

Name: _____



New York State Testing Program

2016 Common Core English Language Arts Test Book 1

Grade 4

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Released Questions

Book 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 1 through 6.

Minna is on her way to a cello lesson and is worried about playing her cello with a vibrato effect, a skill of vibrating the strings with a bow or fingers, to produce a richer sound.

Excerpt from *The Facts and Fictions of Minna Pratt*

by Patricia MacLachlan



- 1 The streets were grimy with spring. Willie played Tchaikovsky on the corner, music that made Minna feel sad and peaceful at the same time. Next to the violin case the small brown dog slept, curled like a sausage on Willie's jacket. A woman in a fur coat with worn elbows stood in front of Minna, a baby peering over her shoulder, his head bobbing as he stared at Minna. The baby grinned suddenly and drooled down his mother's back, leaving a wet trail of fur where his mother couldn't see. A slimy secret between Minna and the baby. Minna touched his hand and moved off through the crowd, standing on the steps for a moment, watching Willie. She sighed and looked up at the gargoyles. *Willie on the street corner has a vibrato. Where is mine?*
- 2 Inside it was dark and quiet and cool. Porch beckoned Minna in and unzipped her cello case. Minna slumped in a chair.
- 3 "Min?" asked Porch. He sat down next to her. "Problems?"

GO ON

4 “It’s my vibrato,” said Minna, looking at him.

5 “What about it?”

6 “Where is it?” Minna’s voice was loud in the empty room. “I mean,” she leaned forward, “Lucas has a vibrato. Even Willie has one. Where is mine?”

7 Porch frowned at Minna.

8 “William Gray?” he said sharply. “What do you mean ‘even’ Willie? What do you know about Willie?”

9 Minna’s face reddened. She had not even known Willie’s full name.

10 “Nothing, except that he’s always there, playing on the street corner. He always gives me my money back,” she added softly.

11 Porch’s face softened.

12 “He does, does he? A gift. Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato. Did you know he plays in the symphony chamber group?”

13 “But why does he play on the street?” asked Minna, surprised.

14 “For his own reasons, Minna,” said Porch. “You might ask him that yourself.”

15 “We never talk about anything but music,” said Minna.

16 “Well,” said Porch, sitting down and leaning back in his chair, “life and music are not separate, you know.”

17 There was a silence.

18 “Min,” said Porch, “your vibrato is not something that is there, I mean that exists, like fingernails, or hair about to grow longer. It is something you can work at, yes, and think about, yes, but it is much more like . . .” Porch folded his arms, “like understanding something for the first time, or suddenly knowing what a book you’re reading is all about.” He peered at Minna. “It is like a light going on over your head. Do you know what I mean?”

19 “No,” said Minna, staring at Porch. She was thinking about her past life; the moments along the way when she needed something to make things right. When she was seven it had been a plaid skirt, at ten it had been a bicycle. Then it had been her first full-size cello. Now it was a vibrato. Would it end there?

20 “You will understand,” said Porch. “You will.” He tapped her knee. “Ready for Mozart?”

- 21 Minna sat up, gripping her cello by its neck. She stared at the music, thinking about Willie and her mother and father. Did she know them at all, even the slightest little bit?
- 22 "I'll never be ready for Mozart," said Minna.
- 23 "Ah," said Porch, "but Mozart is ready for you, Minna Pratt. Come on, let's do K. 158. Your favorite key."
- 24 Minna couldn't help smiling. Porch was right, it was her favorite key. Sometimes, *most* of the time, Porch knew Minna as well as anyone else did. Except for McGrew; McGrew who knew, for instance, that in spite of Minna's grumbling, in spite of her complaints, Minna played the cello because she wanted to.
- 25 Porch picked up his violin.
- 26 "Let's play the repeats," said Porch. He turned to look at Minna. "And we will play it wonderfully. In tune. With or without a vibrato."
- 27 And they did.

GO ON

1 In paragraph 1, what does Minna learn from watching Willie?

- A** She sees that playing music makes a crowd gather.
- B** She notices that the music makes others happy.
- C** She realizes that she wants to have a vibrato.
- D** She discovers that music makes her sad.

2 What new information about Willie does the reader learn in paragraph 12?

- A** He is more than he seems.
- B** He is a generous person.
- C** He performs with a vibrato.
- D** He plays with something in mind.

3 Read these sentences from paragraph 18 of the story.

He peered at Minna. “It is like a light going on over your head.”

What does the phrase “a light going on over your head” mean as it is used in paragraph 18?

- A** a new way of understanding
- B** something that is above you
- C** a way someone helps you out
- D** something that happens after hard work

GO ON

4

Which statement **best** reflects a theme of the story?

- A** Having something new can make things better.
- B** With time and practice, a person can achieve a goal.
- C** A teacher can help you figure out everything you need to know.
- D** Playing music is fun even when you are still learning how to do it.

5

Read these sentences from the story.

“Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato.” (paragraph 12)

“And we will play it wonderfully. In tune. With or without a vibrato.” (paragraph 26)

How do these sentences develop the story overall?

- A** They explain why Willie gives back Minna’s money.
- B** They show Minna’s eagerness to play with a vibrato.
- C** They show what Minna learns from Porch about Willie.
- D** They suggest that Minna does not need a vibrato to play well.

6

Based on the story, which sentence **best** describes Minna?

- A** She plays the cello because she enjoys it.
- B** She complains about her music lessons.
- C** She talks with Willie about music only.
- D** She thinks Mozart is too difficult.

GO ON

Directions

Read this article. Then answer questions 13 through 18.

The Story of Chocolate

by Katie Daynes

- 1 A thousand years ago, chocolate was a big secret. Only a few people drank it and nobody ate it.
- 2 The first chocolate drinkers were farmers who lived by the rainforest in Central America.
- 3 The rainforest was a jungle full of tropical plants, wild animals, and creepy crawlies. It was also home to the small cacao tree that grew strange, bright pods.



- 4 Monkeys knew all about the pods.
- 5 They liked to break them open and suck out the sweet, white pulp.
- 6 Then they spat out the bitter beans that were in the middle. If a bean landed on an earthy patch of forest floor, it grew into another cacao tree.
- 7 One day, a farmer copied the monkeys and tasted a pod. “Yum!” he cried, sucking the pulp. “Yuck!” he added, spitting out a bean. Soon everyone was sucking pulp and spitting beans.
- 8 But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.
- 9 Over the next few months, the farmers discovered a way to capture this smell by turning the beans into a drink.
- 10 They let the beans rot for a few days under banana leaves . . . then put them out to dry in the hot sun.

GO ON

- 11 Next, they roasted the beans over a fire . . . ground them into a paste . . . and stirred in water and spices. They called their new drink *chocol haa*. It tasted very bitter, but they liked it.
- 12 To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields. The farmers were members of a huge group of people called Mayans. Before long, *chocol haa*—or chocolate—was an important part of Mayan life.
- 13 Hundreds of years later, the chocolate secret spread, first to a fierce group of Central American people called the Aztecs and then to Spanish explorers who fought and conquered the Aztecs.
- 14 The Spanish took the chocolate secret back home to Europe. But they decided the drink tasted better hot and with lots of sugar.
- 15 Soon people across Europe were talking about chocolate. But the method of turning cacao beans into chocolate paste hadn't changed much from Mayan times. It took hard work and a long time. Unless they were rich, most people drank chocolate only as a special treat.
- 16 It wasn't until inventors came up with the steam engine that things changed.
- 17 Factories were set up, and suddenly, lots of goods could be made more easily—including chocolate.
- 18 Before long, the drink had stopped being just a handmade treat for the rich.
- 19 Gradually, chocolate makers discovered ways to turn chocolate paste into solid bars. They learned how to make smooth, creamy milk chocolate.
- 20 They began making chocolates in all shapes and sizes.
- 21 They mixed chocolate with other scrumptious ingredients.
- 22 Today, you can buy chocolates almost anywhere in the world, and they're nothing like the Mayans' bitter drink.
- 23 When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting. But they had no idea how popular chocolate would become.

Mayan Chocolate

Want to know what spicy Mayan chocolate tasted like?

Stir $\frac{1}{2}$ teaspoon of cinnamon and a pinch of cloves or chili powder into a cup of hot chocolate or chocolate milk.

GO ON

13

Read these sentences from paragraph 1 of the article.

A thousand years ago, chocolate was a big secret. Only a few people drank it and nobody ate it.

What is the **main** reason that the author begins with these sentences?

- A** to explain that chocolate comes from the jungle
- B** to explain how chocolate was discovered
- C** to show that chocolate used to be rare
- D** to show how old chocolate is

14

What is the main reason the author includes the story about monkeys at the beginning of the article?

- A** to show that animals like chocolate
- B** to describe the trees where the cacao pods came from
- C** to explain why the farmers first tasted the cacao pods
- D** to show how the beans inside cacao pods are eaten

15

Read the sentence from paragraph 8 of the article.

But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.

Why did the author include the phrases “delicious smell” and “rotting beans” in the same sentence?

- A** to show an unexpected result
- B** to show what people had planned
- C** to describe a process as it happens
- D** to describe a solution to a problem

GO ON

16 How did the invention of the steam engine **mostly** affect the making of chocolate?

- A** It improved the taste of the cacao bean.
- B** It added different ingredients to chocolate.
- C** It changed the way cacao trees were grown.
- D** It provided an easier way to make chocolate.

17 Which sentence from the article **best** shows how the Mayans felt about chocolate?

- A** “But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.” (paragraph 8)
- B** “They let the beans rot for a few days under banana leaves . . . then put them out to dry in the hot sun.” (paragraph 10)
- C** “To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields.” (paragraph 12)
- D** “When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting.” (paragraph 23)

18 How does the author organize this article?

- A** by showing the effects of chocolate on people around the world
- B** by comparing and contrasting different ways of eating chocolate
- C** by describing events connected to chocolate in the order they happened
- D** by presenting the problem with making chocolate and then giving the solution

GO ON

Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
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- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will not count toward your final score. Write your final answer on the lined response pages provided.
- Plan your time.

Directions

Read this story. Then answer questions 25 through 31.

Sarah's grandfather is a retired marine biologist. Today he and Sarah are going to release a tiger shark that is tied to the side of the boat.

Excerpt from Swimming with Sharks

by Twig C. George

- 1 “You’re serious, aren’t you?” Sarah asked. “What will happen?”
- 2 “If we’re lucky, he’ll stay around long enough for us to get in and watch him leave.” He watched his granddaughter closely. Joe Santos had been swimming with sharks for many years as part of his work. He had never felt he was in any danger. But he was no fool and knew there were always risks when you were near any wild animal. And sharks were not just “any animal.”
- 3 Sarah looked carefully at the shark again. She knew from her grandfather that the stories about sharks as killers who ate anything in their path were wrong. She knew it, but she wasn’t sure she really believed it.
- 4 Sarah felt so . . . bare and . . . unprotected next to the shark with all his senses, his knifelike teeth and his rough, thick skin. Then again, this was a chance to get closer to a tiger shark than almost any other person in the entire world! And he was a big tiger shark at that! She looked at her grandfather. He knew more than anyone about sharks. He would never put her in danger. Well, not *dangerous* danger.
- 5 “I’ll get ready,” said Sarah, scared but determined. “I have my snorkeling things in my bag.” Her grandfather flashed her another rare smile. Immediately he was back to business.
- 6 “This is what we’ll do,” he said in his matter-of-fact voice. “I’ll take out the hook. Then I’ll release the rope on his tail and get in the water. You slip off the back of the boat behind me. If the shark comes toward us, just stay calm and don’t wave your hands or feet in front of him. He’s tired now and won’t bother us if we move

GO ON

slowly. It's perfectly natural for you to be scared. You need to pay attention to those feelings. If you feel you need to get out, slowly take off your flippers and use the step on the back of the boat. I'll help you. It's better to leave than to panic. All set?"

7 "Yes, Granddad," Sarah croaked. She was excited and scared. Her insides felt queasy.

8 He released the shark and slid after it into the water. Still aboard the boat, Sarah was shaking. Her arms and legs felt weak. As she looked at the water, her teeth started to chatter. Sarah thought about all the times she had worried about sharks when she dove off a boat or through a wave. Now she *knew* a shark was below her. A big shark. The kind of shark that many people called a "floating garbage pit" because it could eat almost anything—nails, boards, people, you name it.

9 Sarah shook her head and looked down. Granddad was in the water and the "garbage pit" hadn't eaten him.

10 "Come now or he'll be gone," her grandfather urged quietly.

11 Sarah was ready. She slipped off the back of the boat behind him. All of her experience swimming in the bay paid off—she hardly made a ripple. Reaching out, she grabbed her grandfather's hand. They floated on the ocean surface, bobbing up and down in the waves.

12 The tiger shark rested on the bottom not ten feet from them. In an effort to forget how scared she was, Sarah tried to imagine how it would feel to be the shark. The lateral lines that ran down her sides would feel pressure and vibrations around her—like reaching out with long, invisible hands. She would feel the two people above. She would feel the boat and the reef ahead of her. She would see clearly the world around her. She would smell the scents of the sea and perhaps wonder in some sharklike way at the scent of the humans above her. She would hear the waves slapping against the boat and the fish nibbling on the coral.

13 Sarah watched as the shark's gills pumped and his eyes focused. His specialized pores tuned in to the Earth's magnetic fields. The big tiger shark took in all the information he could using each of his senses. Then he located himself on the planet and slowly moved toward deeper water.

14 Sarah was no longer scared. The shark's behavior hadn't frightened her. When her grandfather signaled that they should follow the shark, she swam forward fearlessly.

15 After a few minutes the shark's movements quickened. Sarah and her grandfather stopped at a respectful distance. An instant later the giant that had seemed to fill the sea was gone. He had vanished. There was nothing left but the brilliant blue water of Florida Bay as far as they could see.

GO ON

25 How does paragraph 5 relate to paragraph 4?

- A** Paragraph 5 explains why Sarah feels helpless in paragraph 4.
- B** Paragraph 5 shows how Sarah is brave even though she is afraid in paragraph 4.
- C** Paragraph 5 explains why the grandfather is concerned about Sarah in paragraph 4.
- D** Paragraph 5 reveals how the grandfather keeps Sarah out of the danger described in paragraph 4.

26 In paragraph 7, the word “croaked” shows that Sarah

- A** does not want the shark to notice her
- B** does not want to scare the shark away
- C** has difficulty getting the words out
- D** wants to hide her feelings

27 How is Sarah helped by her previous swimming experience?

- A** She knows how to get in the water without disturbing the shark.
- B** She knows which supplies to bring with her on the boat.
- C** It helps her to pretend that she is the shark.
- D** It helps her to feel calm in the water.

28 Which detail **best** shows that the stories about sharks being killers are wrong?

- A** “But he was no fool and knew there were always risks when you were near any wild animal.” (paragraph 2)
- B** “If the shark comes toward us, just stay calm and don’t wave your hands or feet in front of him.” (paragraph 6)
- C** “Now she *knew* a shark was below her.” (paragraph 8)
- D** “The tiger shark rested on the bottom not ten feet from them.” (paragraph 12)

29

How does paragraph 12 contribute to the rest of the story?

- A** It shows the reason for the change in a character.
- B** It gives important details about the story's setting.
- C** It gives new details about the shark's condition.
- D** It shows why people are able to get close to sharks.

30

Which sentence describes how Sarah's grandfather feels about sharks in the ocean?

- A** He thinks sharks will never harm humans who swim with them.
- B** He respects sharks as wild animals and is careful around them.
- C** He knows sharks are smarter than humans and can sense fear.
- D** He admires sharks' ability to eat almost anything they find.

31

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

- A** Sharks can eat boards and even nails.
- B** Sharks depend on their strong sense of smell.
- C** Sarah notices that the shark is bigger than average.
- D** Sarah is nervous but she is prepared to swim with the shark.

GO ON

Directions

Read this article. Then answer questions 32 and 33.

The California Gold Rush started in 1848 after gold was first found near Sacramento, California. It lasted through 1855. Many prospectors, or people hoping to become wealthy by finding gold, made the trip. These prospectors were also called forty-niners because so many of them came to California in 1849.

Rushing West

by Joan Holub

- 1 There were three main ways to get to California from the eastern United States. Each way was hard and dangerous. In 1848 and 1849, about forty-one thousand people went by sea in 697 ships. About forty-eight thousand went overland.
- 2 Going overland was the cheapest way. To stay safe, travelers formed groups called wagon trains. Trails were rugged, so wagons pulled by oxen went slowly. If you walked, you could keep up with the wagons. But your shoes wore out fast, and your feet would get awfully sore.
- 3 Wagons crossed rivers, prairies, deserts, and steep mountains on the trip. West of Ohio, the country was mostly unsettled. There were no people or houses for many miles around.
- 4 It took seven months to get to California from East Coast cities such as New York. Two other major starting points were the Missouri cities of St. Joseph and Independence. From the Midwest, the trip was two thousand miles long and took five months. The Oregon, California, and Santa Fe Trails were the most popular wagon routes to the West.



GO ON

5 Most overland travelers made it to California if they stayed on schedule. They had to leave Missouri by the end of April in order to make it through the Sierra Nevada mountains before winter came. Otherwise, they might get trapped in the snow.

6 Many “overlanders” faced plenty of problems. Like accidents and snakebites. Or running out of food and water. Or broken wagons and injured oxen. Cholera was caused by drinking water polluted by bacteria. It killed 1,500 travelers in 1849.

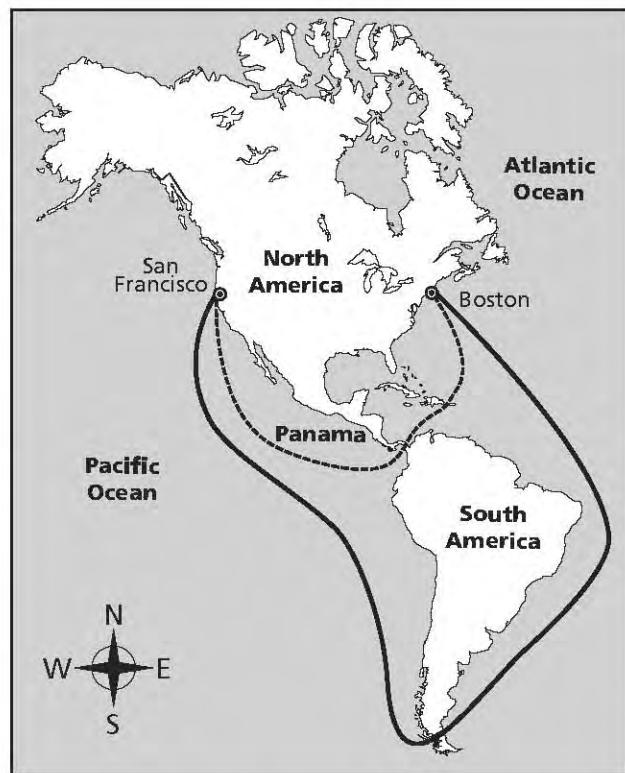
7 Prospectors who could afford it went to California by sea. They paid fares of \$200 to \$1,000. Going by ship was faster than traveling by wagon train.

8 There were two main sea routes from the East Coast. Both usually sailed southward on the Atlantic Ocean from New York or Boston.

9 The longer route went around Cape Horn. That's at the southern tip of South America. From there, ships sailed north on the Pacific Ocean to San Francisco. This route was almost 15,000 miles long. It usually took five or six months to complete the journey. Fast clipper ships like the *Flying Cloud* could make the trip in three months. But there weren't enough of them to take everyone who wanted to go.

10 The shorter sea route (only 5,300 miles) went down the Atlantic coastline only as far as the Isthmus of Panama. The isthmus was a fifty-mile-wide strip of land connecting North America and South America. The east coast of Panama is on the Atlantic Ocean. Its west coast is on the Pacific.

11 At the isthmus, passengers got off their ships. They went forty miles up Panama's Chagres River in wooden canoes. Then, they traveled on mules through a jungle to Panama City on the Pacific side. There were wild animals such as crocodiles and monkeys in the jungle. Panama is near the equator. It was hot and humid. Some travelers caught diseases such as malaria and yellow fever from mosquitoes.



GO ON

- 12 If all went well, the trip across the isthmus took only six weeks. However, prospectors might have to wait weeks in Panama City before a ship would arrive that was bound for San Francisco.
- 13 Today, traveling by ship often means enjoying a floating vacation. But life aboard a ship in the 1840s and 1850s was very different. The food had bugs and mold. The drinking water wasn't always clean. Sometimes ships ran out of both before the trip was over. There were rats on board. If passengers were injured or sick, they were on their own. There might not be a doctor to help them. There were terrible storms, especially near Cape Horn. Some ships sank.
- 14 Still, ships left for California almost every day in 1849. Shipping companies advertised all around the world for passengers. This fueled gold fever in faraway places such as China, Australia, and Europe. But the ads didn't mention the problems passengers would face on the voyage.
- 15 Many prospectors kept diaries and sent letters home. A man named S. Shufelt, who sailed from New York to California in 1849, wrote in a letter to his cousin, "I have left those that I love as my own life behind & risked every thing and endured many hardships to get here, & I want to make enough to live easier & do some good with, before I return."
- 16 Like all forty-niners, he hoped his struggles would pay off. In gold!

32

How does the first map contribute to the understanding of “Rushing West”? Use **two** details from the article to support your response.

33

Why is the letter included in paragraph 15 of “Rushing West”? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer question 34.

Jack, a Border collie, was born on a sheep ranch owned by people named Bob and Ellen. Jack loves his life on the ranch and has been working hard to prove to Bob that he's ready to join his dad, as well as Old Dex and the other dogs, out in the field with the sheep.

Excerpt from Sheep

by Valerie Hobbs

- 1 The air was clean and cold and filled with what I had no name for. Excitement is probably what you'd call it. But it was more than that, though I didn't know it then. I figured if all we did was ride out to where the world ended and back again, well, that would be enough for me.
- 2 That was before I saw the sheep. Sheep everywhere! The truck stopped, and they closed in all around us like a big gray woolly blanket, bawling and baaing, stinking like, well, like sheep. Bob hopped down out of the cab and pushed his way through them to the back of the truck. When he lowered the tailgate, the fellas jumped down, working the sheep the minute they hit the ground, rounding them up without even trying.
- 3 I hung back, a little soft in the belly, if you know what I mean. Nervous. They were bigger than I was, every last one, and so many I couldn't count them, more sheep than I thought there were in the whole wide world.
- 4 Well, you didn't have to count them, though I didn't know it then. You just sort of *felt* them, Dad said. That was how you knew when one went missing. You felt it somewhere inside you. Sounded crazy to me. The smell was bad enough. But *feeling* sheep? I didn't like the sound of that. I figured if worst came to worst, and the sheep wouldn't do what I wanted, well, I'd just bite them. But I learned soon enough that wasn't the way. Only as a last resort would a dog bite a sheep.
- 5 You should have seen Dad and Old Dex, how they got those woolly guys all moving in the same direction. You could tell the sheep didn't like it. They'd have to run a little, which they hated, so they grumbled the whole time. One old ewe really had her back up. She turned, frowned at the dogs, and tried to hold her

GO ON

ground. It came down to her and Old Dex then, him with his snout low, ready to leap left or right. And that eye he gave her! It made you shiver just to watch.

6 The old lady just couldn't hold out against that eye. She gave Old Dex one last haughty look, then turned away and trotted off after the others, her fat little tail between her legs.

7 I ran back and forth, trying to look like I knew what I was doing, practicing my sheep eye. The sheep ignored me, like I was a pesky fly. After a while Dad told me to calm down, but I couldn't. I'd gotten a taste of what life was all about, and I didn't want to miss a second of it.

8 “Keep your eye on Old Dex,” Dad said. “You've got a chance to learn from a master.” And so I did. Wherever Old Dex went, that was where I'd try to be. But it wasn't easy. One second he'd be racing full out alongside the flock, then he'd stop, ears up, and cut the other way. Bob would call an order from a long way off, telling you what he wanted, and you had to do it right then. It was tricky, but when you got the sheep going the way they were supposed to, like a big muddy gray river rolling across the land, you were happy inside. It was better than a good meal, better than a rubdown, even better than Mom saying you were her own best boy (well, she said it to my brothers, too, I know she did). When the sheep were right, you had that deep down good feeling that you were making a difference. You were doing what you were meant to do, what you believed in, what you were really good at.

9 I'll tell you, nothing in the world is better than that.

10 The day came to an end too soon for me. We all bounded back up into the truck, and as the land took that last lick of the sun, we headed home. I'd learned more than my head could hold. I knew for certain my purpose in this life, and I was ready to do it, flat out, with all my heart.

GO ON

34

Jack’s feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack’s feelings about the sheep change in the story
- explain why Jack’s feelings change
- use details from the story to support your response

GO ON

STOP

Book 3

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
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- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will not count toward your final score. Write your final answer on the lined response pages provided.
- Plan your time.

Directions

Read this story. Then answer questions 35 and 36.

This story takes place in Seoul, Korea, in 1473.

The Kite Fighters

by Linda Sue Park

- 1 Young-sup watched as his older brother, Kee-sup, ran down the hill with the kite trailing behind him. The kite bumped and skittered along the ground, but if Kee-sup got up enough speed, it sometimes caught a low puff of wind and rose into the air.
- 2 Sometimes.
- 3 Not very often.
- 4 Every tenth try or so.
- 5 In the air the kite would hold steady for several moments, then dive without warning. Kee-sup ran in different directions, pulling desperately on the line, but to no avail. The kite always ended up on the ground with its twin “feet” crumpled beneath it, looking, Young-sup thought, both angry and ashamed.
- 6 Young-sup watched silently. He did not bother to ask for a turn; Kee-sup would offer when he was ready. It was his kite, after all.
- 7 Kee-sup had been given the kite as a birthday present several days before, as part of the New Year celebration. The New Year was everyone’s birthday. It didn’t matter on which date you were born; you added a year to your age at the New Year holiday.
- 8 Young-sup’s gift had been a *yut* set. Normally, he would have been delighted to receive the popular board game, with its little carved men. But when they opened their gifts, his first feeling was one of envy.
- 9 His brother’s kite was wonderful. It had been purchased from Kite Seller Chung, who made the finest kites in the marketplace. Two huge eyes were painted on it, to help it see its way clear into the skies; heavy eyebrows made it look fierce and determined. Young-sup had to swallow hard to hold back his jealous words.

GO ON

- 10 It hadn't helped that Kee-sup had left immediately to fly the kite on his own. Young-sup had begged and pleaded and pestered for days, and today, at last, Kee-sup had invited him to the hillside to fly.
- 11 The snow-dusted hill on which the brothers stood stretched down toward the great wall that surrounded Seoul. The road that wound around the base of the hill led to one of the city's nine enormous gates. Beyond the wall Young-sup could see hundreds of rooftops, huddled together and crouched low to the ground, as if bowing to the palace at the center of the city. The grand tiled roofs of the royal palace stood out in graceful curved splendor. No other structure was permitted to rise higher.
- 12 Young-sup continued watching in silence as the kite took yet another dive and crashed. At last Kee-sup handed it over. Young-sup felt a river of eagerness surge through him as he took it.
- 13 He had decided to try a different technique. Holding the kite at arm's length in one hand and the reel in the other, he threw the kite up into the air.
- 14 It came straight down and would have hit him on the head if he hadn't dodged out of the way.
- 15 "I tried that before," said Kee-sup. "A hundred times. It never works."
- 16 Young-sup picked up the kite. In that brief moment he had felt why it would not fly.
- 17 On only his second try he launched the kite from a complete standstill.
- 18 Kee-sup's jaw dropped. "Hey! How did you do that?"
- 19 Young-sup shrugged, not wanting to display too much pride. "I'll show you," he said. For he knew in his bones that he could do it again.
- 20 The kite flew proudly. Young-sup let it play for a few moments, thrilled at the pull on the line in his hands. Bringing in an arm's length of line, he experimented, plying it to and fro. The kite made graceful figure eights, swooping and dipping like a playful fish. Then Young-sup reeled in, keeping control until the kite floated just overhead. He gave the line a final, gentle tweak, and the kite drifted to the ground.

- 21 Young-sup picked it up and began to demonstrate. "First, you let out some line, not too much but enough to give it a little slack." Holding the middle of the kite in one hand with his arm outstretched, he turned his body slightly. "Then you must stand with the strength of the wind at your back, and hold the kite like so. There will come a moment when the wind is just right. That's when you throw the kite into the air and allow it to take up the extra line."
- 22 Young-sup waited a few moments. Then, as if obeying his words, the kite leaped and rose to stretch the line taut. It was as if an invisible hand had pulled the kite into the air.
- 23 He brought it down again and handed Kee-sup the reel. "Now you try."

GO ON

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use **two** details from the story to support your response.

36

Which character trait **most** helps Young-sup fly the kite? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer questions 37 and 38.

Northern leopard frogs migrate twice per year in and out of lakes and ponds in Minnesota. This migration can be dangerous for the frogs so volunteers help carry them across the roads.

Beware of Frogs!

by Roxa Crowe

- 1 At the end of the long, dreary afternoon, banks of gray, ominous clouds hovered over Lake Independence in Minnesota. It was Halloween. ominous = suggesting that something bad may happen
- 2 In the shadows of the oak trees stood two women and a boy. Rain splattered and soaked the dense accumulation of fallen leaves. Then it trailed off to a slow drizzle. Darkness sat down heavily on the Baker Park Reserve.
- 3 A soft thump sounded in the spongy leaves. First just one, then a second, a third . . . quiet bumps in the night.
- 4 “Sounds like the frogs are headed our way,” a hushed voice said.
- 5 Madeleine Linck and the two volunteers listened as the frogs approached the drift fence. Two and a half feet high, the fence of black plastic consisted of eight 100-foot lengths, staked down parallel to the highway. About every 30 to 50 feet along the fence, a five gallon plastic bucket was sunk in the ground and filled about one-third full with lake water.
- 6 Fall migration of the northern leopard frogs had begun. The frogs migrate twice a year. In the spring the frogs migrate out of the lake to the breeding ponds. In the fall they come back to the deep lake to hibernate on the bottom.
- 7 Bright lights flashed as a pickup truck hummed down County Road 19, which separates the marshes and woods from the lake. Frogs follow the same route in and out of the lake that they have for thousands of years. During each month-long migration period, the frogs face a high fatality rate on the highway. They also create a hazardous situation for motorists. Mashed frog bodies can be very slippery.
- 8 A quiet plop. The first frog had encountered the fence. It hopped along the edge looking for a way around it. A splash announced the frog had landed in one of the buckets. More splashes followed as the frogs tried to navigate the fence.

- 9 Linck swished her hand around in the cold bucket and pulled out a frog. She slipped it into her plastic pail and fished for another. Carrying her cargo of frogs across the road to the weeds near the edge of the lake, she tipped the pail on its side. Quiet rustlings told her that the frogs were slithering out into the grasses.
- 10 "They always know which way to go," she said. "They never turn back and try to go the other way."
- 11 The three people spent most of the night carrying more than 2,000 frogs across the road.
- 12 "That was the most frogs we ever had in one night," Linck said. "Some nights we just get a few frogs, and on others we get several hundred."
- 13 Linck, wildlife technician for the Three Rivers Park District in Plymouth, Minnesota, has organized the spring and fall frog ferry since 1994.
- 14 "Usually the juveniles come first in the fall," she said. "They're followed by the mature males and mature females. Females are the largest. You can tell a mature male by his swollen thumb pad which is really enlarged in the spring. The old frogs are the last. They wait until after the frost. Sometimes you can see them coming across the snow."
- 15 Migration for these frogs is a ghoulish nightmare. The frog ferry is one way to temporarily solve the problem. Frog Crossing signs are helpful for warning drivers, and have been installed in a few areas in the eastern United States and western Europe.
- 16 Toad tunnels are another way of dealing with the problem. Drift fences guide the animals to the tunnels under the road, allowing them to cross safely.
- 17 "I hope the highway department considers putting in a bridge or a large box tunnel when they upgrade the road in a few years," Linck added.
- 18 On dark, wet nights around Halloween, signs posted along County Road 19 say, "Beware of Frogs!" Although not accompanied by any trolls or goblins, the frogs can still be very dangerous.

37

What feeling does the author create in paragraphs 1 and 2? Use **two** details from the article to support your response.

38

What is the main idea of paragraphs 15 through 18? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 39 and 40.

Earthwatch is a group of volunteers who study horned lizards in Arizona. The volunteers are helping us to know more about these lizards.

Looking Out for Lizards

by Deborah Churchman

- 1 There are 13 different species (kinds) of horned lizards. Most of them live in warm, dry places from southern Canada to Central America. (The species in this story is called the Texas horned lizard.) Scientists don't know much about any of them.
- 2 They do know that there seem to be fewer and fewer of these lizards around. People are building roads, houses, and malls in many of the places where the lizards once lived. Plus, some kinds of pesky ants may be pushing out the lizards' favorite food—harvester ants.
- 3 To save these lizards, people need to know a lot more about where they are and what they need. And that's why the Earthwatch group was helping to study them.

Wicked Cool

- 4 A horned lizard is one wicked-looking dude, with its sharp spikes and tough skin. But it's really a fat, harmless little creature with a slow, gentle way of life.
- 5 Horned lizards waddle around and scarf up ants—as many as 170 of them in one day. It takes a long time each day to catch that many ants—and a big, tough stomach to digest them.
- 6 That big stomach slows the lizard down. The lizard can't dash away from enemies, so it uses other tricks to stay safe.
- 7 For example, if a hawk flies overhead, the lizard flattens itself on the ground. That way it casts no shadow. (Shadows act as easy-to-see outlines.) The lizard's colors also help it blend into its sandy desert home.
- 8 If the lizard is attacked, it puffs up and hisses. And if the attack is from a fox or coyote, the lizard may shoot blood out of its eyes! Sounds pretty creepy, huh? Plus, the blood tastes really bad.

GO ON

9 Even if the enemy does get hold of the lizard, those prickles make it tough prey to swallow. Yowch!

Looking for Lizards

10 The first thing the volunteers did to study horned lizards was find them. That's a lot harder than you'd think! The Earthwatch volunteers had to walk around all day in the hot sun just to find 10. As they caught each one, they put it in a mesh bag to keep it safe. They also marked the place where it had been found.

11 They took the lizards back to the lab to weigh and measure them and put little backpacks on them. (The backpacks held tiny radio transmitters.) They gave each lizard a number and put the lizards back where they'd found them. The transmitters helped the volunteers find the lizards again a few days later. The volunteers used antennas to pick up beeps from the transmitters and follow them to the lizards.

12 Once they found the numbered lizards again, the volunteers spent four hours each day keeping track of each one. The volunteers had to be very careful not to bother the lizards. They wanted to see how each one normally acted. The volunteers wrote down what the lizards ate, when and where they ate it, and whether they hung out in the sun or shade.

Final Answers

13 Finally, the volunteers scooped up a lot of lizard droppings and took them back to the lab. There, they looked through a microscope to see what was in the droppings.

14 What they found were a lot of ant heads. If the volunteers looked carefully, they could figure out which species of harvester or other ants the lizards were eating. It was yucky work, but at least they were out of the sun!

15 On the last day, the volunteers caught all of their lizards again and took off the animals' backpacks. Then they gently carried each one back to where it was found and set it free. It was sad to say goodbye. But it was good to know that their work helped scientists understand more about what horned lizards need. The more scientists know, the easier it will be for them to help save these gentle little creatures.

GO ON

The Food Chain Gang

- 16 Texas horned lizards are part of a simple food chain. Plants such as mesquite (mess-KEET) grow seeds (1). Harvester ants eat the seeds (2). And horned lizards eat the harvester ants (3).
- 17 But when people move in, they often clear away the plants. That means fewer seeds to feed the ants—and fewer ants to feed horned lizards.

GO ON

39

In the section “Looking for Lizards,” why are the tools the workers use to study the lizards important? Use **two** details from the article to support your response.

GO ON

40

Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from **both** articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from **both** articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2016 English Language Arts Tests Map to the Standards
Released Questions Available on EngageNY

Grade 4

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Book 1										
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.55			
2	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.49			
3	Multiple Choice	A	1	CCSS.ELA-Literacy.L.4.5a	Reading		0.66			
4	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.2	Reading		0.54			
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.65			
6	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading		0.63			
13	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.8	Reading		0.41			
14	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.8	Reading		0.44			
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.57			
16	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.3	Reading		0.55			
17	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.3	Reading		0.62			
18	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.5	Reading		0.54			
Book 2										
25	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.5	Reading		0.70			
26	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.4	Reading		0.39			
27	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.43			
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.39			
29	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.5	Reading		0.53			
30	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.3	Reading		0.66			

Grade 4

Released Questions Available on EngageNY

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
31	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.2	Reading		0.70			
32	Constructed Response		2	CCSS.ELA-Literacy.RI.4.7	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.11	0.56	
33	Constructed Response		2	CCSS.ELA-Literacy.RI.4.6	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.15	0.57	
34	Constructed Response		4	CCSS.ELA-Literacy.W.4.2, CCSS.ELA-Literacy.W.4.9, CCSS.ELA-Literacy.RL.4.3	Writing to Sources	CCSS.ELA-Literacy.L.4.1 CCSS.ELA-Literacy.L.4.2 CCSS.ELA-Literacy.L.4.3 CCSS.ELA-Literacy.L.4.6		1.72	0.43	
Book 3										
35	Constructed Response		2	CCSS.ELA-Literacy.RL.4.2	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.20	0.60	
36	Constructed Response		2	CCSS.ELA-Literacy.RL.4.3	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.16	0.58	
37	Constructed Response		2	CCSS.ELA-Literacy.RI.4.1	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.49	0.75	
38	Constructed Response		2	CCSS.ELA-Literacy.RI.4.2	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.27	0.63	
39	Constructed Response		2	CCSS.ELA-Literacy.RI.4.1	Writing to Sources	CCSS.ELA-Literacy.W.4.2 CCSS.ELA-Literacy.W.4.9		1.20	0.60	
40	Constructed Response		4	CCSS.ELA-Literacy.W.4.2, CCSS.ELA-Literacy.W.4.9, CCSS.ELA-Literacy.RI.4.9	Writing to Sources	CCSS.ELA-Literacy.L.4.1 CCSS.ELA-Literacy.L.4.2 CCSS.ELA-Literacy.L.4.3 CCSS.ELA-Literacy.L.4.6		1.82	0.45	

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 4-5 Expository Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

32

How does the first map contribute to the understanding of “Rushing West”? Use two details from the article to support your response.

Possible Exemplary Response:

The first map contributes to the understanding of “Rushing West” because it shows how people traveled overland to get gold. The map shows two major starting points, St. Joseph and Independence. There are also lines showing the trails from these cities to Oregon and California. These parts of the map show the routes they took.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

The first map contribute to the understanding of "Rushing West" by explaining the start point and ^{the} trails. "The Oregon, California, and Santa Fe Trails were the most popular wagon routes to the west." "Two other major starting points were the Missouri Cities of St. Joseph and independence." In conclusion, the first map contribute to the understanding of "Rush West" by explaining the start point and the trails.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the first map contributes to the understanding of "Rushing West" (*by explaining the start point and the trails*). The response provides a sufficient number of details from the text for support as required by the prompt (*"The Oregon, California, and Santa Fe Trails were the most popular wagon routes to the west"* and *other major starting point were the Missouri cities of St. Joseph and independence"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

The first map contributes to the understanding of "Rushing West" because it shows how it might be a long or short trip on the Oregon Trail, California Trail, or the Santa Fe Trail. In the story it said it took 7 months to get to California from East Coast cities such as New York! The story also said that overland was the cheapest way, but the map shows it was ^{also} the longest.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the first map contributes to the understanding of "Rushing West" (*it shows how it might be a long or short trip on the Oregon Trail, California Trail or the Santa Fe Trail*). The response provides a sufficient number of details from the text for support as required by the prompt (*it took 7 months to get to California from East Coast cities such as New York and overland was the cheapest way, but the map shows it was also the longest*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

The map contributes to the understanding of Rushing West because it shows the path also it show the three paths it says "It takes 7 months to get to California from to East Coast cities such as New York! Also it said "California and Oregon are the most popular paths". And it shows it in the map

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the first map contributes to the understanding of "Rushing West" (*it shows the path also it show the three paths*). The response provides a sufficient number of details from the text for support as required by the prompt (*"It takes 7 months to get to California from to East Coast cities"* and *"California and Oregon are the most popular paths"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

In the story "rushing west" the first map contributes to the understanding of "rushing west" by showing in the map that it was hard to travel in 1849 because in the text it says, "Each way was hard and dangerous". Another reason why is because in the text it says, "It took 3 months".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the first map contributes to the understanding of "Rushing West" (*by showing in the map that it was hard to travel in 1849*); however, the response only provides one concrete detail from the text for support (*"Each way was hard and dangerous"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

In 1848 and 1849, about forty-one thousand people went by sea in 697 ships. about forty-eight thousand went overland.

Score Point 1 (out of 2 points)

While this response includes one relevant detail from the text to develop the response (*Forty-eight thousand went overland*), no valid inference from the text is provided.

GUIDE PAPER 6

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

It help me understand because it show the roots they took.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the first map contributes to the understanding of "Rushing West" (*because it showed the roots they took*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 7

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

The first map tells you where to find Rushing west. Also, the map tells you how to get to Rushing west.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the task (*where to find rushing west*).

GUIDE PAPER 8

Additional

32

How does the first map contribute to the understanding of "Rushing West"? Use two details from the article to support your response.

the First map is because they found it first.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the task (*the first map is because they found it first*).

EXEMPLARY RESPONSE

33

Why is the letter included in paragraph 15 of “Rushing West”? Use two details from the article to support your response.

Possible Exemplary Response:

The letter is included in paragraph 15 of “Rushing West” because it shows why people chose to make the long and dangerous trip. Making the trip means a lot to the letter writer because he wrote that he left people he loved and risked everything just to do it. He also wants to make money, like all the other travelers, so he has an easier life.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

The letter is included in paragraph 15 to show how much people wanted the gold. A detail is "I have left those that I love as my own life behind and risked every thing and endured many hardships to get here". Another detail is "I want to make enough to live easier and do some good with before I return." In conclusion many people wanted the gold.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the letter is included in paragraph 15 of "Rushing West" (*to show how much people wanted the gold*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I have left those that I love as my own life behind and risked every thing and endured many hardships to get here" and "I want to make enough to live easier and do some good with before I return"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

The letter was included because the author wanted to show how hard it was to go from the east to the west. Many people got diseases and died. A lot of people missed the family just like S. Shufelt.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the letter is included in paragraph 15 of "Rushing West" (*the author wanted to show how hard it was to go from the east to the west*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Many people got diseases and died and A lot of people missed the family just like S. Shufelt*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

The letter is included because it shows how people risked their lives just to find gold. For example, S shufelt said he hoped his struggles would pay off with gold. Additionally people also had to leave behind the ones they loved the most just to find gold and a better life.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the letter is included in paragraph 15 of "Rushing West" (*it shows how people risked their lives just to find gold*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*S shufelt said he hoped his struggles would pay off with gold and people also had to leave behind the ones they loved the most just to find gold and a better life*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

Because the author wanted to give an example of a prospector that kept a diary/wrote letters. For example, paragraph 15 says "Many prospectors kept diaries and sent letters home." Also, paragraph 15 says the man wrote a letter.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the letter is included in paragraph 15 of "Rushing West" (*the author wanted to give an example of a prospector that kept a diary/wrote letters*); however, the response only provides one concrete detail from the text for support (*"Many prospectors kept diaries and sent letters home"*).

GUIDE PAPER 5

Additional

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

The letter is included in paragraph 15 because S. Shufelt wrote a letter to tell his cousin how he feels. Another reason is to tell his cousin how brave he was to leave his family and risk everything.

Score Point 1 (out of 2 points)

This response provides two valid inferences from the text to explain why the letter is included in paragraph 15 of "Rushing West" (*because S. Shufelt wrote a letter to tell his cousin how he feels and to tell his cousin how brave he was to leave his family and risk everything*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

That letter was by S. Shufelt and letter was for his cousin and it was about his life that he did with the people, also he said to his cousin, I will return back.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*that letter was by S. Shufelt and letter was for his cousin and it was about his life that he did with the people and also he said to his cousin, I will return back*); however, no valid inference is provided.

GUIDE PAPER 7

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

The reason why its called Rushing West is because they were rushing to get to Colofonia and they had to Sale west.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The reason why its called Rushing West is because they were rushing to get to Colofonia and they had to Sale west*).

GUIDE PAPER 8

Additional

33

Why is the letter included in paragraph 15 of "Rushing West"? Use two details from the article to support your response.

S. Shufelt wrote a letter in 1849. He was talking about his family.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*S. Shufelt wrote a letter in 1849. He was talking about his family*).

EXEMPLARY RESPONSE

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Possible Exemplary Response:

Jack's feelings about the sheep change in the beginning, the middle and the end of the story. He starts out nervous, then gains confidence and finally is happy and proud.

The first time Jack's feelings about the sheep change is when the sheep are let off the truck. Before he sees the sheep, he is excited about just riding around all day. But, then the sheep make him nervous as they leave the truck because there are so many of them, and they are bigger than him.

In the middle of the story, Jack starts to feel confident around the sheep instead of nervous. He doesn't want to "feel" sheep, like his dad suggests. Jack thinks that sounds crazy, and figures he'll just bite them if he needs to. Later on he runs around the sheep, "trying to look like I knew what I was doing."

By the end of the story, he feels happy and proud being around the sheep. When he finally learns how to get the sheep going where he wants, the text says he feels "happy inside." He also feels like he is making a difference by helping the ranchers with the sheep. He even says he knows now what his purpose is in life, to keep the sheep in order. It's amazing he learns all of this in one day, going from being nervous to feeling really happy.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings change about the sheep in paragraph 8. In the text I read that in the beginning of the story Jack thought there were a lot of sheep. They were bigger than him. This made him nervous.

Starting in paragraph 8 Jack's feelings start to change. In paragraph 8 I read that that's when Jack starts learning how to move the sheep.

Jack's feelings about the sheep change. I read that Jack had a

GUIDE PAPER 1b

feeling that he was making a difference. In the text I also read that Jack felt like he was doing what he was meant to do. This shows that Jack's feelings changed because in the beginning Jack was nervous. At the end Jack knew his purpose was to tend the sheep. I can infer that Jack would eventually work with the sheep like his dad and Old Dex.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Jack's feelings change about the sheep in paragraph 8*). This response demonstrates insightful analysis (*I can infer that Jack would eventually work with the sheep like his dad and Old Dex*). The topic is developed with concrete details and quotations (*They are bigger than him, This made him nervous, and I read that Jack felt like he was doing what he was meant to do*). This response exhibits clear organization and skillfully links ideas using grade-appropriate words and phrases (*Starting in paragraph 8, This shows, I also read*). The concluding statement follows clearly from the topic and information presented (*Jack's feelings changed because in the beginning Jack was nervous. At the end Jack knew his purpose was to tend the sheep*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 2a

Additional

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings about the sheep change at different times in the story. Jack's feelings about the sheep change because when he was riding in the truck he was excited but then he saw the sheep so he wasn't excited anymore. For example, Jack was excited, but then he saw or bunch of sheep and got really nervous. Also, he tried giving the sheep "sheep eye" which means like a mean look to round them up. When he tried giving them "sheep eye" while he was trying to herd the sheep, he kind

GUIDE PAPER 2b

Additional

of got annoyed because they just ignored him. As you can see, Jack's feelings about the sheep change in the story.

Jacks feelings change because he went from excited to nervous. He was excited to practice herding the sheep but when he saw how many there were, he got really nervous. Also, he wanted to pretend like he knew what he was doing and gave them the "sheep eye" he got frustrated because they didn't even look at him. As you can see, Jack's feelings change a lot in the story.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Jacks' feelings about the sheep change at different times in the story*). The topic is developed with concrete details and quotations (*For example, Jack was excited, but then he saw a bunch of sheep and got really nervous, he tried giving the sheep "sheep eye", and he got frustrated because they didn't even look at him*). This response exhibits clear organization and skillfully links ideas using grade-appropriate words and phrases (*For example, Also, As you can see*). This response provides a concluding statement that follows clearly from the topic and information presented (*As you can see, Jack's feelings change a lot in the story*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 3a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings change so much in the story. They change so much you can't count them. So, because of that, right now I'm going to explain Jack's feelings from top to bottom. Let's begin!

Jack gets excited because he finally gets to work with Bob and Old Dex, who is a dog. Jack will help out move sheep out of the way. While doing this, He gets nervous because it's his first time doing this job in the

GUIDE PAPER 3b

farm. As said in the story his stomach feels soft.

The rules about doing this job made Jack confused. That's when he see the dogs doing their job, they give the sheep a glare. It felt scary just seeing it. Jack trys to be brave enough to do this glare to the sheep, but the sheep ignored his. This job was difficult!

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Jack's feelings change so much in the story . . . right now I'm going to explain Jack's feelings from top to bottom*). The topic is developed with concrete details and quotations (*Jack gets exited because he finally gets to work with Bob and Old Dex, his stomach feels soft, and Jack trys to be brave enough to do this glare to the sheep, but the sheep ignored his*). This response exhibits clear organization and skillfully links ideas using grade-appropriate words and phrases (*So, because of that, as said in the story*); however, no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with few errors (*trys, exited, botton*).

GUIDE PAPER 4a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to:

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

In the story "Excerpt from Sheep" Jack's feelings change about the sheep. His feelings change when he's trying to get a better sheep eye. You can tell because the text says You were doing what you were meant to do, what you believed in, what you were really good at. His feelings change because he keeps trying harder and he cares more about being a better sheep dog. You can tell because the text says he ran back and forth trying to look like he know what he was doing after a while Dad told me to calm down I couldn't. This is how Jack's feelings change in the story.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Jack's feelings change about the sheep*, and *His feelings change when he's trying to get a better sheep eye*). This response demonstrates grade-appropriate comprehension and analysis of the text (*His feelings change because he keeps trying harder and he cares more about being a better sheep dog*). The topic is developed with concrete details (*You were doing what you were meant to do, he ran back and fourth trying to look like he knew what he was doing*, and *Dad told me to calm down*). This response exhibits clear organization and provides a concluding statement that follows from the topic and information presented (*This is how Jack's feelings change in the story*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*fourth* and *know what he was doing after a while Dad told me to calm down I couldn't*).

GUIDE PAPER 5a

Additional

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to:

- explain when Jack's feelings about the sheep change in the story
- ✓ explain why Jack's feelings change
- ✓ use details from the story to support your response

In "Except from Sleep," Jack's feelings about the sheep change in the story because when he saw Dad and Old Dex rounding up the sheep Jack was inspired. I know this because in the beginning it says, "I figured if all we did was ride out to where the world ended and back again, that would be enough for me." At the end it says, "I was ready to do it, flat out, with all my heart." That's how Jack's feelings change about sheep.

Jack's feelings change in the

GUIDE PAPER 5b

Additional

middle of the story. I know this because in paragraph 5 it says "You should have seen Dad and Old Dex how they got those wolly guys all moving in the same direction." In paragraph 5 it also said, I've gotten a taste of what life was all about.

As you can see, In the middle of the story Jack changes his mind about the sheep.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Jack's feelings about the sheep change in the story because when he saw Dad and Old Dex rounding up the sheep Jack was inspired*). The topic is developed with details and quotations or other information from the text (*I figured if all we did was ride out to where the world ended and back again, that would be enough for me, I was ready to do it, flat out, with all my heart, and "you should have seen Dad and Old Dex how they got those wolly guys all moving in the same direction"*). The response exhibits clear organization, links ideas using grade-appropriate phrases (*As you can see* and *I know this because*). The concluding statement follows from the topic and information presented (*In the middle of the story Jack changes his mind about the sheep*). The response demonstrates grade-appropriate command of conventions with few errors (*wolly*).

GUIDE PAPER 6a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Ja Jack's feelings change because he didn't like the sheep.

For example, he didn't like the sheep because it smelled bad. Also, the sheep didn't do what Jack wanted. At the end, Jack started liking the sheep. Also he's say when the sheep is right you get the feeling that it's going to make a difference. This shows

GUIDE PAPER 6b

that Jack's feelings
change because at first
Jack didn't like the sheep
but now he does.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Jack's feelings change because he didn't like the sheep*). The topic is developed with details, quotations or other information from the text (*didn't like the sheep because it smelled bad*, and *when the sheep is right you get the feeling that it's going to make a difference*). This response exhibits clear organization and a concluding statement is provided (*Jack's feelings change because at first Jack didn't like the sheep but now he does*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 7

34

Jack's feelings about the sheep change at different times in the story. Whenever his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jacks feelings about the Sheep change at
different time in the story "Excerpts from sheep."
Jacks feelings change because of something.

Jacks feelings change in the story about
the sheep. When Jack is giving the sheep the eye,
he feels very excited his dad told him to calm down,
but he couldn't. He was so excited. Jacks feelings
change because he ^{didn't want} wanted to miss a second
of what lifes tastes like.

That's when Jacks feelings change and
why Jacks feelings change about his life
in "Excerpts From Sheep."

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Jack's feelings about the sheep change at different times in the story "Excerpts from sheep"*). The response is partially developed from the topic of the essay with the use of some textual evidence (*When Jack is giving the sheep the eye, he feels very excited his dad told him to calm down, but he couldn't*). This response exhibits some attempt at organization and provides a concluding statement (*That's when Jacks feelings change and why Jacks feelings change about his life in "Excerpts From Sheep"*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension ("Excerpts from sheep", Jacks, lifes).

GUIDE PAPER 8

Additional

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

His feelings changed from not really caring to I am going to do this at the end of paragraph eight. His feelings changed because he learned how to herd sheep. "I figured if worst came to worst, and the sheep wouldn't do what I wanted, I'd just bite them, and I knew for certain my purpose in this life, and I was ready to do it, flat out, with all my heart" are in the text and support this.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*His feelings changed from not really caring to I am going to do this at the end of paragraph eight*). The response is developed with the use of some details and quotations from the text (*he learned how to herd sheep, "I figured if worst came to worst, and the sheep wouldn't do what I wanted, I'd just bite them"* and *"I knew for certain my purpose in this life and I was ready to do it, flat out, with all my heart"*). This response exhibits some attempt at organization; however, a concluding statement is not provided. The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 9

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings about the sheep change in the story. They do when he watches Old Dex and Dad hoarding sheep. "And that eye Old Dex gave the sheep! It made you shiver just to watch," says the text.

Jack's feelings change because he starts to get the hang of hoarding sheep and loves it! The text says, "I had the feeling you were doing what you meant to do, you believed in it, and was good at it."

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Jack's feelings about the sheep change in the story*). The response is partially developed from the topic of the essay with the use of some textual evidence ("And that eye Old Dex gave the sheep!" and "I had the feeling you were doing what you meant to do, you believed in it and was good at it"). This response exhibits little attempt at organization, lacks the use of linking words and phrases, and does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*beileved* and *was*).

GUIDE PAPER 10

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings about the sheep change when he did not have to count the sheep, he just felt them. Jack's dad feelings change because his dad told he did not have to count the sheep but have feelings and feel them. So that's why his feelings change.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Jack's feelings about the sheep change when he did not have to count the sheep, he just felt them*). The response demonstrates an attempt to use evidence, but only develops the idea with minimal evidence (*his dad told he did not have to count the sheep but have feelings and feel them*). This response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions with some errors that do not hinder comprehension (*his dad told he did not have to count the sheep*).

GUIDE PAPER 11

Additional

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack feeling about the sheep changed
It was only as a last report
would a dog bite a sheep. One detail
is because of the dog the sheep had to
go to the doctor. Another detail the
doctor said we can't tell that
it hurts. As you can see this is
why the Jack feeling about the
sheep changed. Jack feeling changed
because I knew for certain my
purpose in this life, and I was
ready to do it.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Jack feeling about the sheep changed*); however, the response demonstrates little understanding of the text (*because of the dog the sheep had to go to the doctor* and *the doctor said we cant tell that it hurts*). The response demonstrates an attempt to use evidence, but develops the ideas with minimal evidence (*I knew for certain my purpose in this life, and I was ready to do it*). The response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with occasional errors (*Jack feeling, last report, cant, felling*).

GUIDE PAPER 12a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack's feelings have change because of what happened and I don't know why his feelings change. Jack's feelings became of all the sheep and Old Dex and stuff like that. Jack's dad said to keep an eye on Old Dex. You've got a chance to leave from a master. And so he did. Whenever ever Old Dex went that is where he tried to be. But it wasn't easy. One second he'd be racing full out alongside the flock, then fed, stop, ears up, and cut the other way.

GUIDE PAPER 12b

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text (*Jacks feelings have change because of whats happened and I don't know why his feelings change*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence which is generally irrelevant (*Jack's dad said to keep an eye on Old Dex. You've got a chance to learn from a master*). The response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*Jacks, whats, have change, hed*)

GUIDE PAPER 13a

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

- In your response, be sure to
- explain when Jack's feelings about the sheep change in the story
 - explain why Jack's feelings change
 - use details from the story to support your response

Jack's feelings about the sheep change in the story is because the sheep spied on Old Dex. In the text it said "Keep your eye on old dex, dad said". Jack's dad is defending his son Jack his dad told someone to spy on someone so that.

Jack's feelings change by his dad telling someone to spy on old dex. Jack was surprised that his dad told somebody to spy on old dex. I

I think dad was brave because he told somebody that.

As you can see these are examples why his feeling changed.

GUIDE PAPER 13b

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text or task (*Jacks dad is defendind his son Jack his dad told him to spy on someone*). The response demonstrates an attempt to use minimal evidence which is generally irrelevant (“*Keep your eye on Old Dex, dad said*”). The response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with occasional errors (*Jacks, dex, defendind*).

GUIDE PAPER 14

Additional

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

Jack feeling change
because, when he see
sheep he like Sheep. But H
gets more boring. That
is why JACKS feeling
change?

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text (*Jack feeling change because when he see sheep he like sheep*). The response provides no evidence. The response exhibits little attempt at organization and provides a concluding statement that is illogical (*That is why Jacks feeling chage*). This response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Jack feeling, he see sheep, chage*).

EXEMPLARY RESPONSE

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

Possible Exemplary Response:

The main idea of paragraphs 7 through 9 is Young-sup is jealous of his brother's New Year gift, a kite. In paragraph 8, it says that Young-sup would usually have been happy with his gift of a game, but “his first feeling was one of envy” when they got their presents. He also had to “hold back his jealous words” when he saw his brother’s kite.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

The main idea of paragraphs 7 through 9 is that Kee-sup gets a kite as a birthday present several days before. Young-sup is jealous of Kee-sup's kite. In the passage Young-sup says, "His brother's kite was wonderful. It had been purchased from Kite Seller Chung, who made the finest kites in the marketplace. Two huge eyes were painted on it, to help see its way clear into the skies; heavy eyebrows made it look fierce and determined. Young-sup had to swallow hard to hold back his jealous words.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 7 through 9 (*Young-sup is jealous of Kee-sup's kite*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*His brother's kite was wonderful* and *Young-sup had to swallow hard to hold back his jealous words*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

The main idea is that Kee-sup had gotten a kite for New Years. Young-sup had gotten a board game. Young-sup liked Kee-sup's birthday present much better. but he held back his jealous words. Normally, he would have been delighted to receive the popular board game, with its little carved men. But when they opened their gifts, Young-sup's first feeling was envy! Mostly, paragraphs 7-9 were about New Years Night and how they got their gifts.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 7 through 9 (*Young-sup liked Kee-sup's birthday present much better*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he held back his jealous words* and *Normally, he would have been delighted to receive the popular board game, with its little carved men*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

The main idea of paragraphs 7 through 9 is that Young-sup was jealous that Kee-sup got a kite and he didn't. Two details are “His brothers kite was wonderful” and “Young-sup had to swallow hard to hold back his jealous words.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 7 through 9 (*Young-sup was jealous that Kee-sup got a kite and he didn't*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“his brothers kite was wonderful”* and *“Young-sup had to swallow hard to hold back his jealous words”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

The main idea is that Kee-sup got a kite and he was talking about the colors and the eyes of the kite. Also it talks about how he really likes it.

Score Point 1 (out of 2 points)

This response provides one relevant detail (*Kee-sup got a kite*); however, no valid inference from the text is provided.

GUIDE PAPER 5

Additional

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

The main idea is about how Young-sup is jealous of Kee-sup.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 7 through 9 (*Young-sup is jealous of Kee-sup*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 6

35

What is the main idea of paragraphs 7 through 9 of "The Kite Fighters"? Use two details from the story to support your response.

The main idea of paragraph 7 is that Kee Sup had been given a kite few days ago. Now the main idea in paragraph 8 is that Young-sup's gift was bad. For example in his present he is suppose to get something delightfull but he got something bad. The main idea in paragraph 9 is that his brother got all those good things and he feels jealous of his brother. These are the main idea of paragraphs 7 through 9 of "The Kite Fighters".

Score Point 1 (out of 2 points)

This response provides a valid inference (*he feel jealous of his brother*); however, the response only provides one relevant detail from the text for support (*Kee Sup had been given a Kite few days ago*).

GUIDE PAPER 7

35

What is the main idea of paragraphs 7 through 9 of "The Kite Fighters"? Use ~~two~~ details from the story to support your response.

The main idea is the whole paragraph in 7
throg 9.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The main idea is the whole paragraph in 7 throgh 9*).

GUIDE PAPER 8

Additional

35

What is the main idea of paragraphs 7 through 9 of “The Kite Fighters”? Use two details from the story to support your response.

Someone

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*someone*).

EXEMPLARY RESPONSE

36

Which character trait **most** helps Young-sup fly the kite? Use **two** details from the story to support your response.

Possible Exemplary Response:

The character trait that helps Young-sup fly the kite is patience. He “continued watching in silence” as his brother is unable to fly the kite again and again. Young-sup really wants to fly the kite, but he doesn’t ask, waiting nicely until his brother offers Young-sup a turn.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

Which character trait **most** helps Young-sup fly the kite? Use two details from the story to support your response.

Young-sup realized how to fly the kite. One character trait that helped him was his eagerness, because he wanted so badly to fly the kite he tried and tried. In the story it says he felt a river of eagerness surge through him. Young-sup also had knowledge. He finally realized what he was doing wrong. It says he felt why it wouldn't fly.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*One character trait that helped him was his eagerness, because he wanted so badly to fly the kite*). The response provides a sufficient number of details and other information from the text for support as required by the prompt (*he felt a river of eagerness surge through him* and *he tried and tried*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

Which character trait **most** helps Young-sup fly the kite? Use two details from the story to support your response.

The character trait Young-sup had to fly the kite is confidence. I know this because in the passage Kee-sup said "I tried that before. A hundred times. It never works." Young-sup still didn't give up. Young-sup tried different technique to get the kite in the air. Then, he got it in the air.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*The character trait Young-sup had to fly the kite is confidence*). The response provides a sufficient number of details and other information from the text for support as required by the prompt (*Kee-sup said "I tried that before. A hundred times. It never works". Young-sup still didn't give up*" and *Young-sup tried different technique to get the kite in the air*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

Which character trait most helps Young-sup fly the kite? Use two details from the story to support your response.

The character trait that helps the most is patience. For example, he knew the kite would not work because Kee-sup tryed every way and it did not work. Another example is in the text it says "He did not bother to ask for a turn." That shows patience.

→ But while he was being patient, Kee-sup was not patient to fly his kite.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*The character trait that helps the most is patience*). The response provides a sufficient number of details and other information from the text for support as required by the prompt (*he knew the kite would not work because Kee-sup tryed every way and it did not work and "He did not bother to ask for a turn"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

Which character trait most helps Young-sup fly the kite? Use two details from the story to support your response.

The character trait that most helps Young-sup fly the kite would be his knowledge. Young-sup knew that the technique that Kee-sup tryed didn't work. So then Young-sup tryed a different technique.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*knowledge*); however, this response only provides one detail from the text for support (*Young-sup knew that the technique that Kee-sup tryed didn't work*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

Which character trait **most** helps Young-sup fly the kite? Use two details from the story to support your response.

The most helpful trait is his jealousy because he was jealous and wanted too show up his brother. He said he was very jealous and he wanted to try it but Kee-sup wouldn't let him so he wanted to do it better than him.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*he was jealous*); however, this response only provides one detail from the text for support (*Kee-sup wouldn't let him so he wanted to do it better than him*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

Which character trait most helps Young-sup fly the kite? Use two details from the story to support your response.

Young-Sup was patient he waited for kee-sup and even when it didn't work Young-sup kept trying.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain which character trait most helps Young-sup fly the kite (*Young-sup was patient*); however, this response provides only one detail from the text for support (*even when it didn't work Young-sup kept trying*).

GUIDE PAPER 7

36

Which character trait most helps Young-sup fly the kite? Use two details from the story to support your response.

The helper.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The helper*).

GUIDE PAPER 8

Additional

36

Which character trait most helps Young-sup fly the kite? Use two details from the story to support your response.

He

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Me*).

EXEMPLARY RESPONSE

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

Possible Exemplary Response:

The author creates a feeling of sadness and gloom in paragraphs 1 and 2. For instance, the author uses words like “dreary”, “gray” and “darkness.” These words show that it’s a gloomy day and the mood is sad. The “ominous clouds” also create a feeling of sadness and make you think something bad might happen in the story.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling that the author have is that they feel like something bad is going to happen. For example, in paragraph 1 it says At the end of the afternoon banks of gray ominous clouds hover over. Another example, it says, Darkness sat heavily. This show that it is scary that day. I think there are going to be something bad happening.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the feeling the author creates in paragraphs 1 and 2 (*The feeling that the author have is that they feel like something bad is going to happen*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*At the end of the afternoon banks of gray ominous clouds hoverd over and Darkness sat heavily*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling he creates is a scarey feeling. Because he "sail" banks of gray, ominous hovered over lake independence in Minnesota. Also in Paragraph 2 it said "In the shadows of the oak tree stood two women and a boy. It's creepy because who are those people, why are they? What are their names? And it said in the shadows."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the feeling the author creates in paragraphs 1 and 2 (*The feeling he creates is a scarey feeling*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("banks of gray, ominous hovered over lake independence in Minnesota and "In the shadows of the oak tree stood two women and a boy"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The author create scarryness. He says "At the end of a long, dreary afternoon," and, "Darkness sat done heavily in Baker Park Reserve." That how he creates scarryness.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the feeling the author creates in paragraphs 1 and 2 (*The author create scarryness*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("At the end of a long, dreary afternoon" and "Darkness sat done heavily in Baker Park Reserve"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling that the author has is that the weather is bad because he said that banks of gray, ominous clouds were headed there way. He also said that it slowly started to drizzle a little bit.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*the weather is bad because he said that banks of gray, ominous clouds were headed there way and it slowly started to drizzle a little bit*). While the response provides some information from the text, no valid inference from the text is present.

GUIDE PAPER 5

Additional

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling that The author creates in paragraph 1 was. Clouds hovered over Lake Independence in Minnesota. It was Halloween. and for number 2 was. In the shadows of the oak trees stood two women and a boy.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Clouds hovered over Lake Independence in Minnesota* and *It was Halloween*); however, no valid inference from the text is provided.

GUIDE PAPER 6

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

The feeling the author uses is
scary and spooky.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the feeling the author creates in paragraphs 1 and 2 (*The feeling the author uses is scary and spooky*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 7

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

They feel like they need to take care of the frogs and toads that why they put up ²²frog crossing²³ signs.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They feel like they need to take care of the frogs and toads*).

GUIDE PAPER 8

Additional

37

What feeling does the author create in paragraphs 1 and 2? Use two details from the article to support your response.

One detail is that The 3 kids were trying to find frogs because of there noises. another detail is that the authors feelings were happy of intertaining us all by saying "Be ware of frogs!"

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*One detail is that the 3 kids were trying to find frogs because of there noises*).

EXEMPLARY RESPONSE

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

Possible Exemplary Response:

The main idea of paragraphs 15 through 18 is it's dangerous for the frogs to migrate, but there are ways to make it safer. One way to help them cross the highway is the frog ferry. Another way to deal with the problem is to build toad tunnels under the highway.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The main idea of paragraphs 15 through 18 is all about frogs migrating and crossing the road. It also is about ways to keep the frogs safe while crossing the road. The text states on paragraph 15 "The frog ferry is one way to temporarily solve the problem. Frog crossing signs are helpful for warning drivers." The text also states on paragraph 16 "Drift fences guide the animals to the tunnels under the road, allowing the to cross safely."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 15 through 18 (*The main idea of paragraphs 15 through 18 is all about frogs migrating and crossing the road*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*The frog ferry is one way to temporarily solve the problem. Frog crossing signs are helpful for warning drivers*" and "*Drift fences guide the animals to the tunnels under the road, allowing the to cross safely*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The main idea from paragraph 15–18 is ways frogs get across a dangerous highway. One way is the frog ferry. Another way is the "Toad Tunnel." That is what Paragraph 15–18 was about.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 15 through 18 (*The main idea from paragraphs 15–18 is ways frogs get across a dangerous highway*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*One way is the frog ferry and Another way is the "Toad Tunnel"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The main idea is about how there are many ways to help frogs. One example is toad tunnels. Also, there are frog crossing signs.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 15 through 18 (*The main idea is about how there are many ways to help frogs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*One example is toad tunnels and there are frog crossing signs*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

Paragraphs 15 through 18 main idea was frogs geting across the road safley. They said "Toad tunnels are another way of saftily geting across the road."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 15 through 18 (*Paragraphs 15 through 18 main idea was frogs geting across the road safley*); however, the response provides only one concrete detail from the text for support (*"Toad tunnels are another way of saftily geting across the road*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The main idea of the Paragraphs 15 - 18 mean that there are tunnels for frogs so they can cross the road saftley. And that also there are signs that say "Beawere of Frogs" to keep them safe.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*there are tunnels for frogs so they can cross the road saftley and there are signns that say "Beawere of Frogs" to keep them safe*); however, no valid inference from the text is provided as required by the prompt.

GUIDE PAPER 6

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

the idea of paragraph
15 and 18 is migrashon

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the main idea of paragraphs 15 through 18 (*the idea of paragraphs 15 and 18 is migrashon*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 7

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The leapored frogs migrates because in Spring leapored frogs migrate out of the lake to breed ponds. In the fall they come back to the deep lake to hibernate on the bottom.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The leapored frogs migrates because in Spring leapored frogs migrate out of the lake to breed ponds*). The response addresses paragraph 6 rather than 15 through 18.

GUIDE PAPER 8

Additional

38

What is the main idea of paragraphs 15 through 18? Use two details from the article to support your response.

The main idea is about a frog
ant a tree

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The main idea is about a frog and a tree*).

EXEMPLARY RESPONSE

39

In the section “Looking for Lizards,” why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

Possible Exemplary Response:

The tools the workers use to study the lizards are important because there aren’t very many lizards left, so they need to be careful and not hurt them. When the workers catch a lizard it is put in a mesh bag that keeps it safe. They don’t want to bother the lizards when they study them, so they put little backpacks with transmitters on the lizards. Then, the workers can follow and learn from the lizards, yet stay far away from them.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

In the section "Looking for Lizards," the tools the workers use to study the lizards important because the tiny backpacks which held tiny radio transmitters and antennas help the workers to follow and learn more about the lizards. I say this because in the section "Looking for Lizards" Paragraph two it says ("The transmitters... helped the volunteers find the lizards again a few days later. Also, it say in Paragraph two it says ("The volunteers used antennas to pick up beeps from the transmitters and follow them to the lizards

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain why the tools the workers use to study the lizards are important (*the tiny backpacks which held tiny radio transmitters and antennas help the wrks to follow and learn more about the lizards*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"The transmitters helped the volunteers find the lizards again a few days later and "The volunteers used antennas and follow them to the lizards*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

The tools the workers use to study the lizards in "Looking for Lizards" are important because they help the workers see where and when^{and what} the lizards ate and to follow them. I know this because in paragraph 11 it says "The volunteers used antennas to pick up beeps from the transmitters and follow them to the lizards." And in paragraph 12 it says "The volunteers wrote down what the lizards ate, when and where they ate it".

Score Point 2 (out of 2 points)

This response provides several valid inferences from the text to explain why the tools the workers use to study the lizards are important (*because they help the workers see where and when and what the lizards ate and to follow them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The volunteers used antennas to pick up beeps from the transmitters and follow them to the lizards" and "The volunteers wrote down what the lizards ate, when and where they ate it"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

The tools are important because without the tools, they would not have been able to follow the lizard or learn about them. For example, without the transmitter, the workers couldn't follow the lizards. Also, without the mesh bag, the lizards wouldn't be kept safe.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the tools the workers use to study the lizards are important (*because without the tools, they would not have been able to follow the lizard or learn about them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*without the transmitter, the workers couldn't follow the lizards and without the mesh bag, the lizards wouldn't be kept safe*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

The tools the workers are important because the tools will help the workers get more information about them and help protect them.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the tools the workers use to study the lizards are important (*because the tools will help the workers get more imformation about them and help protect them*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 5

Additional

39

In the section “Looking for Lizards,” why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

The tools the workers use to study lizards are important so they can find the lizards, and so they can study it naturally.

Score Point 1 (out of 2 points)

This response provides two valid inferences from the text to explain why the tools the workers use to study the lizards are important (*so they can find the lizards*, and *so they can study it naturally*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 6

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

It's important Because it help Sientists
and us to know more about Horned lizirds

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the tools the workers use to study the lizards are important (*Because it help sientists and us to know more about Horned lizirds*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 7

39

In the section “Looking for Lizards,” why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

It's important because when
a lizard would catch a
prey by using their body
tools.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*when a lizard would catch a prey by using their body tools*).

GUIDE PAPER 8

Additional

39

In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use two details from the article to support your response.

Lizards can be found in Canada and America they also eat ants.
Most of lizards can be found in Canada.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Lizards can be found in Canada and America they also eat ants*).

EXEMPLARY RESPONSE

40

Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Possible Exemplary Response:

Both articles, “Looking Out for Lizards” and “Beware of Frogs!” tell about animals that need help. The lizards and frogs both need help because their population is decreasing, but in different ways. Luckily though, they both are getting help. In some ways it’s similar, but in some ways it’s different.

Lizards and frogs need people to save them because they are decreasing. According to “Looking Out for Lizards,” “They do know that there seem to be fewer and fewer of these lizards around.” All of the building that people are doing is taking over where they once lived. So, scientists are trying to find out more about the lizards to help save them. The frogs are also losing their lives when they migrate as “they face a high fatality rate on the highway” when they try to cross. In “Beware of Frogs!” a wildlife technician and others are trying to help the frogs get across so they don’t get squished by cars.

The help these animals need is similar in some ways but different in others. For instance, both animals are dying because of humans. But, the ways humans are hurting them is different. The frogs are dying because people are running over them when they try to cross a highway two times a year. The lizards aren’t dying from cars, but from all of the houses and roads people are building. The building is ruining their homes and killing the plants that are needed for the ants the lizards eat, so they don’t have enough food. Another way they are the same, is that people are thinking of good ways to help without hurting the animals. The frogs have buckets filled with lake water so they feel at home and don’t get hurt when they jump inside. And, the lizards have mesh bags that keep them safe after they are caught by workers. However, the help the people are giving the animals is different. The volunteers are trying to help the frogs migrate and get across a dangerous road to safety. But, in the other text, the workers are just watching the lizards to learn more about them. Hopefully, what they learn will help them know what the lizards need to survive.

In conclusion, both animals need help because there are fewer and fewer of them. The help the lizards and frogs get is the same in some ways, yet different in others.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

40

Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both articles focus on animals that need help.

The help these animals need are similar and different.

The animals from both articles need help. They need help because they are decreasing. According to the article "Beware of Frogs", "Migration for frogs is a ghastly nightmare." According to the article "Looking Out For Lizards", "They do know that there seems to be fewer and fewer lizards around." Migration is hard for frogs and horned lizards are decreasing, and they need help to stay safe.

The help these animals need are similar and different. The help is similar because volunteers help these

GUIDE PAPER 1b

animals to stay safe, with many activities. The ways people help are different. For example, in the text "Beware of Frogs", the frog ferry is a way to help frogs migrate. In the article "Look out for Lizards", volunteers track them and then bring them back to their lab to study them. Then they release them with a tiny radio transmitter on the lizards, so they will be able to track them again and watch them. This is how the help these animals get are similar and different.

In conclusion, this is why these animals need help and why the help they receive are similar and different.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The animals from both articles need help*). The response demonstrates grade-appropriate analysis of the texts (*They need help because they are decreasing, The help is similar because volunteers help these animals to stay safe and The ways people help are different*). The topic is developed with relevant, well-chosen details from the text ("*They do know that there seems to be fewer and fewer lizards around*", *volunteers track them and then bring them back to their lab to study them* and *Then they release them with a tiny radio transmitter on the lizards*). The response exhibits clear, purposeful organization, links ideas using grade-appropriate words and phrases (*According to the article, For example, Then, In conclusion*). This response provides a concluding statement that follows clearly from the topic and information presented (*this is why these animals need help and why the help they receive are similar and different*). The response demonstrates grade-appropriate command of conventions with few errors (*receive* and *volunteers*).

GUIDE PAPER 2a

Additional

40

Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both animals in the articles "Beware of Frogs!" and "Looking out for Lizards" need help. The frogs need help with migration and scientists need to find out more about Horned Lizards.

In the story "Beware of Frogs!", several frogs need help migrating across treacherous roads. The roads are dangerous to frogs because cars could easily run them over. The story suggests several ways to help the frogs, such as the toad tunnel. Fences guide the frogs into a tunnel under the road,

allowing them to cross safely.

In the story "Looking out for Lizards," Scientists need to find out more about the rare horned lizard. A group of scientists found 10 horned lizards, and put small tracking devices on them. The scientists watched and kept track of what the lizards did, which included what they ate, how they acted, and where they lived. The scientists even examined the lizards' droppings!

The help these two animals needed is similar and different. It was similar because the help was provided by people, in the form of some sort of machinery. It was different because the frogs were in a dangerous situation, where the lizard just needed to be examined.

In conclusion, both of these animals needed help. The help was similar yet different, too.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both animals in the articles “Beware of Frogs” and “Looking out for Lizards” need help*). This response demonstrates insightful comprehension and analysis of the texts (*frogs need help migrating across treacherous roads. The roads are dangerous to frogs because cars could easily run them over, It was similar because the help was provided by people and It was different because the frogs were in a dangerous situation, where the lizard just needed to be examined*). The topic is developed with relevant, well-chosen details from the text (*The story suggests several ways to help the frogs, such as the toad tunnel and a group of scientists found 10 horned lizards, and put small tracking devices on them*). The response exhibits clear, purposeful organization and provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, both of these animals needed help. The help was similar yet different, too*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 3a

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

The animals in both articles need help. But how do you help them? Read to find out

The animals in the article both need help. The leopard frogs need help because they have to cross a highway to get to their hibernation lake. The horned lizards need help because we are building on land that mesquite grow seeds that carpenter ants eat and horned lizards eat carpenter ants.

Their problems are different

GUIDE PAPER 3b

from each other but also the same. They both are dying because of it. But it's different because the horned lizard has a food problem. The leopard frog has to cross a road to get to its migration lake.

The help they are getting is alike and different because they are both being studied for the best way to help them. But they are very different too. Like the leopard frogs are being studied how to safely get them across the road. But horned lizard how to get food for it.

That is how these animals problems are alike and different.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The animals in both articles need help*). This response demonstrates insightful comprehension and analysis of the text (*Their problems are different from each other but also the same. They both are dying because of it, they are both being studied for the best way to help them, and it's different because the horned lizard has a food problem*). The topic is developed with relevant, well-chosen details from the text (*The horned lizards need help because we are building on land that misquite grow seed, The leopard frog has to cross a road to get to its migration lake and the leopard frogs are being studied how to safely get them across the road. But horned lizard how to get food for it*). The response exhibits clear organization and provides a concluding statement that follows generally from the topic and information presented (*That is how these animals problems are alike and different*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*misquite grow seed, carpendar, animals*).

GUIDE PAPER 4a

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both animals need help and the help they need are similar and different in "Looking out for lizards" and Beware of frogs...
The animals in both articles need help. For instance the migration can be dangerous for frogs because they have to hop in the road. So volunteers help the frogs cross. Also in "looking out for lizards" there seem to be fewer and fewer lizards. People build malls and houses and roads where lizards once live. And some other

GUIDE PAPER 4b

ants are pushing out harvester ants. The ants that the lizards eat. This proves why animals in both article need help.

The help these animals need are similar and different. According to the text there are not a lot of lizards left. But in "Beware of frogs" they need help to migrate. They are similar because they both are getting protected. This shows how they're similar and different.

Both animals need help and people are helping. This makes me think one day there will be more lizards and the frogs will be protected.

GUIDE PAPER 4c

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both animals need help and the help they need are similar and different*). The response demonstrates grade-appropriate analysis (*migration can be dangerous for the frogs because they have to hop in the road, there seem to be fewer and fewer lizards, and They are similar because they both are getting protected*). The topic is partially developed with the use of some textual evidence (*volunteers help the frogs cross, People build malls and houses and roads where lizards once live and some other ants are pushing out harvester ants. The ants that the lizards eat*). The response exhibits clear organization, links ideas using grade-appropriate words and phrases (*According to the text, For instance*). A concluding statement follows from the topic and information presented (*Both animals need help and people are helping. This makes me think one day there will be more lizards and the frogs will be protected*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*According, once live, both article*).

GUIDE PAPER 5a

Additional

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Animals in both articles need help because the northern leopard frog can get squish from cars when they migrate, plus if they get getting squish again and keep on getting accidentally kill by humans their population can decrease. Another animal that needs help is the horned lizard's because each day the scientist find out their is less and less of their specie. The reason there is less and less of the horned lizards specie is because the people make homes and buildings were

the horn lizard lives taking out the plants with seeds that the harvester ants eat, so the population of harvester ants decreases and there would be no more ants to feed the lizards, making the population of lizards decrease also.

The help that both this animals need is similar because for example, the frog ferry is helping the frog survive and the scientist also want the horned lizards to live. But the help these animals need is different because the frog ferry is making like toad tunnels to help the frogs not to get squish and migrate safely, but in other ways the scientists are trying to figure out what horned lizards need to help them survive.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Animals in both articles need help*). The response demonstrates grade-appropriate comprehension of the texts (*the northern leopard frog can get squish from cars when they migrate, plus if they get getting squish again and keep on getting accidentally kill by humans their population can decrease; this animals need is similar because for example, the frog ferry is helping the frog survive; But the help these animals need is different*). The topic is developed with relevant details and other information from the text (*because people make homes and buildings were the horn lizard lives taking out the plants and seeds that the harvester ants eat, so the population of harvester ants deacreases and the frog ferry is making the toad tunnels to help the frogs not to get squish*). This response exhibits clear organization; however, no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with some errors that do not hinder comprehension (*deacrease, can get squish, getting accidentally kill, their is less and less, specie, makeing*).

GUIDE PAPER 6a

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both of these articles were great! They both talk about animals that need help.

In "Beware of Frogs" they talk about how the population of frogs is decreasing. A lot of frogs are dying because of moving automobiles, when crossing the street.

People try to stop frogs from being killed by putting up signs with messages such as Beware of

GUIDE PAPER 6b

Frog Crossings.

In "Looking Out for Lizards" Texas Horned Lizards are being forced out of their homes because of things being built.

At first scientists could not help them because they did not know a lot about them. The scientists studied them and then they were able to help the lizards. They were able to find what food they needed and what habitat they lived in.

In conclusion both frogs and lizards are being helped.

GUIDE PAPER 6c

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows from the task and purpose (*They both talk about animals that need help*). The response demonstrates grade-appropriate comprehension of the texts (*they talk about how the population of frogs is decreasing, A lot of frogs are dying because of moving automobiles, when crossing the street and Horned Lizards are being forced out of their homes because of things being built*). The topic is developed with the use of some information and examples from the texts (*People try to stop frogs from being killed by putting up signs with messages such as Beware of Frog Crossings, The scientists studied them and then they were able to help them, They were able to find what food they needed and what habitat they lived in*). This response exhibits clear organization and provides a concluding statement (*In conclusion both frogs and lizards are being helped*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 7a

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

These animals need help by they facing human dangers. Humans destroy those species. Cars run over frogs all the time. Lizards' habitats are being destroyed by new buildings. Frogs come in huge groups. Without humans to help ~~is~~ not many can make it alive. Frogs and lizards both need our help in different ways. Lizards need to

GUIDE PAPER 7b

gain their habitat back and their food supply. Highways need to move above routes where frogs go.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*These animals need help by they facing human dangers*). This response demonstrates a literal comprehension of the texts (*Cars run over frogs all the time, Lizards' habitats are being destroyed by new buildings, Frogs and lizards both need our help in different ways*). This response is partially developed with textual evidence some of which may be irrelevant (*Frogs come in huge groups. Without humans to help not many make it alive and Lizards need to gain their habitat back and their food supply*). This response exhibits some attempt at organization; however, no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with few errors (*destroyed*).

Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

In these two articles the animals need help. In Beware of Frogs they need help with crossing the road. In Looking out for Lizards they need help about their health and other stuff because scientists are just learning about them. The frogs follow bright lights of pickup trucks and they wonder on the highway and create hazardous situation for motorists that's why they need help. The lizards need help because people are building buildings and houses where they lived. This is why the animals need help.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In these two articles the animals need help*). The response demonstrates a literal comprehension of the texts (*In Beware of Frogs they need help with crossing the road* and *In Looking at for Lizards they need help about their health and other stuff*). This response partially develops the topic of the essay with the use of textural evidence, some of which is irrelevant (*The frogs follow bright lights of pickup trucks and the lizards need help because people are building buildings and houses where they lived*). This response exhibits some attempt at organization and provides a concluding statement that follows generally from the topic and information presented (*This is why the animals need help*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 9a

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

I think both animals need help because in the frog story the frogs are all alone because nobody wants to be around the frogs. In the story with the Texas horned lizard, it needs help because the lizard eats ants and when people move to the ants. There are less ants for the lizard to eat.

I think the two stories are the same because they both talk about desert animals. Also how the two animals need

GUIDE PAPER 9b

help.

Think the two storys are different because the first story talks about frogs. The Second story talks about Texas horned frogs (toads).

In conclusion, these two selections are the same and different from the information I had given.

help.

Think the two storys are different because the first story talks about frogs. The Second story talks about Texas horned frogs (toads).

In conclusion, these two selections are the same and different from the information I had given.

GUIDE PAPER 9c

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*I think both animals need help, the two storys are the same because they both talk about desert animals, the two storys are different because the first story talks about frogs*). This response demonstrates a literal comprehension of the text (*because the lizard eats ants and when people move to the ants. There are less ants for the lizards to eat*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant. (*because in the frog story the frogs are all alone because nobody wants to be around the frogs and There are less ants for the lizard to eat*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, these two selections are the same and different from the information I had given*). The response demonstrates grade-appropriate command of conventions with few errors (*it need help and storys*).

GUIDE PAPER 10

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

The animal's in Beware of frog's! need help because they can't find there home and the animal's in Looking out for Lizards need help because they were fewer horned Lizards. The help that the animal's get are similar because all the animals were saved and in there homes. The story's are different because

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The animal's in Beware of frog's! need help because they can't find there home and the animal's in Looking out for Lizards need help because they were fewer horned Lizards*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*all the animals were saved and in there homes*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*frog's, there, animal's, get are similar*).

GUIDE PAPER 11

Additional

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both animals need help because
in ~~both~~ ^{one} story ~~the~~ predators
are trying to eat the lizard
but the lizard was hiding
and the frogs i need help
because of the frog ferry.

Score Point 1 (out of 4 points)

This response demonstrates a lack of understanding of the task. The response demonstrates an attempt to use evidence some of which is irrelevant (*predators are trying to eat the lizard but the lizard was hiding and the frogs i need help because of the frog ferry*). This response exhibits little attempt at organization and no concluding statement is provided. This response demonstrates a lack of command of conventions, with frequent errors.

GUIDE PAPER 12

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help ✓
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both animals need help because there both animals and they mite not servive.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both animals need help because there both animals and they mite not servive*). The response provides no evidence. This response exhibits no evidence of organization and no concluding statement is provided. This response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

Both articles focus on animals that need help. Animals in both articles need help. The frog and lizard need similar and different things.

Score Point 0 (out of 4 points)

This response uses language that is directly copied from the prompt (*Both articles focus on animals that need help*). The second sentence is a paraphrase of prompt language (*The frog and lizard need similar and different things*).

GUIDE PAPER 14

Additional

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from both articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from both articles to support your response

If we don't have both ^{the} lizard and frog no one could have a pet that is not a lot of work. We would have more flies and harvest ants in our house too!

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*If we don't have both the lizard and frog no one could have a pet that is not a lot of work*). The response provides evidence that is irrelevant (*We would have more flies and harvest ants in our house too!*).