make chocolate is called cocoa. The seed pods that are ground up to create that powder are called cacao. It’s also the word used for the trees that grow the pods. They’re called cacao trees.
- 13 **1. Cacao is grown on trees.** Cacao pods grow on a cacao tree, usually somewhere in the Cocoa Belt. When the pods are ripe, they’re picked by a farmer.
- 14 **2. The beans are separated from the pods.** Most cacao is farmed by small producers in remote parts of the world. Machines can damage cacao trees. Most of the work is done by hand.

**GO ON**

### **Open Pod with Beans Inside**



After the pod is opened, the seeds or beans are taken out.

- 15        **3. The beans are fermented.** Now the beans undergo a chemical process called fermentation. This brings out their chocolatey flavor.
- 16        **4. The beans are dried.** Often, farmers simply spread the beans on large trays. They dry in the sun. Once dry, the beans are packed into bags and shipped to chocolate manufacturers.
- 17        **5. Chocolate is made.** In manufacturing facilities, cocoa beans are roasted, heated, melted, and blended with sugar and milk. This takes away their naturally bitter flavor. Then the liquid chocolate is poured into molds and prepared for sale.
- 18        **6. Enjoy!** This is the moment you've been waiting for. Take a bite!

**GO ON**

**26** What is a central idea of paragraphs 2 through 4?

- A** Changes in climate are affecting the production of chocolate.
- B** Chocolate comes from a narrow area near the equator.
- C** Some cacao trees grow where tropical rainforests are located.
- D** The chocolate being made today is of lower quality than in the past.

**27** According to paragraphs 7 and 8, how are weather stations helping to save chocolate?

- A** They help trees survive during times of little rain.
- B** They provide farmers advice on treating tree diseases.
- C** They give information about planting and caring for trees.
- D** They make rules for farmers to follow for each season.

**28** What does the phrase “a sweet deal” mean as used in paragraph 9?

- A** dangerous sign
- B** new beginning
- C** difficult challenge
- D** good result

**29**

How is the section “Making Candy” organized?

- A** The author gives a detailed explanation about the similarities between cacao and cocoa.
- B** The author describes the steps used to make chocolate from growing cacao pods to preparing a chocolate bar for sale.
- C** The author provides detailed answers to frequently asked questions about how chocolate is grown and harvested.
- D** The author shows how chocolate makers are using new processes to improve the flavor of their product.

**30**

How does the photograph after paragraph 14 **best** support an idea developed in the article?

- A** It explains why machines are not useful for harvesting pods.
- B** It shows how the seeds or beans are separated from the pods.
- C** It gives an example of how climate change has damaged the pods.
- D** It shows why scientists want to develop trees that produce more pods.

**GO ON**

**31** Many people enjoy eating chocolate. Which quote **best** supports this idea?

- A “Last year, Americans spent more than \$22 billion on chocolate.”  
(paragraph 1)
- B “You need more of it to make chocolate taste, well, chocolatey.”  
(paragraph 3)
- C “Then the liquid chocolate is poured into molds and prepared for sale.”  
(paragraph 17)
- D “This is the moment you’ve been waiting for.” (paragraph 18)

**GO ON**

# **D**irections

Read this article. Then answer questions 32 and 33.

## **Excerpt from *Inside Anthills***

by Henry Abbott

- 1 Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive.

**social = working, playing, or communicating with others**

- 2 The biggest ant colonies have millions of members. Ants have to build a home that's big enough for everyone. Often, the place with the most space is under the ground. Ant homes look simple from the outside, but there's more to them than meets the eye.

### **Ant Nest**

- 3 Ant homes are called nests. You may hear people call them "anthills." That's because the outside of a nest can look like a hill of dirt. The dirt comes from all the digging ants must do to build their nest.

- 4 Many ant nests are under the ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest has one job to do: to house the colony.

### **Tunnels and Chambers**

- 5 Let's go inside an ant nest that's been built under the ground. The opening in the anthill is called the entrance. Ants use this as a doorway to get in and out of their home.

- 6 The inside of an ant nest is an organized network of tunnels and chambers. The tunnels are like hallways ants use to travel to different areas inside their nest. The tunnels empty into chambers. Chambers are much like the different rooms in a house.

**GO ON**

## **Ant Architects**

- 7      Ants are some of nature's greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging.
- 8      Ants have two pairs of jaws. One pair helps them bite and carry. They bite off tiny bits of soil and carry them out of the nest. Over days and weeks, this creates a network of tunnels and chambers. Ants learn how to travel around their nest by following scent trails left by other ants. . . .

## **Staying Safe**

- 9      Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe.
- 10     Ants are food for many animals, such as anteaters. Anteaters use their sharp claws to tear apart nests. Then they use their long tongue to scoop up ants. An anteater's tongue may be long enough to reach 2 feet (0.6 m) inside the nest. Ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach.

**predators = animals that hunt other animals for food**

- 11     Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.

**GO ON**

**32**

**This question is worth 2 credits.**

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

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**GO ON**

**33**

**This question is worth 2 credits.**

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

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**GO ON**

# **D**irections

Read this poem. Then answer questions 34 and 35.

## The Ants

*by Joyce Sidman*

The ants, the ants,  
on tips of plants,  
on sticks, on stones,  
on ice cream cones;

5      beneath the ground  
they ebb and flow,  
precisely know,  
who's friend, who's foe.

ebb and flow = come and go

They dig, they climb,  
10     they drag, they haul,  
(they never seem  
to play at all).

haul = carry big loads

**GO ON**

At obstacles  
thrown in their path  
15 they laugh! (Well, really,  
ants don't laugh:

they just speed up  
their antlike flow  
and find a different  
20 way to go.)

But when a gang  
attacks their nest?  
They beat their legs  
against their chests,

25 they snap their  
giant mandibles,  
and drive them out  
with great success.

mandibles = mouths

**GO ON**

And then, after  
30      the fight has quit,  
          they go back home  
          to baby-sit.

***GO ON***

**34**

**This question is worth 2 credits.**

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 35 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 17 and 18.



**GO ON**

**35**

**This question is worth 4 credits.**

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

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**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 4**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>								
1	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.L.4	Reading	0.57		
2	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.85		
3	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.72		
4	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.7	Reading	0.60		
5	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.77		
6	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.73		
19	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.46		
20	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.49		
21	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.52		
22	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.67		
23	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.9	Reading	0.53		
24	Constructed Response		2	NGLS.ELA.Content.NY-4.R.2	Writing to Sources		1.24	0.62
25	Constructed Response		2	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		1.13	0.57
<b>Session 2</b>								
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.70		
27	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.48		
28	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.84		
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.61		
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.7	Reading	0.59		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.9	Reading	0.71		
32	Constructed Response		2	NGLS.ELA.Content.NY-4.R.4	Writing to Sources		1.23	0.62
33	Constructed Response		2	NGLS.ELA.Content.NY-4.R.2	Writing to Sources		1.35	0.68
34	Constructed Response		2	NGLS.ELA.Content.NY-4.R.5	Writing to Sources		1.17	0.58
35	Constructed Response		4	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		1.80	0.45

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

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

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

## New York State Grades 4–5 Writing Evaluation Rubric

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

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

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

## EXEMPLARY RESPONSE

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

### Possible Exemplary Response:

The way that the details in paragraphs 18 and 19 support the central idea of “Excerpt from *Abigail Iris: The Pet Project*,” is that they show what Abigail Iris is willing to do to get her parents to allow her to have a cat. At first, we see that Abigail Iris has asked for a pet cat often when her mom says, “We can look, but half birthday or not, you know we can’t bring a cat home. We’ve been over this before.” Paragraph 16 shows Abigail Iris continuing to ask for a kitten, “A kitten is like half a cat and that would be the present I would most prefer in the whole world for my half birthday.” Finally, paragraph 18 shows a last attempt by Abigail Iris to sway her mom, “I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance.”

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

The details in paragraph 18 & 19 help the central (main) idea by talking about the cat & telling us she might get it. In paragraph 18 she says "He likes me." I say. "He's not even trying to get away. I would take care of him..." She said "I would take care of him." Now I know it could mean a baby bro or something, but given what she said before, you'd think a cat or kitten. In paragraph 19 the mom says "Maybe we'll bring up the idea to your dad tonight," She says maybe, giving us a little cliff hanger. These details give help to the central idea and strengthen it.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*by talking about the cat & telling us she might get it*). The response provides evidence of analysis (*She says maybe, giving us a little cliff hanger* and *These details give help to the central idea and strengthen it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“He likes me.” I say. “He’s not even trying to get away. I would take care of him...” She said “I would take care of him.”* and *“Maybe we’ll bring up the idea to your dad tonight,”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

The paragraphs 18 and 19 support the central idea by changing her mom's mind I know this because the text say's " Im wating for her to say but, but I dont hear it right away. also the text say's" Maybe we'll bring it upto your dad tonight.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*by changing her mom's mind*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Im wating for her to say but, but I dont hear it right away* and “*Maybe we'll bring it upto your dad tonight*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

Paragraph 18 and 19 say. That they will think about getting a cat.in paragraph 18 it said that Abigal iris would take care of him.in paragragh 19 it said that now that your older maybe its time.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*say. That they will think about getting a cat*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Abigal iris would take care of him and now that your older maybe its time*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

Excerpt from *Abigail Iris The pet project* support a central idea of the story by Abigail Iris trying to convince her mom. First, Abigail Iris tries to convince her mom to buy a cat because Abigail thinks she can handle a cat. For example Abigail said that "she would feed him and change his litter box and buy him little toys". Next, Abigail wants a cat for her birthday and said it would be a half birthday present and would most prefer in the whole world for her birthday. Last, her mom wanted a big fat gray one and Abigail wanted a cuter one. Abigail didn't want a big fat gray one for her half birthday.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*by Abigail Iris trying to convince her mom. First, Abigail Iris tries to convince her mom to buy a cat because Abigail thinks she can handle a cat*); however, the response only provides one relevant detail from the text for support (*“she would feed him and change his litter box and buy him little toys”*). This response includes complete sentences where errors do not impact readability.

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

I'm waiting for her to say but, but I don't hear it right away, so I speak quickly before she can get it out. "He likes me," I say. "He's not even trying to get away. Iwould take care of him. Iwould feed him and change his litter box and buy him little toys with my allowance." . . . "Maybe we'll bring up the idea to your dad tonight," she says to me as we pick up our bags and walk back toward the popcron man. "See what he thinks about a cat now that you all are older. Maybe it's time."

**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 (*I'm waiting for her to say but, but I don't hear it right away, so I speak quickly before she can get it out. "He likes me," I say. "He's not even trying to get away. Iwould take care of him. Iwould feed him and change his litter box and buy him little toys with my allowance." and "Maybe we'll bring up the idea to your dad tonight," she says to me as we pick up our bags and walk back toward the popcron man. "See what he thinks about a cat now that you all are older. Maybe it's time. "*); however, the response does not provide a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use two details from the story to support your response. [2]

Paragraphs 18 and 19 Abigail Iris tries to convince her mom. to have a type of pet she wanted.

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*Abigail Iris tries to convince her mom. to have a type of pet she wanted*). The response does not provide a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

the cat rescue people always set up om sunday a lttile so we can hold hands and lead

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the cat rescue people always set up om sunday a lttile so we can hold hands and lead*).

## GUIDE PAPER 8

Additional

24

How do the details in paragraphs 18 and 19 of "Excerpt from *Abigail Iris: The Pet Project*" support a central idea of the story? Use two details from the story to support your response. [2]

*Abigail Iris want to babysitt the little boy. On paragraph 19 the dad will pack up their bags and go to the popcorn man.*

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Abigail Iris want to babysitt the little boy. On paragraph 19 the dad will pack up their bags and go to the popcorn man*).

## EXEMPLARY RESPONSE

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

### Possible Exemplary Response:

In “Excerpt from *Abigail Iris: The Pet Project*,” Mom’s feelings change about Abigail Iris having a pet. At the beginning, she feels that that Abigail Iris is not ready yet, but by the end of the story she thinks Abigail Iris could be mature enough, this is shown in paragraph 3, “‘A pet is a very big responsibility, Abigail Iris,’ she says. . . ‘you know we can’t bring a cat home. We’ve been over this before.’” This shows Mom’s worry that her daughter is not ready for the responsibility. But because Abigail Iris has her mom hold a grey kitten at the rescue, Mom’s feeling start to change. By the end, Mom begins to feel like Abigail Iris is ready because Abigail Iris said, “I would take care of him. I would feed him and change his litter. . .” so she decides to ask Abigail Iris’ dad if he agreed.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Mom's feeling about Abigail Iris having a pet change because in the beginning of the story her mom said that they can't get a cat and at the end of the story she said they will ask her dad when they get home. For example, In paragraph 3 mom says to Abigail Iris, "A pet is a very big responsibility, Abigail Iris," Which means in the beginning she thought that Abigail Iris was not responsible enough to take care of a cat. In paragraph 18 Abigail says, "I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance." Which means that she had got her mom more convinced. And in paragraph 19 mom says, "Maybe we'll bring the idea up to your dad tonight," that means that her mom approves and as long as her dad does she can get Spot.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*in the beginning of the story her mom said that they can't get a cat and at the end of the story she said they will ask her dad when they get home*). The response provides evidence of analysis (*Which means in the beginning she thought that Abigail Iris was not responsible enough to take care of a cat; means that she had got her mom more convinced; means that her mom approves and as long as her dad does she can get Spot*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("A pet is a very big responsibility, Abigail Iris, "; "I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance. "; "Maybe we'll bring the idea up to your dad tonight, "). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

In the beginning of the story, Abigail Iris' mom thinks that she isn't ready for a pet yet. In paragraph 3, she states that "A pet is a very big responsibility...". Although, in the end, Abigail Iris says that she will take care of the cat and be responsible of him. Her mom then considers getting the cat.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*In the beginning of the story, Abigail Iris' mom thinks that she isn't ready for a pet yet [...] in the end, [...] mom then considers getting the cat*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("A pet is a very big responsibility..." and *Abigail Iris says that she will take care of the cat and be responsible of him*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

Mom's feelings change about having a pet by first saying no to considering. One reason is in paragraph 3 mom says that Abigail can't bring a cat home. In paragraph 19 mom says that maybe it's time.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*by first saying no to considering*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*mom says that Abigail can't bring a cat home* and *mom says that maybe it's time*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

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Mom feels that Abigail Iris is not responsible enough to have a pet in the beginning of the story but changes her mind towards the end. At the end of the story when Abigail begs her mom that she is ready to have a cat, Mom finally approves.  
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### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*that Abigail Iris is not responsible enough to have a pet in the beginning of the story, but changes her mind towards the end [...] Mom finally approves*); however, the response only provides one relevant detail from the text for support (*Abigail begs her mom that she is ready to have a cat*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Mom's feelings about Abigail having a pet change because the kitten liked Abigail and Abigail said she would take care of it really well. In paragraph 14 the cat kady says "He likes you, See, he's not even trying to get away." And in paragraph 18 Abigail states that he likes her, and she will take care of the kitten well. This shows how Mom's feelings about Abigail Iris having a pet change throughout the story.

### 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 (*"He likes you, See, he's not even trying to get away."* and *he likes her, and she will take care of the kitten well*); however, the response does not provide a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Abigails moms felling change about about owning a cat by realizing it might be a good idea. for example in paragraph 19 it states, see what he thinks about owning a cat now that your older. Maybe its time. This shows abigails moms feelings changed about owning a cat

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*see what he thinks about owning a cat now that your older. Maybe its time*). The response does not provide a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

She was begging to her mom and her mom didn't say anything. The girl said the cat is not running away from me and he is cute and cuddly.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She was begging to her mom and her mom didn't say anything. The girl said the cat is not running away from me and he is cute and cuddly*).

## GUIDE PAPER 8

Additional

25

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

She want her to have the  
most awsome half B Day  
Ever and she dosn't  
want her Daughter to Be  
sad on her birth day!

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She want her to have the most awsome half B Day Ever, and she dosn't want her Daughter to Be sad on her birth day*).

## EXEMPLARY RESPONSE

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

In “Excerpt from *Inside Anthills*,” the phrase “more to them than meets the eye” means that anthills are larger than you might expect based on the little hill of dirt we see above ground. The article tells us that “The dirt comes from all the digging ants must do to build their nest.” What is unexpected is just how much work goes into the nests, “They bite off tiny bits of soil and carry them out of the nest. Over days and weeks, this creates a network of tunnels and chambers.” This means the nests are probably very large to fit ant colonies that could have millions of members.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use two details from the article to support your response. [2]

The phrase “more to them than meets the eye” means that ant homes are more interesting on the inside. In the article it states, “Ant colonies are highly organized communities.” That is why they have a different home than what we would expect. Another detail is, “Ants are some of nature’s greatest builders.” This shows why we shouldn’t underestimate ants by thinking they just build clumps.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*” (*ant homes are more interesting on the inside*). The response provides evidence of analysis (*That is why they have a different home than what we would expect* and *why we shouldn’t underestimate ants by thinking they just build clumps*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Ant colonies are highly organized communities.*” and “*Ants are some of nature’s greatest builders.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

32

In paragraph 2 of "Excerpt from *Inside Anthills*," what does the phrase "more to them than meets the eye" mean? Use two details from the article to support your response. [2]

"More to them than meets the eye" Means that "don't Just Start Judging but has More to it." I know this because in the text the author wrote "Thats because the outside of the nest can Look Like a hill of dirt.") "The biggest ant colonies have millions of members."

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "more to them than meets the eye" means from paragraph 2 of "Excerpt from *Inside Anthills*" ("don't Just Start Judging but has More to it."). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Thats because the outside of the nest can Look Like a hill of dirt." and "The biggest ant colonies have millions of members."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

in the text it says' what does the phrase more to them than meets the eye is that they make homes everywere like under ground and rocks and even on trees and inside of dirt and in small places and anthills.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*” (*they make homes everywere*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*like under ground; rocks; even on trees; inside of dirt; in small places*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 4

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

In paragraph 2 of “Excerpt from Inside Anthills,” what does the phrase “more to them than meets the eye” means bigger than it seems. In sentence 3 it says “Ant homes look simple from the outside but big in the inside”. And it also means to the human eye it is small, but really big to small animals.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*” (*bigger than it seems*); however, the response only provides one concrete detail from the text for support (“*Ant homes look simple from the outside but big in the inside*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use two details from the article to support your response. [2]

“The biggest ant colonies have millions of members.” “Ants have to build a home that’s big enough for everyone.”

### 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 (“*The biggest ant colonies have millions of members*” and “*Ants have to build a home that’s big enough for everyone*”); however, the response does not provide a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use two details from the article to support your response. [2]

It means there more to them. One reason is "Ant keep their queen, egg, food supplies safe by building those chamber deeper the predators can reach. This shows Anthills keep ant safe from predators like anteaters.

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*Ant keep their queen, egg, food supplies safe by building those chamber deeper the predators can reach*”). The response does not provide a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

It mean the ant eye are differ then us eye for example ant are a litte eye then us and we are biggn then ant so the ant think the home are big.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It mean the ant eye are differ then us eye for example ant are a litte eye then us and we are biggn then ant so the ant think the home are big*).

## GUIDE PAPER 8

Additional

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

“More to them than meets the eye” means there is more inside an ant.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (“*More to them than meets the eye*” means *there is more inside an ant*).

## EXEMPLARY RESPONSE

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

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**Possible Exemplary Response:**

A central idea of the section “Staying Safe” from “Excerpt from *Inside Anthills*,” is that ants can fight and defend themselves in many ways. They can physically fight to protect as the passage says “All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.” But they can also defend themselves just by planning ahead. The passage says, “Ant nests give ants somewhere to live, store food, and grow their colony.” They probably know their nest is a safe place to grow the colony because they build deep chambers that an anteater’s 2-foot-long tongue can’t reach.

**Possible Details to Include:**

- Other relevant text-based details

**Score Credits:**

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

In “Excerpt from *Inside Anthills*,” a central idea of the section “Staying Safe” is about protecting themselves and about there predators. An example is ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach. An example is an anteater’s tongue may be long enough to reach 2 feet inside the nest. Another example is anteaters use their sharp claws to tear apart nests.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*protecting them selves and about there predators*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach; an anteater’s tongue may be long enough to reach 2 feet inside the nest; anteaters use their sharp claws to tear apart nests*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use two details from the article to support your response. [2]

The Central idea of the Section “Staying Safe,” is about the ants protecting themselves and other ants. I know this because in the text the author writes, “Ants protect their nest by attacking predators,” and “Some ants can even spray chemicals to fight their enemies.”

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*the ants protecting themselves and other ants*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Ants protect their nest by attacking predators,*” and “*Some ants can even spray chemicals to fight their enemies.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

In excerpt of "Inside Anthills" in paragraph 9-11 the main idea is protecting the colony from predators. For example in the text it says..."Ants keep their queen, her eggs, and their food supplies safe" Also... "Safe by building those chambers deeper than predators can reach." This shows the main idea in paragraph 9-11

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*the main idea is protecting the colony from predators*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Ants keep their queen, her eggs, and their food supplies safe*” and “*Safe by building those chambers deeper than predators can reach.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

33

In "Excerpt from *Inside Anthills*," what is a central idea of the section "Staying Safe"? Use two details from the article to support your response. [2]

The central idea of staying safe are the ant stay safe so the ants wont get killed from driffent animal one details is "ants are food for many animal!"

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section "Staying Safe" in "Excerpt from *Inside Anthills*" (*the ant stay safe so the ants wont get Killed from driffent animal*); however, the response only provides one concrete detail from the text for support (*"ants are food for many animal."*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 5

Additional

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use two details from the article to support your response. [2]

in stay safe the central idea is not  
to get eaten and not to get  
killed by the predators.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*is not to get eaten and not to get Killed by the predators*); 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

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

ant hills may look simple but they are not in the text it says "ants are some of natures greatest builders"it also says "ant nests give ants somewhere to live store food and grow their colony

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (“*ant nests give ants somewhere to live store food and grow their colony*”). The response does not provide a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*. ” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use two details from the article to support your response.

The ants they don't like the bad ants that can makes the ants die but they don't like when the ants they can kill but they made the house for their family they need a house to find a house to live so they can sleep in the house they love when can live but ants can digg the mud is bad but they are making more houses and they love making houses because they can text their own house make a nice test?

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The ants they don't like the bad ants that can makes the ants die but they don't like when the ants they can kill but they made the house for their family they need a house to find a house to live so they can sleep in the house they love when can live but ants can digg the mud is bad but they are making more houses and they love making houses because they can text their own house make a nice test*).

## GUIDE PAPER 8

Additional

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use two details from the article to support your response. [2]

is the form inside the tihes safe  
is the mulas response fo the safe  
tu my parc response staying  
is go for far

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*is the form inside the tihes safe is the mulas response fo the safe tu my parc response staying is go For far*).

## EXEMPLARY RESPONSE

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

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### Possible Exemplary Response:

The structure of the poem “The Ants” helps me understand the way ants move because it imitates the rhythmic march of the ants by having stanzas that are all the same length that also rhyme. This tells me that they all work together to complete tasks in an organized way. The poem says, “beneath the ground they ebb and flow, precisely know, who’s friend, who’s foe.” This describes the way ants move around each other smoothly. Later, the poem even says that ants will still move smoothly with obstacles, “they just speed up their antlike flow and find a different way to go.”

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

The structure of the poem "The Ants" helps the reader understand how ants move by giving different situations and explaining how the ants would move and react to each one. For example, in line 10, the author says: "They drag, they haul". This shows that in a working situation, the ants walk firmly. Another example is that lines 13-18 tell about a situation where the ants face obstacles in their path, and "speed up their antlike flow and just find a different way to go". This shows that the ants also walk firmly and perhaps even gracefully in this situation.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move (*by giving different situations and explaining how the ants would move and react to each one*). The response provides evidence of analysis (*in a working situation, the ants walk firmly and walk firmly and perhaps even gracefully in this situation*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*They drag, they haul*” and “*speed up their antlike flow and just find a different way to go*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

34

How does the structure of the poem "The Ants" help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

The Structure of the poem "The ants" helps the reader understand the way the ants move because it describes the way ants move. The text said "They dig they climb they drag they hawl." The text also said "But when a gang attacks their nest? they beat there legs against their chest." This shows how the structure of the poem helps the reader understand by it describes the way they move.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem "The Ants" helps the reader understand the way ants move (*it describes the way ants move*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("They dig they climb they drag they hawl." and "But when a gang attacks their nest? they beat there legs against their chest."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

It is showing that ants move slow and fast one detail it says “they ebb and flow.” Another detail is it says “they drag they hall.”

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move (*showing that ants move slow and fast*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*they ebb and flow* and “*they drag they hall*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

It can be inferred that the poem helps the reader understand the way the ants move by according to the text “They dig, they climb, they drag, they hall (they never seem to play at all).” The author states “At obstacles thrown in thier path they laugh! These details show how the move and live.

### 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 [“*They dig, they climb, they drag, they hall (they never seem to play at all)!*”] and “*At obstacles thrown in thier path they laugh!*”]; however, the response does not provide a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

it helps by saying all what ants do in just a poem like in the story how theres only 4 sentenes in eah paragrhape and it also does tell a few true facts but most of the things they say are silly.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move (*by saying all what ants do in just a poem like in the story how theres only 4 sentenes in eah paragrhape*); 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

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

The ant had a under ground hole inside for there home. The ant said to his friend said hey guys trere is a ice cream cone outside. The ant said let go eat it and beneath the ground they ebb and flow who's friend, who's foe.

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*beneath the ground they ebb and flow*). The response does not provide a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

the person who wrote this is trying to show how ants are everywhere and you can't get rid of them did you knew that there are over 1 billion ants in the world everywhere you go you can't get rid of them you can't escape them even if someone mannaged to get rid of them all there would be eggs so it's a never ending cycle.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the person who wrote this is trying to show how ants are everywhere and you can't get rid of them did you knew that there are over 1 billion ants in the world everywhere you go you can't get rid of them you can't escape them even if someone mannaged to get rid of them all there would be eggs so it's a never ending cycle*).

## GUIDE PAPER 8

Additional

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

the ants are telling the reader what ants do and it showed the reader how they open ther eggs and how they fight

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the ants are telling the reader what ants do and it showed the reader how they open ther eggs and how they fight*).

## EXEMPLARY RESPONSE

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

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## Possible Exemplary Response:

When reading the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” it is clear that the author and poet are both interested in ants by the ways they describe them. The descriptions that they each give are both similar and different. They are similar because they both talk about what ants do and how they protect themselves, even though the type of defense is different. The descriptions are also different because the author goes into detail about different facts and background information, while the poet gives shorter descriptions.

In “Excerpt from *Inside Anthills*” Henry Abbott describes ants as hard working, as they build large deep tunnels and caverns. The author describes how ants have two pairs of jaws that help them bite and carry bits of dirt out of the nest to create what he called “an organized network of tunnels and chambers.” This work to build a nest is about more than just making a home, it is also protection because deeper tunnels make hiding to stay safe easier. The author describes how ants will also protect themselves by attacking. “All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.” In the same way, in “The Ants,” Joyce Sidman tells us how they move while working “they ebb and flow” and “They dig, they climb, they drag, they haul.” No matter what obstacles an ant comes across it will find a way to continue on. Which tells me that ants are always working and moving to get things done. Their self-defense was described by the poet as “They beat their legs against their chests, they snap their giant mandibles.” This shows how ants will show others that they are willing to fight if needed.

However, there are also differences in the descriptions that both writers give. In “Excerpt from *Inside Anthills*,” it tells us that animals like anteaters are a major predator of ants. “Anteaters use their sharp claws to tear apart nests. Then they use their long tongue to scoop up ants.” This is different from the poem “The Ants” because in the poem the animals described as attacking ants are other ants. It says, “precisely know, who’s friend, who’s foe.” Which tells me that the ants know who is from their colony and will attack to defend it from other ants “But when a gang attacks their nest? ... and drive them out with great success.” To me this means other colonies or gangs of ants are the ones attacking them and not other animals like anteaters and it shows how the author uses more specific details and descriptions than the poet.

All in all, both the author and the poet do a great job describing ants. “Excerpt from *Inside Anthills*” and “The Ants” both had details about how ants work and fight, but the types of details were also very different.

## Possible Details to Include:

- Other relevant text-based details

## Score Credits:

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article “Excerpt from Inside Anthills” and the poem “The Ants,” both the author and the poet describe ants. Their descriptions are similar yet different. Keep reading to find out more!

The article “Excerpt from Inside Anthills” and the poem “The Ants” describe ants in similar ways. For example the poem “The Ants” describes ants as serious, smart, hardworking and strong creatures. The article “Excerpt from Inside Anthills” describes ants in a similar way, the author described ants as smart and strong. How do I know that you ask? Well in the article “Excerpt from Inside Anthills” it says Ants keep her queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach. This shows their smart. It also says Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants could even spray chemicals to fight their enemies which shows their strong. As for the poem, it says But when a gang attacks their nest? They beat their legs against their chest, they snap their giant mandibles, and drive them out with great success. This shows their strong. It also says At obstacles thrown in their path they laugh! (well, really, ants don’t laugh: they just speed up their antlike flow and find a different way to go.) Which shows their smart and don’t let obstacles stop them. They are described as serious by the poet because it says They dig, they climb, they drag, they haul, (they never seem to play at all). This is how the article “Excerpt from Inside Anthills” and the poem “The Ants,” describe ants in a similar way.

But not only are they similar they can also be described differently in numerous ways. For example article “Excerpt from Inside Anthills” describe ants as some of nature’s greatest builders. I know this because it says It takes a lot of skill to plan such an organized home. They build their home by biting and digging. Meanwhile in the poem “The Ants,” the poet describes ants as more of a serious creature. This is because the poet says: They dig, they climb, they drag, they haul, (they never seem to play at all). This is how the descriptions of ants mentioned in both the poem and the passage are different. Now you know how the poet and author describe ants in similar and different ways.

## **GUIDE PAPER 1b**

### **Score Credit 4 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article “Excerpt from Inside Anthills” and the poem “The Ants,” both the author and the poet describe ants. Their descriptions are similar yet different. Keep reading to find out more*). The response demonstrates insightful comprehension and analysis of the texts (*For example the poem “The Ants” describe ants as serious, smart, hardworking and strong creatures. The article “Excerpt from Inside Anthills” describes ants in a similar way, the author described ants as smart and strong; This shows their smart; This shows their strong; shows their smart and dont let obstacles stop them; are described as serious; article “Excerpt from Inside Anthills” describe ants as some of natures’s greatest builders; the poet describes ants as more of a serious creature*). The response develops the topic with relevant, well-chosen details from the texts [*keep her queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach; Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants could even spray chemicals to fight their enemies; But when a gang attacks their nest? They beat their legs against their chest, the snap their giant madibles, and drive them out with great success; At obstacles thrown in their path they laugh! (well, really, ants dont laugh: they just speed up their antlike flow and find a different way to go.); They dig, the climb, they drag, the haul, (they never seem is play at all); It takes a lot of skill to plan such an organized home. They build thier home by biting and digging*]. The response exhibits clear, purposeful organization (*The article “Excerpt from Inside Anthills” and the poem “The Ants” describe ants in similar ways; This is how the article “Excerpt from Inside Anthills” and the poem “The Ants,” describe ants in a similar way; But not only are they similar they can also be described differently in numerous ways; This is how the descriptions of ants mentioned in both the poem and the passage are different; Now you know how*). The response links ideas using grade-appropriate words and phrases (*For example, How do i know that you ask? Well in, This shows their, Which shows their, This is how, I know this because it says*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*How do i know that you ask? Well, in numerous ways, more of a serious creature*). The response provides a concluding statement that follows clearly from the topic and information presented (*Now you know how the poet and author describe ants in similar and different ways*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*their smart, madibles, sucess, dont, For example article, natures’s, thier, the snap, punctuation, capitalization*).

## GUIDE PAPER 2a

Additional

35

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

In the article "Excerpt from Inside Anthills" and the poem "The Ants," they are similar, but also different. Both texts talk about how ants work to build anthills, but in the article it talks about the inside of the anthill, but the poem doesn't.

In the article "Excerpt from Inside Anthills," it talks about how ants work to build anthills. I know this because in the text it states "They build their home by biting and digging." In the poem it states "They dig, they climb, they drag, they

haul." This shows that both texts are similar.

Even though both texts are similar, they are different in a way too. In "Excerpt from Inside Anthills" it talks about the inside of the ant hills. I know this because in the text it states "The inside of an ant nest is an organized network of tunnels and chambers." But in "The Ants", it doesn't say a word about the inside of the anthills. I know this because in the text it states "Beneath the ground they ebb and flow, precisely know who's friend, who's foe."

In conclusion, this is how "Excerpt from Inside Anthills" and "The Ants" are similar and different.

**Score Credit 4 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article “Excerpt from Inside Anthills” and the poem “The Ants”, they are similar, but also different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Both texts talk about how ants work to build anthills, but in the article it talks about the inside of the anthill, but the poem doesn’t; In the article “Excerpt from Inside Anthills”, it talks about how ants work to build anthills; shows that both texts are similar; In “Excerpt from Inside Anthills” it talks about the inside of the ant hills; in “The Ants” it doesn’t say a word about the inside of the anthills*). The response develops the topic with relevant, well-chosen details from the texts (“*They build their home by biting and digging.*”; “*They dig, they climb, they drag, they haul.*”; “*The inside of an ant nest is an organized network of tunnels and chambers.*”; “*Beneath the ground they ebb and flow, precisely know who’s friend, who’s foe*”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*In the article “Excerpt from Inside Anthills”, it talks about how ants work to build anthills; In the poem it states; This shows that both texts are similar; Even though both texts are similar, they are different in a way too*). The response links ideas using grade-appropriate words and phrases (*In the article, I know this because in the text it states, In the poem it states, But in, In conclusion*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, this is how “Excerpt from Inside Anthills” and “The Ants are similar and different*). The response demonstrates grade-appropriate command of conventions, with few errors (punctuation).

## GUIDE PAPER 3a

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article "Excerpt from Inside Anthills" and the poem "The Ants" Both have different things about ants and simaller facts about ants. They have simaller facts because "Excerpt from Inside Anthills" states "Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns." The poem "The Ants" States, "The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones" This shows that ants make their nests everywhere and ants are everywhere. Also "Excerpt from Inside Anthills" States "the outside of a nest can look like a hill of dirt. Many ant nests are under the ground." and "The Ants" states "beneath the ground they ebb and flow." that is why both "The Ants" and "Excerpt from Inside Anthills" are simaller. They are also different, "The Ants" States, "But when a gang attacks their nest? They beat their legs against their chests." And "they snap their giant mandibles, and drive them out with great success." And "Excerpt from Inside Anthills" states, "The inside of an ant nest is an organized network of tunnels and chambers." and, "Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe." That is why both "Excerpt from Inside Anthills" and "The Ants" are simaller and different.

## **GUIDE PAPER 3b**

### **Score Credit 4 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article “Excerpt from Inside Anthills” and the poem “The Ants” Both have different things about ants and simaller facts about ants*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*They have simaller facts; This shows that ants make their nests everywhere and ants are everywhere; that is why both “The Ants” and “Excerpt from Inside Anthills” are simaller; They are also different*). The response develops the topic with relevant, well-chosen details from the texts (“*Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns.*”; “*The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones*”; “*the outside of a nest can look like a hill of dirt. Many ant nests are under the ground.*”; “*beneath the ground they ebb and flow.*”; “*But when a gang attacks their nest? They beat their legs against their chests.*”; “*they snap their giant mandibles, and drive them out with great success.*”; “*The inside of an ant nest is an organized network of tunnels and chambers.*”; “*Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe.*”) and sustains the use of varied evidence. The response exhibits clear organization and links ideas using grade appropriate words and phrase (*They have simaller facts because; that is why both [...] are simaller; “Excerpt from Inside Anthills” states; The poem “The Ants” States; This shows that; Also; that is why; They are also different*). The response uses grade-appropriate language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*That is why both “Excerpt from Inside Anthills” and “The Ants” are simaller and different*). The response demonstrates grade-appropriate command of conventions, with few errors (*simaller, capitalization*).

## GUIDE PAPER 4a

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

One thing the story "The ants" and the story "Excerpt from inside Anthills" are both similar is that they both talk about how they build a home. In the text "The ants" it says "They dig, they climb, they drag, they haul, they never seem to play at all" this detail shows that they dig, they climb, they drag, and they haul show how they build their home. In the story "Excerpt from inside Anthills" it says "Ants are some of nature's greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging."

One thing the story "The ants" and the story "Excerpt from inside Anthills" are both different is that the story "The ants" is a poem and the story "Excerpt from inside Anthills" is a story. In the text "The ants" it says "The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones." . In the story "Excerpt from inside Anthills" it says "Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive.

These are the similar and different of the story's "The ants" and the story "Excerpt from inside Anthills."

## **GUIDE PAPER 4b**

### **Score Credit 3 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows generally from the task and purpose (*One thing the story “The ants” and the story “Excerpt from inside Anthills” are both similar is that they both talk about [...] One thing the story “The ants” and the story “Excerpt from inside Anthills” are both different is*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*they both talk about how they build a home; shows that they dig, they climb, they drag, and they haul show how they build their home; both different is that the story “The ants” is a poem and the story “Excerpt from inside Anthills” is a story*). The response develops the topic with relevant, well-chosen details from the texts (“*They dig, they climb, they drag, they haul, they never seem to play at all*”; “*Ants are some of nature’s greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging.*”; “*The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones.*”; “*Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization (*One thing the [...] are both similar is that and One thing the [...] are both different is that*). The response links ideas using grade-appropriate words and phrases (*In the text, it says, this detail shows that, In the story*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*These are the similar and different of the story’s “The ants” and the story “Excerpt from inside Anthills.”*). The response demonstrates grade-appropriate command of conventions, with few errors (*nature’s, organized, poem, work, communities, These are the similar and different, capitalization*).

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The authors and the poets descriptions of the ants are similar because they both talk about how busy and hardworking ants are. For example in The ants it says in paragraph 10. They dig, they climb, they drag, they haul,(they never seem to play at all). this shows that the ants work hard and very busy and in paragraph 4 of Exerpt from inside anthills it says. Many ant nests are under ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest has one job to do: to house the colony. This shows that both the texts talk about how hard working and busy ants are. The authors and the poets descriptions are difrent because the author thinks that ants work together as a team while the poet thinks ant are kind of like solo. For example in excerpt from inside anthills in paragraph 2 it says. The biggest ant colonies have millions of members. Ants have to build a home thats big enough for everyone. This shows ants work together and in The ants in paragraph 3 it says. And then, after the fight has quit they go back home to baby-sit.

**Score Credit 3 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows generally from the task and purpose (*The authors and the poets descriptions of the ants are similar because [...] The authors and the poets descriptions are different because*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*descriptions of the ants are similar because they both talk about how busy and hardworking ants are; this shows that the ants work hard and very busy; shows that both the texts talk about how hard working and busy ants are; descriptions are different because the author thinks that ants work together as a team while the poet thinks ant are kind of like solo; shows ants work together*). The response develops the topic with relevant, well-chosen details from the texts [*They dig, they climb, they drag, they haul, (they never seem to play at all); Many ant nests are under ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest haAs one job to do: to house the colony; The biggest ant colonies have millions of members. Ants have to build a home thats big enough for everyone; And then, after the fight has quit they go back home to babysit*], and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*The authors and the poets descriptions of the ants are similar because; This shows that both the texts talk about; The authors and the poets descriptions are different because*). The response links ideas using grade-appropriate words and phrases (*For example in [...] it says, this shows that*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*busy and hardworking, work together as a team, kind of like solo*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*authors and poets descriptions, and very busy, Exerpt, diferen, ant are kind of like, thats, punctuation, capitalization*).

## GUIDE PAPER 6

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article "expert from inside anthills"and the poem "the ants" they are both the same and they are both different. One way they are the same is they both explain how hard ants work. They are different because the poem mostly talks about the ants fighting but the article mostly talk about how the ants build. The text says from the poem,"They dig, they climb, they haul,( they never seem to play at all).The text says from the article"Ants are some of natures ants greatest builders."The text says from the poem,"But when a gang attacks thier nest? They beat their legs against their chest,they snap thier giant manibles, and drive them our with great success." The text says from the article"matter where it is, an ant nast has one job to do : to house the colony."

### Score Credit 3 (out of 4 credits)

This response introduces a topic in a manner that follows from the task and purpose (*In the article “expert from inside anthills”and the poem “the ants” they are both the same and they are both different*). The response demonstrates literal comprehension of the texts (*they are the same is they both explain how hard ants work and They are different because the poem mostly talks about the ants fighting but the article mostly talk about how the ants build*). The response develops the topic with relevant details from the texts [*“They dig, they climb, they haul,( they never seem to play at all); “Ants are some of natures ants greatest builders.”; “But when a gang attacks thier nest? They beat their legs against their chest,they snap thier giant manibles, and drive them our with great success.”; “matter where it is, an ant nast has one job to do : to house the colony.”*], and sustains the use of relevant evidence. The response exhibits some attempt at organization (*One way they are the same; They are different because; from the poem; from the article*). The response links ideas using grade-appropriate words and phrases (*One way they are, because the poem mostly talks about [...] but the article mostly talk about, The text says from the poem, The text says from the article*). The response uses appropriate 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 (*mostly talk about, some of natures ants, thier, manibles, drive them our, nast, capitalization*).

## GUIDE PAPER 7

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

I personally think the two authors are going to have some completely different answers because of perspective. The author’s and the poet’s descriptions of the ants are similar. By talking about how they dig their anthills/nests. The author’s and the poet’s descriptions of the ants are different because in the poem it says they don’t play and in the article it says Ants are very social. (which means working playing or communicating.) In conclusion Ants can be similar or be different. Because Henry Abbot and Joyce Sidman both have two extremely different perspectives of ants in my opinion.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*I personally think the two authors are going to have some completely different answers because of perspective*). The response demonstrates a literal comprehension of the texts [*descriptions of the ants are similar. By talking about how they dig their anthills/nests and descriptions of the ants are different because [...] (which means working playing or communicating.)*]. The response partially develops the topic of the essay with the use of some textual evidence (*how they dig their anthills/nests; they don’t play; Ants are very social*). The response exhibits some attempt at organization (*The author’s and the poet’s descriptions of the ants are similar. By talking about; The author’s and the poet’s descriptions of the ants are different because; In conclusion Ants can be similar or be different Because*). The response inconsistently links ideas using words and phrases (*because of, because in, in the poem it says, in the article it says*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*perspective, extremely*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion Ants can be similar or be different Because Henry Abbot and Joyce Sidman both have two extremely different perspectives of ants in my opinion*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*personally, completely, different, there anthills, dont, similiar, punctuation, capitalization*).

## GUIDE PAPER 8a

Additional

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In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

*In the article excerpt from "Inside Anthills" and the poem the ants both are similar because they both talk about ants in the first poem. It talk ant going under ground. In the article it says you may hear people call them anthills that because the outside of a nest can look like a hill of dirt. the dirt comes from all the digging ant must do to build their nest.*

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**Score Credit 2 (out of 4 credits)**

This response introduces a topic in a manner that follows generally from the task and purpose (*In the article excerpt from Inside Anthills” and the poem the Ants*). The response demonstrates a literal comprehension of the texts (*both are similar because they both talks about ant’s*). The response partially develops the topic of the essay with the use of some textual evidence (*ant going under ground and you may hear people call them anthills that because the outsid of anest can look like a hill of dirt. The dirt comes from all the digging ant must do to build their nest*). The response exhibits some attempt at organization (*both are similar because*). The response inconsistently links ideas using words and phrases (*In the first poem, In the article It says*). The response inconsistently uses appropriate language and domain-specific vocabulary (*the first poem*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*about ant’s, It talk ant, that because, outsid, ant must do*, punctuation, capitalization).

## GUIDE PAPER 9

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

i get the poem and the ant passege kinda the same becuase both about ant and they wirk realy hard. they are differnt becuase its like the reading was about how they make the ant hills but the poem was how hard they work on it. i like the poem better then the reading becuase the poem was so smooth and nice. the reading was good and fun to read but the poem was better.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*i get the poem and the ant passege kinda the same becuase both about [...] they are differnt becuase*). The response demonstrates a literal comprehension of the texts (*both about ant and they wirk realy hard and are differnt becuase its like the reading was about how they make the ant hills but the poem was how hard they work on it*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*how they make the ant hills and how hard they work on it*). The response exhibits some attempt at organization with inconsistent linking words and phrases (*the same becuase both about; differnt becuase its; but the poem was*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*i like the poem better then the reading becuase the poem was so smooth and nice. the reading was good and fun to read but the poem was better*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*passege, kinda, becuase, wirk, realy, differnt, its like, better then the*, capitalization).

## GUIDE PAPER 10

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The Ants and Excerpt from Inside Anthills are simaler becuase they dig holesas to make their nest. The Ants and Excerpt from Inside Anthills are difrent becuas The Ants They dig, they climb, they drag, they haul,(they never seem to play at all).

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The Ants and Excerpt from Inside Anthills are simaler becuase [...] Ants and Excerpt from Inside Anthills are difrent becuas*). The response demonstrates little understanding of the texts (*are simaler becuase they dig holesas to make their nest*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence [*They dig, they climb, they drag, they haul,(they never seem to play at all)*]. The response exhibits little attempt at organization with inconsistent linking words and phrases (*are simaler becuase and are difrent becuas*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*simaler, becuase, holesas, difrent, capitalization*).

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The author’s and the poet’s of the ants are similar because they both talk about ants. The author’s and the poet’s of the ants are different because the poet’s ryhum and the author’s does’nt rhyum.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The author’s and the poet’s of the ants are similar because [...] The author’s and the poet’s of the ants are different because*). The response demonstrates a literal comprehension of the texts (*are similar because they both talk about ants and are different because the poet’s ryhum and the author’s does’nt rhyum*). The response provides no evidence. The response exhibits little attempt at organization and lacks the use of linking words and phrases (*are similar because, are different because*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*author’s, poet’s, ryhum, does’nt*).

## GUIDE PAPER 12a

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from both the article and the poem to support your response

and the Poem the Ants  
both the author and the  
poet describe ants How  
ever their descriptions  
tiny ants comes from all  
the digging.

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## **GUIDE PAPER 12b**

### **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 (*and the Poem the Ants both the author and the Poet describe ants How ere their descriPtions*). The response demonstrates little understanding of the texts (*Tiny ants comes from all the digging*). The response provides no evidence. The response exhibits no evidence of organization. The response exhibits no use of linking words and phrases. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*and the Poem, ere, descriPtions, ants comes from*, capitalization, punctuation).

## GUIDE PAPER 13

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

They can be similar because they *probble* both have the same number of legs or even like they both are small and like ants can *probble* do better things than other things can do. Ants can go into little holes and make a lot of ant homes so ants can do a lot more things. I did not want to name a lot more other details but ants can do a lot more thing. The one thing i like about ants is that they do not bit and i love picking them up because they are just so cute and like ants are like the onle animla thatg do not bit people.

### Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*They can be similar because they probble both have the same number of legs or even like they both are small and like ants can probble do better things than other things can do. Ants can go into little holes and make a lot of ant homes so ants can do a lot more things. I did not want to name a lot more other details but ants can do a lot more thing. The one thing i like about ants is that they do not bit and i love picking them up because they are just so cute and like ants are like the onle animla thatg do not bit people*).

## GUIDE PAPER 14a

Additional

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In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from both the article and the poem to support your response

*they snap their giant mandibles and bite them off with great success.*

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**Score Credit 0 (out of 4 credits)**

This response demonstrates a lack of comprehension of the texts or task (*they Snap their giant mandibles and drive them out with great success*).