

New York NYSTP 2024 Grade 8 English Language Arts

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New York State *Testing Program*

English Language Arts Test Session 1

Grade **8**

Spring 2024

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

Directions

Read this article. Then answer questions 15 through 21.

Excerpt from *Growing a Farmer*

by Kurt Timmermeister

- 1 I found an ad for a beekeeping supply house in the back of a *Mother Earth News* magazine. The Brushy Mountain Bee Farm in North Carolina made beehives and sold them through the mail. I ordered their catalogue and when it arrived I studied it obsessively, choosing what I would need to begin my apiary.¹
- 2 Intimidated by the many choices in the slim catalogue, I ordered the beginner's kit. After all, I was a beginner. It contained a hive box, lids, base and frames, together with thick gauntlet gloves and that hat and veil from the photo in that vintage book. A hive tool and a bee brush rounded out the kit. I eagerly awaited the shipment.
- 3 When the large box arrived from North Carolina, I spread the contents all out on the floor of my humble chicken coop and began to assemble the pieces. Traditionally hive boxes are painted white; I went with a deep barn-red. I wanted my hives to have a bit more style, and I had a can left over from painting the outside of my house.
- 4 Also in the supply catalogue were advertisements for bee suppliers. These were bee farms located in the southern states that grew large colonies of bees and shipped them north for beekeepers. I had my pick of suppliers from Alabama, Texas, South Carolina, Georgia. All were a great distance from my home, but I chose a firm from Texas. I called up and placed an order for a box of Italian bees, a subspecies of honeybees. Carniolan are another subspecies of the honeybee used commonly in beekeeping, but I decided to go with Italian bees because of the familiarity of their name.
- 5 The first box of bees arrived in relatively good condition. A percentage of the bees were dead, but there were still many live bees in the box. The three-pound box that the bees are shipped in is fairly small—six inches by eight inches by fifteen—and contains around three thousand bees. The two longest sides are open, covered with tight mesh to keep the bees in but allow air to freely circulate. The other four sides are made of low-quality wood, similar to old food crates. Within the sealed box is a smaller, much smaller, box containing the queen. The bees are also given a tin can filled with sugar water to feed them on their journey north.
- 6 Once I received the bees I proceeded to install them into my freshly painted hive. I had read the books, spent time on setting up the hive and now I was ready to suit up and start raising bees.

GO ON

7 I failed. It was a cool spring that very first year and I got the bees out of the box and onto the hive, but I couldn't put the covering lid of the hive on because the bees had not quickly entered the hive. Sadly, it began to rain that afternoon. Cool and rainy, not good bee weather. Fearful of putting the lid on their apparently delicate bodies, I left the lid off. My first decision in beekeeping turned out to be one of my worst. The next morning I returned to the hive to find the bees all dead from the rain and cold. I would have to start over quickly....

8 The second year proved a tad more successful but was still a failure. The bees made it to the farm, managed to colonize my hive and lived through the year. Not a drop of honey, but still I was hooked, convinced that I could make a go of this. I liked the wardrobe, the simple design of the wooden boxes, the smell of the beeswax foundations.

9 It would take a few years to get the basic skills necessary to keep a hive alive through the spring, into the summer, so that I could capture some of the honey produced. Once I achieved that level of success and tasted the result, the honey, all of the setbacks and lessons were worth it.

10 Fresh, local honey is an amazing product. Not sticky, not cloyingly sweet, full of delicate flavors. When I harvest the honey early in the summer it is light in color and light in flavor, simple, the product of bees on clover and spring flowers. By late summer the honey is dark brown, thick, complex and tastes of madrone trees and late flowers. Since that first year of success, I have kept hives every year. I have never been too successful, but I have always harvested enough honey for myself and my friends. In a good year, gallons of honey fill plastic pails; in the lean years, a scant single bucket has to suffice.

¹**apiary:** a place where a person keeps bees

15

What tone does the phrase “I studied it obsessively” in paragraph 1 establish in the article?

- A** It creates curiosity by encouraging readers to consider becoming beekeepers.
- B** It creates interest by showing the passion the author has for beekeeping.
- C** It creates seriousness by showing readers how compelling beekeeping can become.
- D** It creates suspense by suggesting how long the process is to become a beekeeper.

16

Paragraphs 2 through 4 develop the idea presented in paragraph 1 by

- A** explaining the reasons why the author finds beekeeping to be so complicated
- B** detailing a range of things about beekeeping that attracted the author to the hobby
- C** describing the steps the author followed to select the equipment for and build a beehive
- D** summarizing the experience that led the author to become a successful beekeeper

17

Paragraph 7 contributes to a central idea of the article by demonstrating that

- A** bees prefer the climate of southern states
- B** beekeeping requires learned knowledge and skills
- C** bees need several days to adjust to a new hive
- D** beekeeping is easier in areas that are hot and dry

GO ON

18

Which sentence from the article **best** reveals the author's enthusiasm for beekeeping as a hobby?

- A "I wanted my hives to have a bit more style, and I had a can left over from painting the outside of my house." (paragraph 3)
- B "Once I received the bees I proceeded to install them into my freshly painted hive." (paragraph 6)
- C "Once I achieved that level of success and tasted the result, the honey, all of the setbacks and lessons were worth it." (paragraph 9)
- D "I have never been too successful, but I have always harvested enough honey for myself and my friends." (paragraph 10)

19

In the author's first two years of beekeeping, he was unable to

- A get the bees to colonize his hive
- B maintain a positive attitude
- C keep the bees alive all year
- D harvest any honey

20

How does the author's attitude toward beekeeping change over the course of the article?

- A It shifts from excitement about the arrival of the beehive to defeat because of the dead bees.
- B It varies from confusion about how to proceed to contentment with the new hobby.
- C It shifts from eagerness to set up the apiary to embarrassment for his failures.
- D It varies from strong interest in the new project to satisfaction with his accomplishments.

GO ON

21

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

- A** Beekeeping is challenging, yet it yields rewards.
- B** Few farmers are able to become successful beekeepers.
- C** Beekeeping requires the purchase of special, expensive equipment.
- D** Some farmers specialize in growing and selling bee colonies.

GO ON

Directions

Read this story. Then answer questions 22 through 28.

Fourteen-year-old David became lost at sea nine days ago when a huge storm blew his sailboat, the Frog, far off course. Now, as he sails out of a bay, he experiences swells, large waves that do not break, and knows that another storm is coming.

Excerpt from *The Voyage of the Frog*

by Gary Paulsen

- 1 The swells took the *Frog* immediately. They were larger than when he had come in and had a purpose to them, a rapid movement in spite of their size that almost triggered alarm bells in David's brain. He knew now that swells were telegraph systems, that they came ahead of weather, and that large swells moving this hard and fast probably meant a fair storm.
- 2 He thought of turning and going back into the bay to ride it out but decided against it. The storm might be days getting to him, might not come at all, and he didn't have much food and fishing wasn't going that well.
- 3 He did not know for certain where he was—except that it was somewhere down along the Baja coast—but he knew that if he didn't sail, didn't move, didn't use the wind and sea he would never get home, and so he hated to just sit.
- 4 Once clear of the land he brought her¹ around, up into the wind until she was tacking² northwest and making a solid six knots.³ She hit the swells fairly hard, the bow slamming down on every fourth or fifth one, but he held her, heeling well, under full sail for seven hours, until just before dawn, when the storm came.
- 5 The swells grew in size at a regular rate, and the wind began to increase but started slowly and worked up at a steady, growing pace. . . .
- 6 There were waves coming now as well, on top of the swells, growing in chop and intensity each moment. The *Frog* was slamming, making noise, but he held her angled up into the wind and took it. Spray came over the bow and covered him, soaking him, but he didn't think he could leave again now and he took it as well—he would not let her do it alone again, not let the sea have her again.
- 7 Dawn showed a mean gray sea heading up into leaden gray clouds and a wind that moaned through the stays and rigging. Gusts hit now, like body blows taking her over, but he worked the helm,⁴ let her ease up, held her off the wind again and kept the speed between five and six knots, did not run from the storm but into it, used it, rolled with it, absorbed it.

GO ON

8 The wind became worse. The waves grew until they were larger than the swells they rode on, towering over him, burying the bow. More than once he was knocked off his feet by a wall of water coming back over the side of the cabin but he never let go of the helm, rose and took it again and again, held her through wave after wave when they rose over him, walls of water, mountains of water moving down on him, down on the *Frog*.

9 They took it. All that day, slamming, rising, heeling, skidding, slamming down again, up and over and down in the gale—at one point he snarled, growled at the wind and sea—the helm in his gut, his arms aching, his legs on fire; they took it until late day when he sensed a change, felt the storm was whipped. It had thrown everything it had at them and was now passing.

10 Inside an hour the wind had lowered from a shriek and the tops of the waves weren't being blown over so hard. In another hour, just before dusk, the main force of the gale was well past them, the waves settling and the wind becoming a good, steady force. He raised the mainsail again to full size and found that she pointed higher yet into the wind, so that he could go a little north of northwest and he was thinking that it felt good to be aimed more for home, was thinking it would be wonderful if he could head straight north and just get home before he ran out of food, however far it was, was thinking of his parents and home and food and the wind and the sea and the storm and how he felt good that he and the *Frog* had taken the storm the way they did together . . .

11 It was then that he saw the ship—a small, older ship, coming out of the dusk, aiming almost at him but slightly off his bow, running with the wind and sea. Right there. A ship. Right in front of him. She had been running without lights but as soon as the people on deck saw him—there were three of them—they yelled and the lights came on and they started to pass not a hundred yards away, the people waving and yelling and laughing.

12 For a moment he couldn't say anything. He just didn't think it would happen this way. He didn't know for certain how it would happen, but not this way. Not so sudden. Suddenly he was saved. She was an old, very small coastal freighter but had been fixed up and repainted and she carried an American flag above her bridge. . . .

13 He let go of the helm and waved with both arms, screamed, pointed at them and then at himself and at last they got the message and he heard the engines in the freighter rumble down to a stop west and slightly north of him.

14 He came about and let the *Frog* sail closer, came up into the wind and stopped about thirty yards away, rising and settling on the waves and swells. He looked up at the people on the rail.

15 "My name is David Alspeth," he yelled. "I was driven out to sea in a storm. . . ."

GO ON

16 “It’s him!” one of the young men yelled up at the bridge of the ship. “It’s that kid they were searching for up off Ventura.” He looked back down at David. “They had your picture in the paper and everything. Man, you are one heck of a distance from where they looked. They finally gave you up for dead, you know that?”

¹**her:** boats and ships are typically referred to using female pronouns

²**tacking:** a sailing technique used to change the boat’s direction

³**six knots:** a speed equivalent to six miles per hour when sailing

⁴**helm:** steering wheel

22

Read this sentence from paragraph 7.

Dawn showed a mean gray sea heading up into leaden gray clouds and a wind that moaned through the stays and rigging.

What tone does this sentence create in the excerpt?

- A** a tone of threat and danger
- B** a tone of distrust and sadness
- C** a tone of curiosity and confusion
- D** a tone of reflection and longing

23

In paragraph 9, what is the effect of the phrase “slamming, rising, heeling, skidding, slamming down again”?

- A** It imitates the disorder of David’s thoughts during the storm.
- B** It shows the persistent force of the storm on David and the *Frog*.
- C** It emphasizes the repetitive nature of the waters along the Baja coast.
- D** It illustrates the conditions in which the *Frog* was intended to sail.

24

Which detail **best** shows David’s attitude toward his situation?

- A** “The storm might be days getting to him, might not come at all, and he didn’t have much food and fishing wasn’t going that well.” (paragraph 2)
- B** “...he brought her around, up into the wind until she was tacking northwest and making a solid six knots.” (paragraph 4)
- C** “More than once he was knocked off his feet by a wall of water . . . but he never let go of the helm, rose and took it again and again . . .” (paragraph 8)
- D** “It was then that he saw the ship—a small, older ship, coming out of the dusk, aiming almost at him but slightly off his bow, running with the wind and sea.” (paragraph 11)

GO ON

25

Which detail from the excerpt **best** supports the idea that David is an experienced sailor?

- A “He thought of turning and going back into the bay to ride it out but decided against it.” (paragraph 2)
- B “. . . he worked the helm, let her ease up . . . kept the speed between five and six knots, did not run from the storm but into it, used it, rolled with it, absorbed it.” (paragraph 7)
- C “. . . at one point he snarled, growled at the wind and sea—the helm in his gut, his arms aching, his legs on fire . . .” (paragraph 9)
- D “He came about and let the *Frog* sail closer, came up into the wind and stopped about thirty yards away, rising and settling on the waves and swells.” (paragraph 14)

26

How does paragraph 16 contribute to a theme of the excerpt?

- A by revealing that David’s family and friends are people who tend to think negatively
- B by including the name of David’s hometown to show where his trip began
- C by emphasizing that David has persevered and survived despite the dangerous storm
- D by including details about the location of the young man as he spoke to David

GO ON

27

This question is worth 2 credits.

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

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

Writing on this page will not be scored.

28

This question is worth 2 credits.

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

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

Directions

Read this article. Then answer questions 29 through 35.

Counting Giraffes

by David Brown

1 When she was studying to become a scientist, Megan Strauss rode in a small airplane to study giraffes. She sat on one side of the plane, and another researcher sat on the other side. While a pilot flew over the Serengeti in Tanzania, Africa, the researchers peered down and counted giraffes.

2 "Giraffes can be really hard to spot from the air!" says Dr. Strauss, who has since become an independent wildlife ecologist. "I am always amazed how easily we can spot warthogs and other small animals, yet we sometimes have trouble seeing giraffes. Giraffes are slender in shape, and they may not cast a good shadow, depending on the angle of the sun."

3 In their search for giraffes, scientists spotted trouble. In the 1970s, about 13,000 giraffes lived in Serengeti National Park. Since then, the number has been going down, and the park now has about 3,500.

4 The research team that studied Serengeti giraffes included Dr. Craig Packer of the University of Minnesota, Dr. Morris Kilewo of Tanzania National Parks, and Dr. Dennis Rentsch of Germany's Frankfurt Zoological Society.

5 The Serengeti is about the size of Vermont, so the scientists could not study the entire area. Instead, they surveyed three regions where giraffes were studied in the 1970s. As they expected, they saw far fewer of these animals. In one area, the number of giraffes dropped from about 550 to about 75.

Four Likely Suspects

6 The team wanted to find out why the number of giraffes was now smaller. The scientists looked at four possible causes: lions, parasites, illegal hunters (called poachers), and poor food supply. "We found that both poaching and food supply were likely limiting population growth," Dr. Strauss says. "[Lack of] food limits birth rates, and poaching is a significant cause of adult mortality."



GO ON

7 To find out if lions had been killing more giraffes in recent years, the team looked at calf survival rates and long-term records of giraffes killed by lions. Lions kill more calves than adults, but the team found no decrease in calf survival after the calves are born, compared with the 1970s. They also found little change in the number of giraffes killed by lions over the past four decades. Lions were not the problem.

8 The team then asked whether too many giraffes were being killed by parasites, such as worms that infect the digestive system. Like lions, parasites kill more calves than adults, but the numbers also pointed away from parasites. On the ground, the researchers counted parasite eggs in giraffe droppings, and they found too few to harm the giraffe population. Parasites were not the cause either.

Trouble for Giraffes

9 The research team looked at the two other possible causes. They asked if poachers were killing too many giraffes. Two of the areas they studied are close to places with a lot of people and where giraffe meat is sometimes sold in local markets. Poachers catch more adult males than other giraffes, probably because they set traps in dense woods, where male giraffes spend a lot of time. As the researchers feared, they spotted too few males compared with females and calves in those two areas, a sign of poaching.

10 The scientists also wondered if the giraffes had enough food. An environment with plenty of food can support lots of giraffes, including healthy females who have many calves. When the food supply is short, the environment supports fewer giraffes and the females have fewer calves. A lot of new trees have grown in the Serengeti since the 1970s, but many are a type that giraffes do not like to eat. The researchers found fewer calves today than in the 1970s compared with the number of adult females, a sign that food was in short supply.

11 In her research from the airplane and on the ground, Dr. Strauss helped discover why the Serengeti has so few giraffes. Now she plans to help the struggling animals. “The Serengeti is one of Earth’s natural wonders,” she says. “And giraffes are an essential part of it.”

12 Dr. Strauss is working with others on an environmental education program for Tanzania, including books for students. These materials will educate Tanzanians and help them to help giraffes. As knowledge grows and changes are made, they hope the giraffe population will rebound.

29

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

- A “The Serengeti is about the size of Vermont, so the scientists could not study the entire area. Instead, they surveyed three regions . . .” (paragraph 5)
- B “The scientists looked at four possible causes: lions, parasites, illegal hunters (called poachers), and poor food supply.” (paragraph 6)
- C “To find out if lions had been killing more giraffes in recent years, the team looked at calf survival rates and long-term records . . .” (paragraph 7)
- D “When the food supply is short, the environment supports fewer giraffes and the females have fewer calves.” (paragraph 10)

30

Read this quotation from paragraph 11.

“The Serengeti is one of Earth’s natural wonders,” she says.

What is the effect of Dr. Strauss’s word choice in this quotation?

- A It indicates that Dr. Strauss considers this area a marvel.
- B It suggests that Dr. Strauss wants to study the ecology of the area.
- C It shows that Dr. Strauss wants to strengthen the reputation of Tanzania.
- D It demonstrates that Dr. Strauss considers the giraffe population level critical to the area.

31

What is the meaning of “rebound” as used in paragraph 12?

- A return to a location
- B recover from a challenge
- C replace with something new
- D reveal a problem

GO ON

32

Which sentence states a central idea of the article?

- A** Researchers are determining the reasons for changes in the giraffe population.
- B** Environmentalists are distributing books to increase understanding of giraffes.
- C** Adult giraffes are better equipped than calves to handle threats in the wild.
- D** Giraffes are more challenging to study than other wild animals in Africa.

33

How does the author emphasize the significance of a food source to the Serengeti giraffe population?

- A** by describing the wide variety of foods the giraffes can choose from
- B** by describing positive changes in the environment where the giraffes live
- C** by explaining that female giraffes need plenty of food to sustain reproduction
- D** by explaining that the giraffes have recently adapted to new diets

34

What benefit does Dr. Strauss's research team offer to Tanzanians and the future of the giraffes?

- A** a chance to invent new methods for counting and keeping track of giraffe populations
- B** a way to analyze nutrition sources for giraffes in challenging environments
- C** a solution for keeping poachers out of protected giraffe environments
- D** a new viewpoint on how to support endangered giraffe populations

GO ON

35

Protecting Earth's plants and animals is important to keep the environment balanced and healthy. How do the details in the article support this idea?

- A by describing how scientific study influences diversity in the environment
- B by suggesting that one change can impact other parts of the environment
- C by arguing that the environment must be free of human influences to improve
- D by explaining how the environment will continue to naturally maintain animal variety

GO ON

Directions

Read this article. Then answer questions 36 through 42.

Excerpt from *Lydia Darragh's Secret Mission*

by Rosalie Lauerman

- 1 In the autumn of 1777, during the Revolutionary War, the British army seized Philadelphia and set up headquarters there.
- 2 Lydia Darragh and her family lived across from the British headquarters. When General William Howe, the British commander, needed an additional meeting room, he took over a large room at the Darragh house. Sometimes Lydia would overhear British soldiers discussing incoming shipments or troop movements. They spoke freely around her because they knew the Darraghs were Quakers, members of a religious group who remained neutral during the war.
- 3 But the British were unaware that the Darraghs secretly supported America's war for independence. Their oldest son, Charles, was a lieutenant in the American army, and Lydia was a spy for the American commander in chief, General George Washington.

A Spy in Action

- 4 In order to smuggle information to Washington, Lydia would tell her husband what she overheard. He would write the message in code. Lydia would then fit the note on a buttonmold, sew fabric over it, and attach it to her son John's coat. Fourteen-year-old John would eagerly trek to the American camp about 13 miles away at White Marsh to visit his brother. Charles would snip off the button, decode the message, and deliver the information to American headquarters.
- 5 On December 2, 1777, a British officer arrived at Lydia's house. He ordered her to prepare the large room for a top-secret meeting that evening and demanded that everyone be in bed before the meeting started.
- 6 When the officers arrived, Lydia let them in and went to bed. Her family was already asleep. But Lydia couldn't sleep. Muffled sounds from the room pulled Lydia from her bed.
- 7 She tiptoed toward the meeting room just in time to hear someone reading a final order. "The troops should march out . . . late in the evening of the 4th, attack Washington's army and . . . victory was certain."
- 8 Lydia slipped back into bed. Worried, she wondered how she would alert the troops of the planned attack only two days away.

GO ON

9 When an officer knocked on her bedroom door to say the meeting had ended, Lydia didn't answer. He returned shortly and again she didn't answer. On the third knock, Lydia rose and pretended to be half asleep. She stumbled into the hall, shuffled toward the door, and locked it after the officers.

A Secret Mission

10 Lydia was too troubled to sleep. She had never uncovered information this important. She knew she must act quickly to save the American soldiers, including Charles.

11 The next day, she plotted a secret mission to warn General Washington. It would be an act of high treason, punishable by death if she was caught. So Lydia decided to act alone without telling her family. She would not risk their lives.

12 Before dawn on December 4, Lydia arose, wrapped her gray wool cape around her, and headed out. As she neared Washington's camp, she spotted an American officer on horseback approaching her. She recognized him as a friend, Captain Charles Craig.

13 The captain asked what she was doing so far from home. In a soft, hushed voice, Lydia told him about the British plan. Captain Craig thanked her and raced to headquarters.

14 When the British arrived at White Marsh, General Howe found the American troops armed with cannons. Clearly, someone had warned them. In a cold fury, Howe ordered his troops to return to Philadelphia.

15 Lydia spent the next few days fearing for Charles's safety. She didn't know what had happened at White Marsh, and she certainly couldn't ask.

16 Once again, a British officer banged at her door. He marched in, stone-faced, ordered her into the meeting room—and locked the door.

17 Lydia trembled, fearing that her secret had been discovered. She knew that spies were hanged. She felt faint and almost fell to the floor. The officer told her to sit down.

18 Sternly, he asked if any of the others in her family were awake on the night of the officer's last meeting. Lydia replied truthfully that they were all in bed and asleep. "I need not ask you for we had great difficulty in waking you to fasten the door after us."

19 Rising from his chair so forcefully that it toppled over, he boomed, "One thing is certain; the enemy had notice of our coming, were prepared for us, and we marched back like a parcel of . . . fools."

20 He stormed out, without even considering that Lydia might have delivered the warning.

21 A wave of relief rushed over Lydia. She thanked God that Charles was safe and the British hadn't suspected her.

GO ON

36

How do the details in paragraphs 1 through 3 help develop a central idea in the article?

- A** They explain the events that strengthened the American army.
- B** They establish the situation that made it easier to assist the war effort.
- C** They explain the importance of religion to some people during the war.
- D** They establish the reason the British located their headquarters in Philadelphia.

37

As used in paragraph 6, what does the phrase “sounds from the room pulled Lydia from her bed” suggest about Lydia?

- A** She senses the men must be discussing something very important.
- B** She hopes the officers will stop meeting at her home in Philadelphia.
- C** She worries that one of the buttonmold messages has been discovered.
- D** She wonders if the officers are beginning to question her neutrality as a Quaker.

38

What important idea does the author develop in paragraphs 5 through 7?

- A** Lydia’s dedication to her family
- B** Lydia’s willingness to risk her safety
- C** Lydia’s tendency to do what she is asked
- D** Lydia’s attitude about sharing her home

GO ON

39

What is a motivation for Lydia’s actions in paragraphs 12 and 13?

- A** She wants to visit her son at White Marsh.
- B** She believes Captain Craig knows her son.
- C** She receives a message from her son.
- D** She worries for her son’s life.

40

What is the effect of the phrase “In a soft, hushed voice” as used in paragraph 13?

- A** The reader realizes that Lydia’s trip has taken a toll on her physically.
- B** The reader is reminded of the dangers at every point in a mission such as this.
- C** The reader is informed about how women were expected to address leaders in the army.
- D** The reader understands that Lydia has doubts as to whether she should have made the trip.

41

Which quotation **most directly** causes the events in paragraph 16?

- A** “When the officers arrived, Lydia let them in and went to bed.” (paragraph 6)
- B** “She recognized him as a friend, Captain Charles Craig.” (paragraph 12)
- C** “When the British arrived at White Marsh, General Howe found the American troops armed with cannons.” (paragraph 14)
- D** “Sternly, he asked if any of the others in her family were awake on the night of the officer’s last meeting.” (paragraph 18)

GO ON

42

How does the event in paragraph 20 relate to the details in paragraph 2?

- A** It shows that the British continue to hold a mistaken belief about the Darraghs.
- B** It presents evidence that the British will lose against the American troops.
- C** It suggests that the British believe they can learn something from Lydia Darragh.
- D** It provides support for the idea that the British still plan to attack White Marsh.

GO ON

Directions

Read this story. Then answer questions 43 and 44.

A young Native American named Wabigoon, or Wabi, has just shown Roderick, or Rod, and Mukoki a lump of gold he has found.

Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*

by James Oliver Curwood

1 Only those who have lived in this quest and who have pursued that elusive *ignis fatuus*¹ of all nations—the lure of gold—can realize the sensations which stir the blood and heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes nature has hidden her wealth. As Roderick Drew, a child of that civilization where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream. About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come. Treasure was in the very sandbar under his feet! It was out there among the rocks, where the water beat itself angrily into sputtering froth; it was under the fall, and down in the chasm, everywhere, everywhere about him. In one month John Ball and his companions had gathered twenty-seven pounds of it, a fortune of nearly seven thousand dollars! And they had gathered it here! Eagerly he scooped up a fresh pan of the precious earth. He heard the swish-swish of the water in Wabigoon's and Mukoki's pans. But beyond this there were no sounds made by them.

2 In these first minutes of treasure seeking no words were spoken. Who would give the first shout of discovery? Five minutes, ten, fifteen of them passed, and Rod found no gold. As he emptied his pan he saw Wabi scooping up fresh dirt. He, too, had failed. Mukoki had waded out waist deep among the rocks. A second and a third pan, and a little chill of disappointment cooled Rod's blood. Perhaps he had chosen an unlucky spot, where the gold had not settled! He moved his position, and noticed that Wabigoon had done the same. A fourth and a fifth pan and the result was the same. Mukoki had waded across the stream, which was shallow below the fall, and was working on the opposite side. A sixth pan, and Rod approached the young Indian. The excitement was gone out of their faces. An hour and a half—and no more gold!

GO ON

3

Mukoki came across to join them. Out among the rocks he had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm. Taking off their boots both Rod and Wabi joined the old pathfinder in midstream. But each succeeding pan added to the depressing conviction that was slowly replacing their hopes. The shadows in the chasm began growing longer and deeper. Far overhead the dense canopies of red pine shut out the last sun-glow of day, and the gathering gloom between the mountains gave warning that in this mysterious world of the ancient cabin the dusk of night was not far away. But not until they could no longer see the gleaming mica in their pans did the three cease work. Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp. For a short time Rod's hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a "pocket" here, and worked it out? The thought had been growing in his head. Now it worried him.

¹**elusive *ignis fatuus*:** something chased after that leads nowhere

GO ON

43

This question is worth 2 credits.

What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use **two** details from the story to support your response.

GO ON

44

This question is worth 2 credits.

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 45 and 46.

One day children go out to a field where they are delighted to find some small, golden stones. All return at night except one son.

“Only Gold” from *Allegories of Life*

by Mrs. J. S. Adams

- 1 The next day at noon his parents sent a messenger to him, bidding him return. But the love of his golden stones was paramount to the wishes of kindred,¹ and the unnumbered comforts of a happy home; and his reply to the messenger was, “I will return, when I have enough of these,” pointing to a large collection which was already higher than his head. At nightfall hunger seized him. He felt too weary to go in search of food, but the demand of nature asserted its claim, and he dragged himself to a field nearby, where grew berries and fruits in abundance. His spirits rose after the cravings of hunger were satisfied, and he lay down again by his precious pile of stones.
- 2 The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles. His father had ceased to send messengers to him, knowing that nothing but a long experience would teach his child the value of life’s many blessings, and that gold alone has no power to bless us. The father suffered much in knowing and realizing that his son must learn the truths of life through such severe lessons; but wisdom told him it could not be otherwise.
- 3 The household mourned much for their absent brother. They missed him in their daily joys, and every hour they watched, waited, and hoped to see him return. They almost rejoiced when the bleak winds of autumn swept the foliage from the trees, because they could look farther down the road for their brother.
- 4 “I shall soon be able to travel and see the world,” said the youth to himself every day as the pile of gold grew higher; but, alas for human calculation! He awoke one morning to find his huge mountain of gold one solid mass. The action of the light, heat, and atmosphere had fused them together, and no exertion of his could break off even the smallest atom.
- 5 Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found.
- 6 His golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore. He had a mountain of gold, not one atom of which he could use for himself or others. And now he must return to his father’s house empty-handed, and void of truths or incidents to relate to his brothers.

¹**paramount to the wishes of kindred:** more important than the wishes of family

GO ON

45

This question is worth 2 credits.

What lesson does the author present for the reader in the story “Only Gold”? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 46 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 19 and 20.



GO ON

46

This question is worth 4 credits.

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from **both** stories to support your response

GO ON

STOP

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

Grade 8

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
15	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.72		
16	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.55		
17	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.65		
18	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.61		
19	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.58		
20	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.61		
21	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.80		
22	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.76		
23	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.55		
24	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.65		
25	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.8	Reading	0.78		
26	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.72		
27	Constructed Response		2	NGLS.ELA.Content.NY-8.R.3	Writing to Sources		1.53	0.76
28	Constructed Response		2	NGLS.ELA.Content.NY-8.R.8	Writing to Sources		1.49	0.75
Session 2								
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.57		
30	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.49		
31	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.L.4	Reading	0.80		
32	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.84		
33	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.68		
34	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.55		
35	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.9	Reading	0.62		
36	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.49		
37	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.81		
38	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.73		
39	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.70		
40	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.72		
41	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.68		
42	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.70		
43	Constructed Response		2	NGLS.ELA.Content.NY-8.R.2	Writing to Sources		1.42	0.71
44	Constructed Response		2	NGLS.ELA.Content.NY-8.R.9	Writing to Sources		1.35	0.67
45	Constructed Response		2	NGLS.ELA.Content.NY-8.R.2	Writing to Sources		1.52	0.76
46	Constructed Response		4	NGLS.ELA.Content.NY-8.R.6	Writing to Sources		1.91	0.48

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2024 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

2-Credit Constructed-Response Rubric

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

In “Excerpt from *The Voyage of the Frog*” the setting affects David by creating a perilous and challenging environment that forces him to use all his physical and mental resources to survive. He spent seven hours sailing before the storm came, so was already exhausted before he had his greatest challenge. After the first seven hours of his journey, “The wind became worse. The waves grew until they were larger than the swells they rode on, towering over him, burying the bow. More than once he was knocked off his feet by a wall of water coming back over the side of the cabin...” Another quote that shows how he had to use all his resources was “They took it. All that day, slamming, rising, heeling, kidding, slamming down again, up and over and down in the gale – at one point, he snarled, growled at the wind and the sea – the helm in his gut, his arms aching, his legs on fire...”.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

The passage “Excerpt from *The Voyage of the Frog*,” has a setting that has really pushed David to his limits by putting him through difficult tasks both physically and mentally. In the article David keeps getting these on and off blows from storms between the grueling winds to the massive waves he has conquered it all in a physical aspect. In paragraph nine as David is on the boat after the storm the narrator claim, “his gut, his arms aching, his legs on fire; they took it until late day when he sensed a change, felt the storm was whipped. It had thrown everything it had at them and was now passing.” This quote has explain how terrible conditions were physically for David. The storm had given its all and David is exhausted from all the work he put in keeping himself and the boat up. David as we know has overcome many pyhsical challenges over the course of the nine days at sea but he also had to oversome the mental aspect as well. David was very uncertain if he would get home and was distressed about it but kept pushing through. With many problems along the way and him knowing the storm might not be gone for a while he was also unsure of how long he would last as his fod supply was unning short too. In paragraph 2 while David is in the middle of the storm the narrator claims, “The storm might be days getting to him, might not come at all, and he didn’t have much food and fishing wasn’t going that well.” This has proven to the reader that David knows that he might not be able to do this for much longer and hope that the storm ends or fish start showing up. David was both mentally and physically drained after the entirty of the journey but managed to overcome all the obstacles and was found by others.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain what effect the setting has on David (*really pushed David to his limits by putting him through difficult tasks both physically and mentally*). The response provides evidence of analysis (*This quote has explain how terrible conditions were physically for David. The storm had given its all and David is exhausted from all the work he put in keeping himself and the boat up. David as we know has overcome many pyhsical challenges over the course of the nine days at sea but he also had to oversome the mental aspect as well. David was very uncertain if he would get home and was distressed about it but kept pushing through*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*his gut, his arms aching, his legs on fire; they took it until late day when he sensed a change, felt the storm was whipped. It had thrown everything it had at them and was now passing.*” and “*The storm might be days getting to him, might not come at all, and he didn’t have much food and fishing wasn’t going that well.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

In "Excerpt from *The Voyage of the Frog*," what effect does the setting have on David? Use **two** details from the excerpt to support your response.

In "Excerpt from *The Voyage of the Frog*," the effect that setting has on David is that it makes him determined to get home. For instance, in paragraph 3 it states "but he knew if he didn't sail, didn't move, didn't use the wind and sea he would never get home." This quote means that David does not want to sail in the storm, but he is determined to get home. This quote is important because it shows his determination to get home. Also, in paragraph 9 the passage states "They took it. All that day, slamming, rising, heeling, skidding, slamming down again, up and over and down in the gale—at one point he snarled, growled at the wind and sea—the helm in his gut, his arms aching, his legs on fire." This quote means that David is in a lot of pain while he was sailing back home. This quote is important because it shows the reader that David is willing to endure lots of pain so he can get back home. In summary, the effect that the setting has on David is giving him determination.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from "Excerpt from *The Voyage of the Frog*" to explain what effect the setting has on David (*it makes him determined to get home*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("but he knew if he didn't sail, didn't move, didn't use the wind and sea he would never get home." and "They took it. All that day, slamming, rising, heeling, skidding, slamming down again, up and over and down in the gale—at one point he snarled, growled at the wind and sea—the helm in his gut, his arms aching, his legs on fire."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

the setting has an effect on david becasue it makes him worried. in the text it says "For a moment he couldn't say anything. He just didn't think it would happen this way. He didn't know for certain how it would happen, but not this way. Not so sudden". this shows that he was worride that he would die. it also says "He did not know for certain where he was—except that it was somewhere down along the Baja coast—but he knew that if he didn't sail, didn't move, didn't use the wind and sea he would never get home, and so he hated to just sit". this shows that he was worried about where he was.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain what effect the setting has on David (*because it makes him worried*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*For a moment he couldn't say anything. He just didn't think it would happen this way. He didn't know for certain how it would happen, but not this way. Not so sudden*” and “*He did not know for certain where he was – except that it was somewhere down along the Baja coast – but he knew that if he didn't sail, didn't move, didn't use the wind and sea he would never get home, and so he hated to just sit*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

The setting makes david determined to make it home. one detail is " dawn showed a mean gray sea heading up into leaden gray clouds and a wind that moaned through the satys and rigging. gusts hit now, like body blows taking her over, but he worked the helm, ".

Score Credit 1 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain what effect the setting has on David (*The setting makes david determined to make it home*); however, the response only provides one concrete detail from the text for support (“*dawn showed a mean gray sea heading up into leaden gray clouds and a wind that moaned through the satys and rigging. gusts hit now, like body blows taking her over, but he worked the helm,*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

It gave David stress and fear. He was scared of the boat breaking.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain what effect the setting has on David (*It gave David stress and fear*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

he at sea for nine days at sea. he the sails out the bay.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*he sails out the bay*). The response does not provide a valid inference from “Excerpt from *The Voyage of the Frog*” to explain what effect the setting has on David. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

The effect the setting has on david is that the storm was leading him to the other people that want him died. Another effect the setting has on David is that he was not trying to find other people and he did find other people because of the storm.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The effect the setting has on david is that the storm was leading him to the other people that want him died. Another effect the setting has on David is that he was not trying to find other people and he did find other people because of the storm*).

GUIDE PAPER 8

Additional

27

In “Excerpt from *The Voyage of the Frog*,” what effect does the setting have on David? Use **two** details from the excerpt to support your response.

the voyage of the frog he know that swells moveing this hard and fast. it was down aonly the Baja coast but didn't use the wind and sea.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is unintelligible (*the voyage of the frog he know that swells moveing this hard and fast. it was down aonly the Baja coast but didn't use the wind and sea*).

EXEMPLARY RESPONSE

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

In “Excerpt from *The Voyage of the Frog*” David continues on his journey despite the danger because his desire to get home outweighs the dangers of the journey. He also doesn’t have a good alternative; according to the passage “he didn’t have much food and fishing wasn’t going that well.” After he had weathered the storm he could focus on what was next in his journey, and his hunger seemed to be a driving force. He “was thinking it would be wonderful if he [...] got home before he ran out of food.” He was also “thinking of his parents and home and food.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

In “Excerpt from *The Voyage of the Frog*,” David continues his perilous journey despite the danger. Even though he was put in a life-threatening situation, he wished to save his boat and go home. When the storm's intensity kicks in, David becomes desperate to save his boat. "...he didn't think he could leave again now and he took it as well—he would not let her do it alone again, not let the sea have her again." (Paragraph 6) I could infer from this quote that he'd lost his boat, *The Frog*, overseas in the past. This may have led to an even stronger desire to keep it above the water. Another reason he wanted to continue this dangerous journey is because of his home. "...get home before he ran out of food, however far it was, was thinking of his parents and home and food and the wind and the sea and the storm and how he felt good that he and the Frog had taken the storm the way they did together . . ." (Paragraph 10) David's statement is very clear; he wants to be with his family and get back to the life he had before getting lost at sea. Lastly, David wants to persevere through the tough journey because he got lost at sea in the first place. "'It's that kid they were searching for up off Ventura.'" (Paragraph 16) David had accidentally became lost at sea, enduring the most horrific weather, alone on *The Frog*. I could infer that he most likely wanted to go home. Most people, if put in serious danger, will do anything they can to survive. It's instinct. In all, David continues his journey despite the danger because he wants to go back to his previous life and survive.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger (*he wished to save his boat and go home*). The response provides evidence of analysis (*I could infer from this quote that he'd lost his boat, *The Frog*, overseas in the past. This may have led to an even stronger desire to keep it above the water and David had accidentally became lost at sea, enduring the most horrific weather, alone on *The Frog*. I could infer that he most likely wanted to go home. Most people, if put in serious danger, will do anything they can to survive. It's instinct. In all, David continues his journey despite the danger because he wants to go back to his previous life and survive*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“...he didn't think he could leave again now and he took it as well—he would not let her do it alone again, not let the sea have her again.”; “...get home before he ran out of food, however far it was, was thinking of his parents and home and food and the wind and the sea and the storm and how he felt good that he and the Frog had taken the storm the way they did together...”; “It's that kid they were searching for up off Ventura.””). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

He wanted to complete his voyage and he was thinking about the reward and how he would feel after he made it home. The text states, "He thought of turning and going back into the bay to ride it out but decided against it. The storm might be days getting to him, might not come at all, and he didn't have much food and fishing wasn't going that well." Another example is "He raised the mainsail again to full size and found that she pointed higher yet into the wind, so that he could go a little north of northwest and he was thinking that it felt good to be aimed more for home, was thinking it would be wonderful if he could head straight north and just get home before he ran out of food, however far it was, was thinking of his parents and home and food and the wind and the sea and the storm and how he felt good that he and the Frog had taken the storm the way they did together . . ." This explains that he wanted to finish his voyage because he wanted to be home with his family.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger (*He wanted to complete his voyage and he was thinking about the reward and how he would feel after he made it home*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“He thought of turning and going back into the bay to ride it out but decided against it. The storm might be days getting to him, might not come at all, and he didn't have much food and fishing wasn't going that well.”* and *“He raised the mainsail again to full size and found that she pointed higher yet into the wind, so that he could go a little north of northwest and he was thinking that it felt good to be aimed more for home, was thinking it would be wonderful if he could head straight north and just get home before he ran out of food, however far it was, was thinking of his parents and home and food and the wind and the sea and the storm and how he felt good that he and the Frog had taken the storm the way they did together... ”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

He goes on with his journey because in paragraph one David is thinking about getting back home. David didn't want to just sit around and do nothing because he knew nothing good would come from it. Also in paragraph 6 David is doing his best to keep the ship up and not let the two of them drown.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger (*David is thinking about getting back home*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*David didn't want to just sit around and do nothing* and *David is doing his best to keep the ship up and not let the two of them drown*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

David continued on his journey because that's the only way he will get home. He would hate go just sit there and not sail back home.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger (*because that's the only way he will get home*); however, the response only provides one relevant detail from the text for support (*He would hate go just sit there and not sail back home*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

because he wanted to keep going

Score Credit 1 (out of 2 credits)

This response provides a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger (*because he wanted to keep going*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

The storm might be days getting to him, might not come at all, and he didn’t have much food and fishing wasn’t going that well. He did not know for certain where he was—except that it was somewhere down along the Baja coast.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*The storm might be days getting to him, might not come at all, and he didn’t have much food and fishing wasn’t going that well. He did not know for certain where he was—except that it was somewhere down along the Baja coast*). The response does not provide a valid inference from “Excerpt from *The Voyage of the Frog*” to explain why David continues his journey despite the danger. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

he continues his journey because he is trying to find a lost kid from his town

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is totally inaccurate (*he continues his journey because he is trying to find a lost kid from his town*).

GUIDE PAPER 8

Additional

28

In “Excerpt from *The Voyage of the Frog*,” why does David continue on his journey despite the danger? Use **two** details from the excerpt to support your response.

He main goal is to find the frog and at the end he managed to let thr frog sail closer.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is totally inaccurate (*He main goal is to find the frog and at the end he managed to let thr frog sail closer*).

EXEMPLARY RESPONSE

43

What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

Possible Exemplary Response:

A theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is that easy riches are never as easy as you imagine. Roderick Drew was confident that he could spend a day and earn a fortune, as shown in the text “About him, everywhere, was gold! For no moment did he doubt it... Treasure was in the very sandbar at his feet.” However, the reality was a different story, as they spent a day and were exhausted but no wealthier than when they started. “Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp.” They did not achieve their dream of easy riches in the Hudson Bay wilds.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

The overall theme in the excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds* is that in life, not everything in life is easy and not everything will just be handed to you. The text says that, "Only those who have lived in this quest and who have pursued that elusive ignis fatuus¹ of all nations—the lure of gold—can realize the sensations which stir the blood and heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes nature has hidden her wealth."(P. 1) This quote explains how in life, a lot of times you will try to work hard to obtain a certain goal. However, no matter how hard you work, you won't always end up getting what you want. You can't however, give up. You need to keep trying reach your goal and look at your situation from a different perspective so that you can find new ways to overcome your obstacle.

Another quote from the passage says that, "...He(Mukoki) had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm... But each succeeding pan added to the depressing conviction that was slowly replacing their hopes."(P. 3) This quote shows that life can often throw curveballs at you. So if something seems to be going good and all hopeful, problems and other issues can come out from nowhere. It is how we answer to these obstacles which reveals our true character.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” (*not everything in life is easy and not everything will just be handed to you*). The response provides evidence of analysis (*in life, a lot of times you will try to work hard to obtain a certain goal. However, no matter how hard you work, you won't always end up getting what you want. You can't however, give up. You need to keep trying reach your goal and look at your situation from a different perspective so that you can find new ways to overcome your obstacle and life can often throw curveballs at you. So if something seems to be going good and all hopeful, problems and other issues can come out from nowhere. It is how we answer to these obstacles which reveals our true character*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"Only those who have lived in this quest and who have pursued that elusive ignis fatuus¹ of all nations—the lure of gold—can realize the sensations which stir the blood and heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes nature has hidden her wealth."* and *"...He(Mukoki) had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm... But each succeeding pan added to the depressing conviction that was slowly replacing their hopes."*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

A theme in paragraph three could be that life doesn't always work out the way you want it to. For example, "...he had found a fleck of gold no larger than the head of a pin..." This quote shows that even though they were hoping to get rich, not much happened for them that day. Another example is, "...and no more gold... But not until they could no longer see the gleaming mica in their pans did the three cease work." This quote proves that all of their hard work was wasted because they didn't find that much gold. In conclusion, it's good to have optimism and goals but don't be too disappointed when it doesn't work out.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” (*life doesn't always work out the way you want it to*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*...he had found a fleck of gold no larger than the head of a pin...*” and “*...and no more gold... But not until they could no longer see the gleaming mica in their pans did the three cease work.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

the theme of despair and worry is developed in paragrahp 3 of the story. paragraph 3 talks about how the people had been working so hard to find gold but there much left. in the story it says " out among the rocks he had found a fleck of gold no larger than the head of a pin. the characters alos begins to come to the conclusion that here is no gold left at all. the story states " was it possible that there was no more gold, thta the three adventures of long ago had discovered a "pocket" here, and worked it out? the thought had been growing in his head. now it worrid him. paragraph 3 of the story develops the theme of despair and worry.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” (*despair and worry*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*out among the rocks he had found a fleck of gold no larger than the head of a pin* and “*was it possible that there was no more gold, thta the three adventures of long ago had discovered a “pocket” here, and worked it out? the thought had been growing in his head. now it worrid him*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

A theme of a literary piece is the moral or lesson of the story or literary work. A theme developed in paragraph 3 of the Excerpt is to never lose hope. James Oliver Curwood states in paragraph 3 “... and this new sign gave them all fresh enthusiasm. James Oliver Curwood states in paragraph 2, “The excitement was gone out of their faces.”

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” (never lose hope); however, the response only provides one relevant detail from the text for support (“...and this new sign gave them all fresh enthusiasm”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

the theme developed in paragraph 3 of the "excerpt from the gold Hunters: A story of life and adventures in the Hudson bay wilds " is "fear" as it shown across the chapter 3 .This is because it shows how mukoki and the others came across no pot of gold as they digged up and their hopes dissapeared as they had lost hope along the way.when "mukoki came across to join them,out among the rocks he had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm" as the "shadows in the chasm began growling longer and deeper"

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*mukoki and the others came across no pot of gold as they digged up and their hopes dissapeared as they had lost hope along the way; “mukoki came across to join them,out among the rocks he had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm”; “shadows in the chasm began growling longer and deeper”*); however, the response does not provide a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

it is about gold and food for thiers familys

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*it is about gold*). The response does not provide a valid inference from the text that identifies a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

The theme developed in paragraph 3 of “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” is things are better than gold. In the text it says, “Far overhead the dense canopies of red pine shut out the last sun-glow of day” this is telling the reader that this sun set can be better than gold. Also the text says, “the gathering gloom between the mountains gave warning that in this mysterious world of the ancient cabin the dusk of night was not far away”. this is showing how somethings are better than gold.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The theme developed in paragraph 3 of “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” is things are better than gold. In the text it says, “Far overhead the dense canopies of red pine shut out the last sun-glow of day” this is telling the reader that this sun set can be better than gold. Also the text says, “the gathering gloom between the mountains gave warning that in this mysterious world of the ancient cabin the dusk of night was not far away”. this is showing how somethings are better than gold*).

GUIDE PAPER 8

Additional

- 43 What is a theme developed in paragraph 3 of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*”? Use two details from the story to support your response.

the theme in this storie is about adventure and sacrifice.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the theme in this storie is about adventure and sacrifice*).

EXEMPLARY RESPONSE

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

Possible Exemplary Response:

The element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” that is similar to a legend is the belief that they will find gold. Roderick Drew “dips his pan in the sands of the stream where he believes nature has hidden her wealth” because of a rumor of great riches. The rumor was “In one month John Ball and his companions had gathered twenty-seven pounds of it, a fortune of nearly seven thousand dollars!” Even after their lack of success, at the end of the passage Rod wonders “Is it possible that there was no more gold, that the three adventurers of long ago had discovered a “pocket” here, and worked it out?” At no time does he question the truth of the rumor, as a legend is not questioned but assumed to be true.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

The element of "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" that is similar to a legend is the elusive ignis fatuus of all nations, or the lure of gold. In paragraph 1, the excerpt says "As Roderick Drew, a child of that civilization where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream. About him, everywhere, there was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come. Treasure was in the very sandbar under his feet!" Rob has no doubt in his mind that he may find gold, as he fervently believes the stories of gold hunters cultivating massive fortunes from finding lots of gold. In paragraph 2, it says "in these first minutes of treasure seeking no words were spoken. Who would give the first shout of discovery? Five minutes, ten, fifteen of them passed, and Rod found no gold. As he emptied his pan he saw Wabi scooping up fresh dirt. He too, had failed. Mukoki had waded out waist deep among the rocks. A second and a third pan, and a little chill of disappointment cooled Rod's blood. Perhaps he had chosen an unlucky spot, where the gold had not settled!" The elusive ignis fatuus of all nations reveals itself more and more to be mere legend as Rob has to rely on convincing himself of it instead of having reliable evidence to back it up.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend (*The elusive ignis fatuus of all nations reveals itself more and more to be mere legend as Rob has to rely on convincing himself of it instead of having reliable evidence to back it up*). The response provides evidence of analysis (*Rob has no doubt in his mind that he may find gold, as he fervently believes the stories of gold hunters cultivating massive fortunes from finding lots of gold*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*As Roderick Drew, a child of that civilization where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream. [...] Treasure was in the very sandbar under his feet!*” and “*in these first minutes of treasure seeking no words were spoken. Who would give the first shout of discovery? Five minutes, ten, fifteen of them passed, and Rod found no gold. [...] A second and a third pan, and a little chill of disappointment cooled Rod's blood. Perhaps he had chosen an unlucky spot, where the gold had not settled!*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

Legends of the past are sometimes too good to be true, and this is what Mukoki and his companions faced the reality of in "Excerpt from The Gold Hunters: A Story of life and Adventure in the Hudson Bay Wilds". An element of legend from the text was the great rich story that Mukoki and his companions based their adventure of seeking gold off of. Roderick Drew, a child of that civilization (a civilization that mentions a treasure seeker who "dips his pan into the sands of the stream where he believes nature has hidden her wealth") where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream. "About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come." Treasure was literally everywhere...wherever he looked, treasure was in sight. He collected a fortune worth of gold and was more than pleased with what he had accomplished. However in the end, legends are only stories of rumors from earlier times that many people believe but have not been proven to be true...No one can guarantee that things in the past will remain the same in the present. In this situation, no one will really know if this was just a legend or a change from past to present... as Mukoki and his companions couldn't find any gold... In the end though, this was still just a story and as you can see, is an element of a legend.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend (*the great rich story that Mukoki and his companions based their adventure of seeking gold off of*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (“*About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come.*” and *Mukoki and his companions couldn't find any gold*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

In the story there are many signs that it is related to a rumor one sign it is related to a rumor or legend is in Paragraph 3 when the author wrote "three adventurers of long ago had discovered a "pocket" here." This is one of the ways it could possibly be a legend or rumor. Another reason it seems like a rumor is that it is mentioned multiple times that they do not find gold, except for the minimal amount that they did find at the start of the story back in paragraph one. This is why the story is similar to a legend in a few ways.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend (*there are many signs that it is related to a rumor*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*“three adventurers of long ago had discovered a “pocket” here.” and it is mentioned multiple times that they do not find gold, except for the minimal amount that they did find at the start of the story back in paragraph one*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

The story about the gold that can be found is similar to a legend. For instance, “Only those who have lived in this quest and who have pursued that elusive ignis fatuus¹ of all nations—the lure of gold—can realize the sensations which stir the blood and heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes nature has hidden her wealth.” This is an example of a legend because it makes people like Roderick in the story believe that there is gold in the stream even though it has not been proven to be true.

Score Credit 1 (out of 2 credits)

This response provides a valid inference that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend (*because it makes people like Roderick in the story believe that there is gold in the stream even though it has not been proven to be true*); however, the response only provides one relevant detail from the text for support (“*Only those who have lived in this quest and who have pursued that elusive ignis fatuus¹ of all nations—the lure of gold—can realize the sensations which stir the blood and heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes nature has hidden her wealth.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

Because its starts as saying that some poeple has completed the quest. And it sounds like a starting to a legend.

Score Credit 1 (out of 2 credits)

This response provides a valid inference that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend (*Because its starts as saying that some poeple has completed the quest. And it sounds like a starting to a legend*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use two details from the story to support your response.

the legend is not real it's just a dream. As Roderick Drew, a child of that civilization where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*As Roderick Drew, a child of that civilization where the dollar is law as well as might, returned to the exciting work which promised him a fortune he seemed to be in a half dream*). The response does not provide a valid inference from that identifies what element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” is similar to a legend? Use **two** details from the story to support your response.

the element is when the man told them that
the gold was in the cave and
made them go look for it

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the element is when the man told them that the gold was in the cave and made them go look for it*).

GUIDE PAPER 8

Additional

44

A legend is a story or rumor from an earlier time that many people believe, but it has not been proven to be true. What element of "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" is similar to a legend? Use two details from the story to support your response.

mukoki is a legend because of what he does he hunts for gold that is what he is good at and a legend is somebody who did something really good and got a name out of it and that is what mukoki is because of what he does and he is good at it.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*mukoki is a legend because of what he does he hunts for gold that is what he is good at and a legend is somebody who did something really good and got a name out of it and that is what mukoki is because of what he does and he is good at it*).

EXEMPLARY RESPONSE

45

What lesson does the author present for the reader in the story “Only Gold”? Use two details from the story to support your response.

Possible Exemplary Response:

The lesson presented by the author of “Only Gold” is that gold is fleeting and can make one blind to the true treasures of life. The text explains “the love of his golden stones was paramount to the wishes of his kindred,” showing that he valued gold more than comfort of home and family. His obsession with amassing more gold led to family suffering, who missed his company and waited for his return. At the end of the story, it showed how fruitless his quest for gold was when the entire mountain fused together and “He had a mountain of gold, not one atom of which he could use for himself or others.” The true treasure of his life was his youth and the love of his family, and he squandered that in his quest for gold.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

45

What lesson does the author present for the reader in the story "Only Gold"? Use two details from the story to support your response.

The lesson that the author presents for the reader in the story "Only Gold" is that wealth and gold aren't the most important factors within life and humans should appreciate what they already have. Some people may not acknowledge the fact that they have a family that loves and cares for them, a capable body that enables them to work, etc. This is shown in paragraph 2, where the author states, "His father had ceased to send messengers to him, knowing that nothing but a long experience would teach his child the value of life's many blessings, and that gold alone has no power to bless us." This quote is showing directly to the reader the lesson of the story, in which wealth is not exactly the most important thing in life that should be everyone's main focus. In addition, in paragraph 6, when the author states, "His limbs, alas! were stiff and sore. He had a mountain of gold, not one atom of which he could use for himself or others. And now he must return to his father's house empty-handed, and void of truths or incidents to relate to his brothers." This quote basically leaves the reader off with an unfortunate situation but also gives them a final tie in to really iron in the lesson. Even though the main character had found all this gold and wealth, it ended up becoming useless to him once it melted into a sad heap that couldn't be transported. This shows the true unimportance of it and gives the reader the idea that there are things richer than gold such as family and should be held with an equal or even greater importance than it. Overall, the lesson that the author presents within the story is that although it seems to be the cream of the crop in value, gold and wealth shouldn't be the only things acknowledged with high importance and there are other things life that people should also enjoy/appreciate.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies the lesson the author of "Only Gold" presents for the reader (*wealth and gold aren't the most important factors within life and humans should appreciate what they already have*). The response provides evidence of analysis (*there are things richer than gold such as family and should be held with an equal or even greater importance than it. Overall, the lesson that the author presents within the story is that although it seems to be the cream of the crop in value, gold and wealth shouldn't be the only things acknowledged with high importance and there are other things life that people should also enjoy/appreciate*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("His father had ceased to send messengers to him, knowing that nothing but a long experience would teach his child the value of life's many blessings, and that gold alone has no power to bless us." and "His limbs, alas! were stiff and sore. He had a mountain of gold, not one atom of which he could use for himself or others. And now he must return to his father's house empty-handed, and void of truths or incidents to relate to his brothers."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

45

What lesson does the author present for the reader in the story "Only Gold"? Use two details from the story to support your response.

The author, Mrs J. S. Adams, presented a lesson for the reader in the story "Only Gold". The lesson would be be thankful for what you have. The main character was always away from his family and only wanted to search for gold pebbles. His father had sent many messengers for him to come back to his family. But he refused and said that he would only come back when he collected a lot of gold pebbles. He lost the importnace of his family and wasnt thankful for how many gold pebbles he had. In the text it says "I will return, when I have enough of these," pointing to a large collection which was already higher than his head" (Adams 1). Even though his father wanted him to stay he rufused until he found more gold pebbles. The main charachtrer was ungratful for what he had, which was quite a lot. Also in the text it says " He awoke one morning to find his huge mountain of gold one solid mass. The action of the light, heat, and atmosphere had fused them together, and no exertion of his could break off even the smallest atom" (Adams 4). One day all of the main charachers gold pebbles had become one. All his dreams of collecting them had been ruined. Hid father had told him to come back and be garetful for his family and his gold pebbles. But he got so wound up in it that he chose materailstic items over family.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies the lesson the author of "Only Gold" presents for the reader (*be thankful for what you have*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I will return, when I have enough of these," pointing to a large collection which was already higher than his head" and " He awoke one morning to find his huge mountain of gold one solid mass. The action of the light, heat, and atmosphere had fused them together, and no exertion of his could break off even the smallest atom"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

45

What lesson does the author present for the reader in the story "Only Gold"? Use two details from the story to support your response.

The lesson that the author presents for the reader in the story "Only Gold" is that family is so much more important than you think it is. In the story it states "They missed him in their daily joys". This shows that family is more important because they miss him and they are worried for him. They probably just want to be a family again as a whole. Another example is "The household mourned much for their absent brother". This also shows that family is more important because they miss their brother being there all the time and now that he is not they don't know what to do. They took it for granted that he was there and now that he is not they all miss him.

Score Credit 2 (out of 2 credits)

This response provides a valid inference that identifies the lesson the author of "Only Gold" presents for the reader (*family is so much more important than you think it is*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("They missed him in their daily joys" and "The household mourned much for their absent brother"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

45

What lesson does the author present for the reader in the story “Only Gold”? Use two details from the story to support your response.

The lesson presented in the story is that in life, not everything happens the way you want it to.

Paragraph six says "his golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore. He had a mountain of gold, not one atom of which he could use for himself or others. And now he must return to his father's house empty-handed, and void of truths or incidents to relate to his brothers." This shows that some things went wrong for him but he worked through it.

Score Credit 1 (out of 2 credits)

This response provides a valid inference that identifies the lesson the author of “Only Gold” presents for the reader (*not everything happens the way you want it to*); however, the response only provides one concrete detail from the text for support (*“his golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore. He had a mountain of gold, not one atom of which he could use for himself or others. And now he must return to his father’s house empty-handed, and void of truths or incidents to relate to his brothers.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

45

What lesson does the author present for the reader in the story “Only Gold”? Use two details from the story to support your response.

In the beginning he was being told what to do and when he made his own choice to travel, he regretted it because all he wanted was the gold and he was coming home empty handed.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*all he wanted was the gold and he was coming home empty handed*). The response does not provide a valid inference from the text that identifies the lesson the author of “Only Gold” presents for the reader. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

- 45 What lesson does the author present for the reader in the story “Only Gold”? Use two details from the story to support your response.

"Finding some small gold stones" the one day children went outside to find some golden stones because that was him dream of travel all return at night except then the next day his parent send him a messeng saying bidding him to return the kid sayed "i well return when i have enough of these pointing to a large collection which was already higher then his head" he felt too weary to go in search of food because of the he dragged himself to a field of hunger and the was the story about the only golden.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*i well return when i have enough of these pointing to a large collection which was already higher then his head*”). The response does not provide a valid inference from the text that identifies the lesson the author of “Only Gold” presents for the reader. This response has errors that may impact readability.

GUIDE PAPER 7

45

What lesson does the author present for the reader in the story “Only Gold”? Use two details from the story to support your response.

to never give up and that if you keep trying and never give up then what you need or want will come

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*to never give up and that if you keep trying and never give up then what you need or want will come*).

GUIDE PAPER 8

Additional

45

What lesson does the author present for the reader in the story "Only Gold"? Use two details from the story to support your response.

The lesson that the author presents for the reader in the story is don't depend something to be your own and hide it because something will always happen.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The lesson that the author presents for the reader in the story is don't depend something to be your own and hide it because something will always happen*).

EXEMPLARY RESPONSE

46

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

Possible Exemplary Response:

Gold is a rare commodity, prized throughout the world and across time for its beauty and value. The characters in “Excerpt from *The Gold Hunters*” and “Only Gold” have similar attitudes in putting great value on finding gold which contributes to the tone of each story.

In “Excerpt from *The Gold Hunters*” the characters can barely contain their excitement about the riches they will find in the ground under their feet. Roderick Draw saw gold prospecting as “exciting work which promised him a fortune... About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there

might be no more gold in the sand and gravel from which Wabigoon's nugget had come. Treasure was in the very sandbar under his feet!" His excitement lends an optimistic tone to the story.

With the first series of disappointments of finding no gold, Rod shows his determination. "Five minutes, ten, fifteen of them passed, and Rod found no gold. As he emptied his pan he saw Wabi scooping up fresh dirt. He, too, had failed. Mukoki had waded out waist deep among the rocks. A second and a third pan, and a little chill of disappointment cooled Rod's blood. Perhaps he had chosen an unlucky spot, where the gold had not settled! He moved his position." Rather than giving up at the first sign of failure, Rod changes location, confident that if he just does things a little differently he will find the gold he seeks. As the day progresses and the group has no success in finding gold, the tone gradually transitions from optimistic, to determined, to a bleak and hopeless tone. "Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp."

The character in "Only Gold" has a different experience, because rather than seeking gold he has found it and is obsessed with amassing great quantities. He does not express joy over finding the gold but is only concerned with how much gold he can get. In one day he had amassed "a large collection which was already higher than his head", and slept "by his precious pile of stones." This creates a tone of oppression in the story as the gold has seized control of his judgement. He amasses gold at the expense of his family and his physical well-being. "At nightfall hunger seized him. He felt too weary to go in search of food, but the demand of nature asserted its claim, and he dragged himself to a field nearby, where grew berries and fruits in abundance." His days were consumed with his quest for gold at the expense of all else, despite the pleasing of his family and the lack of physical comfort. "The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles." We don't know how long he lived this life of minimal subsistence, but the seasons changed and his family "almost rejoiced when the bleak winds of autumn swept the foliage from the trees, because they could look farther down the road for their brother."

At the end of the story he has nothing to show for his sacrifices. "His golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore." Although he successfully amassed gold, nature intervened and he was not able to use it, as "The action of the light, heat, and atmosphere had fused them together, and no exertion of his could break off even the smallest atom."

The characters' attitudes create similar tones reflecting the drive to acquire riches. However, the tone in "Excerpt from *The Gold Hunters*" makes a transition from very positive and high energy to disappointment, while the tone in "Only Gold" reflects more desperation of acquiring gold at the expense of everything else. In addition, in "Excerpt from *The Gold Hunters*" the search for gold is a cooperative and communal activity, and in "Only Gold" it is a solitary and selfish pursuit. In conclusion, all the characters obsess about amassing gold, but the tones of the two passages are different and the reader is not convinced that the costs of attaining gold are worth it.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

46

In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold," how do the characters' attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters' attitudes toward gold in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

Both "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" are stories about gold. However, the tone of the stories and the attitude characters have towards gold, varies.

In the beginning of "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*," Rod has a hopeful attitude towards gold and doesn't have a grain of doubt in his heart that the gold has finished. A detail that supports my response is, "For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come." This detail shows the attitude Rod has towards gold. This attitude contributes to the tone of the story, as it gives it a feeling of determination and excitement. In "Only Gold," the boy has a greedy attitude towards the golden stones. A detail that supports my response is, "... 'I will return, when I have enough of these,' pointing to a large collection which was already higher than his head." With this detail, it is evident that the boy has greed in his heart. This affects the tone of the story, as it also gives the story a feeling of greed and determination.

The tones of "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" have similarities. Both stories have a determined tone in the beginning of the story. An example of this from "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" is, "Perhaps he had chosen an unlucky spot, where the gold had not settled! He moved his position..." This detail is evidence of a determined tone in the story. An example of a determined tone in "Only Gold" is, "The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles... 'I shall soon be able to travel and see the world,' said the youth to himself every day as the pile of gold grew higher..."

GUIDE PAPER 1b

The tones of "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" and "Only Gold" have differences. While both stories do have a determined tone, this changes when we reach the end of both stories. This, as well, as other toned being intertwined with the determined tone, is evidence that there are also differences between the tones of both stories. For example, in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*," The tone consists of determination, as well as excitement. Towards the end of the story, however, this feeling transforms into doubt when Wabi, Rod, and Mukoki have only found one tiny dot of gold after a whole day of work. In "Only Gold," there is a determined tone *and* a greedy tone, which then changes to regret when the boy's pebbles turns into a large mountain of gold that the boy is unable to take home.

All in all, "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" the attitude characters have towards gold, contribute towards the tone of the story. Both stories have similarities and differences, as well as a determined tone, but in "Only Gold" it's shared with greed, and in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" it's shared with excitement.

GUIDE PAPER 1c

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Both “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold” are stories about gold. However, the tone of the stories and the attitude characters have towards gold, varies*). The response demonstrates grade-appropriate analysis of the texts (*Rod has a hopeful attitude towards gold and doesn’t have a grain of doubt in his heart that the gold has finished; This attitude contributes to the tone of the story, as it gives it a feeling of determination and excitement; it is evident that the boy has greed in his heart; Both stories have a determined tone in the beginning of the story; Towards the end of the story, however, this feeling transforms into doubt; In “Only Gold,” there is a determined tone and a greedy tone, which then changes to regret when the boy’s pebbles turns into a large mountain of gold that the boy is unable to take home*). The response develops the topic with relevant, well-chosen details from the texts (“*For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon’s nugget had come.*”; “... ‘I will return, when I have enough of these,’ pointing to a large collection which was already higher than his head.”; “*Perhaps he had chosen an unlucky spot, where the gold had not settled! He moved his position...*”; “*The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles... ‘I shall soon be able to travel and see the world,’ said the youth to himself every day as the pile of gold grew higher...*”; when Wabi, Rod, and Mukoki have only found one tiny dot of gold after a whole day of work; when the boy’s pebbles turns into a large mountain of gold that the boy is unable to take home), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*However, In the beginning, This detail shows, as it also, An example of this, While, as well as, For example, Towards the end, which then, All in all*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*varies, grain of doubt, determination and excitement, evident, greed, intertwined, transforms, regret, unable to take home*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*All in all, “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold” the attitude characters have towards gold, contribute towards the tone of the story. Both stories have similarities and differences, as well as a determined tone, but in “Only Gold” it’s shared with greed, and in “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” it’s shared with excitement*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

46

In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold," how do the characters' attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters' attitudes toward gold in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

One's attitude can show a lot about their personality, hopes, dreams, and maybe even future. How you act reflects a lot on your actions, and can either result in success or failure. The characters' attitudes toward gold in "Excerpt from The Gold Hunters: A Story Of Life and Adventure in the Hudson Bay wilds" and "Only Gold", contribute to the tone of each story by showing the characters' intentions.

Attitude can show a lot about a character's intentions. The boy from "Excerpt from The Gold Hunter: A Story of Life and Adventure in the Hudson Bay Wilds" found gold and wanted to share. The text states "perhaps he had chosen an unlucky spot, where the gold had not settled. He moved his position, and noticed that Wabigoon had done the same...taking off their boots both Rod and Wabi joined the old pathfinder in midstream." When Roderick found that there was gold to be found he told his companions. His attitude was to share amongst themselves and not only to himself. However the boy from "Only Gold" wanted wealth from the gold, but his father didn't find the same importance. The text states "his father had ceased to send messengers to him, knowing that nothing but a long experience would teach his child the value of life's many blessings, and that gold alone has no power to bless us." The father didn't believe in gold as much as his son, his son had a dream with his gold, to have all of it. In the end when there was no more left he realized that gold can't help anyone.

The similarities in the tone of the characters is that they are both determined, they both have dreams. The boy from "Excerpt from The Gold Hunters: A story of life and adventure in the Hudson Bay Wilds" has a lot of hope in finding gold. The text states "for no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel", the character is very determined. Similarly, the boy from "Only Gold" is also very determined. The text states "...his reply to the messenger was, I will return, when I have enough of these." The character is very determined to get just the right amount of golden stones.

GUIDE PAPER 2b

Additional

Although both characters have similarities their differences also divide them. The character from "Excerpt from the gold hunters: a story of life and adventures in the hudson bay wilds" is very kind and views gold has a materistic item, gaining you wealth. The text states " as Roderick Drew, a child of the civilization where the dollar is the law as well a smight, return to the exciting work which promised him a fortune he seemed to be in a half dream." This character explains that gold can give you wealth and fortune, he doesn't view it as a necessity. The character however from "Only Gold" views gold as in importance in his life, a must. The text states "but the love for his golden stones was paramount to the wishes of kindred, and the unnumbered comforts of a happy home." The character left his home in order to pursue his passion of golden stones. He treated them more of as a necessity and less of a passion.

In conclusion, attitude and tone is crucial for how a story unfolds. Although the characters had many differences they also shared many similarities. Tone shows the reader what the characters intention is.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*One's attitude can show a lot about their personality, hopes, dreams, and maybe even future. How you act reflects a lot on your actions, and can either result in success or failure. The characters attitudes toward gold in "Excerpt from The Gold Hunters: A Story Of Life and Adventure in the Hudson Bay wilds" and "Only Gold", contribute to the tone of each story by showing the characters intentions*). The response demonstrates insightful analysis of the texts (*When Roderick found that there was gold to be found he told his companions. His attitude was to share amongst themselves and not only to himself, when there was no more left he realized that gold can't help anyone; that they are both determined, they both have dreams; This character explains that gold can give you wealth and fortune, he doesn't view it as a necessity; He treated them more of as a necessity and less of a passion*). The response develops the topic with relevant, well-chosen details from the texts (*"perhaps he had chosen an unlucky spot, where the gold had not settled. He moved his position, and noticed that Wabigoon had done the same...taking off their boots both Rod and Wabi joined the old pathfinder in midstream.";* *"his father had ceased to send messengers to him, knowing that nothing but a long experience would teach his child the value of life's many blessings, and that gold alone has no power to bless us."*; *"for no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel"*; *"...his reply to the messenger was, i will return, when i have enough of these."*; *"as Roderick Drew, a child of the civilization where the dollar is the law as well a smight, return to the exciting work which promised him a fortune he seemed to be in a half dream."*; *"but the love for his golden stones was paramount to the wishes of kindred, and the unnumbered comforts of a happy home."*), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*Attitude can show a lot about a character's intentions, However, The similarities, Although, In conclusion*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*They are both determined, their differences also divide them, pursue his passion*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion, attitude and tone is crucial for how a story unfolds. Although the characters had many differences they also shared many similarities. Tone shows the reader what the characters intention is*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*One's attitude, success, Hunters, characters intentions, Excerot, Huds, amonst, noty, didnt, had ceases, lifes, has, similarties, doubt, instant, dtermined, Similar, rigt, materistic, wealth, civilization, smight, doesnt, neccesity, importance, presue, crucial, shhared, inetntion, capitalization*).

GUIDE PAPER 3a

46

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

In “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold,” the characters attitudes toward gold contribute to the tone of each story. There are many similarities and differences between the tones of the stories and they identify both how each of the characters feel.

The characters’ attitudes toward gold in “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold” contribute to the tone of each story because they both show how greedy they are for gold and they only think about themselves when trying to get it. According to the text in “only gold” it says “. But the love of his golden stones was paramount to the wishes of kindred,1 and the unnumbered comforts of a happy home” This detail explains his love for gold and how he puts it before anything or anyone. Also how it is more important than the wishes of family. In the text “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” it says “ About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon’s nugget had come.” this shows that he loved gold so much and he didn’t think that nothing was going to happen to him.

There are many similar things about the tone of the stories. One similar way the tone of the stories are similar are that they both show ways how and why they lost the gold. According to “Only Gold” from Allegories of Life” it says “Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found.” this shows that after being only concered about the gold, and how he didn’t care about the family he had to learn his lesson by the gold being taken away. in addition the story “ Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” it says “For a short time Rod’s hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a “pocket” here, and worked it out? The thought had been growing in his head. Now it worried him.” this shows that he didn’t realize how he cocky he was and how he didn’t think that the gold wasn’t going to run out.

GUIDE PAPER 3b

The differences about the tones of the story is that in the story "Only Gold" from Allegories of Life is that he was more selfish with thwe gold than the person in the story with Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds

by James Oliver Curwood". In the Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds

by James Oliver Curwood" he had more than the other story. According to the text it says "Treasure was in the very sandbar under his feet! It was out there among the rocks, where the water beat itself angrily into sputtering froth; it was under the fall, and down in the chasm, everywhere, everywhere about him.' This shows that he has more gold than the other story and he wasn't as selfish. In the second story it says " His spirits rose after the cravings of hunger were satisfied, and he lay down again by his precious pile of stones." this shows that he was selfish because he only wanted it for himself and didn't care about nobody.

in conclusion there are many differences and similarties between the two stories about gold. Both of them loved it so much and it got taken away from them and how they had to learn their lessons about it. They put it over family, wasted money and wasted time. As you can see their attitudes change at the end of theit story and realize their mistakes.

GUIDE PAPER 3c

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold, the characters attitudes toward gold contribute to the tone of each story. There are many similarties and differences between the tones of the stories and they identify both how each of the characters feel.*). The response demonstrates insightful analysis of the texts (*they both show how greedy they are for gold and they only think about themselves when trying to get it; after being only concered about the gold, and how he didn’t care about the family he had to learn his lesson by the gold being taken away; he didn’t realize how he cocky he was; he was more selfish with thwe gold; he was selfish because he only wanted it for himself and didn’t care about nobody*). The response develops the topic with relevant, well-chosen details from the texts (*But the love of his golden stones was paramount to the wishes of kindred, I and the unnumbered comforts of a happy home; About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear that there might be no more gold in the sand and gravel from which Wabigoon’s nugget had come; Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found; For a short time Rod’s hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a “pocket” here, and worked it out? The thought had been growing in his head. Now it worried him; Treasure was in the very sandbar under his feet! It was out there among the rocks, where the water beat itself angrily into sputtering froth; it was under the fall, and down in the chasm, everywhere, everywhere about him; His spirits rose after the cravings of hunger were satisfied, and he lay down again by his precious pile of stones*), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*There are many similar things, in addition, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*in conclusion there are many differences and similarties between the two stories about gold. Both of them loved it so much and it got taken away from them and how they had to learn their lessons about it. They put it over family, wasted money and wasted time. As you can see their attitudes change at the end of theit story and realize their mistakes*). The response demonstrates grade-appropriate command of conventions, with few errors (*attidues, similarties, didn’t think that nothing, concered, thwe, didn’t care about nobody, theit, capitalization*).

GUIDE PAPER 4a

46

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from **both** stories to support your response

Many people are in search for gold and when they find gold some become greedy and they want more. Gold is very valuable and although it is considered rare many people look for it. In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” the characters’ attitudes toward gold contributes to the tone of each story.

The way the authors make the characters think about gold changes the tone of the story. The boy in “only gold” is blessed by what he has been given but isn’t grateful for it. The story states, “and his reply to the messenger was, “I will return, when I have enough of these,” pointing to a large collection which was already higher than his head”(adams paragraph 1). This changes the tone of the story because it makes it so the boy is greedy and he isn’t grateful for what he has been blessed with. In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” they men have found a lot of gold but one day they can’t find anyone. James Oliver Curwood states, “Was it possible that there was no more gold, that the three adventurers of long ago had discovered a “pocket” here, and worked it out? The thought had been growing in his head. Now it worried him”(Curwood paragraph 3). This shows the tone becomes that they are worried and desperate to find more of the gold.

The tones that the authors use are very similar. Adams states, “Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found(adams paragraph 5). This shows he doesn’t have any gold in is desperate because he will have to return home emptyhanded. Curwood is much the same, he states, “But not until they could no longer see the gleaming mica in their pans did the three cease work. Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp”(curwood paragraph 3). This shows that like “only Gold ” that they can’t find anymore gold and they are going home with nothing more.

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Although the tones are similar they are also different. Adams states, "His golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore"(adams paragraph 6). This shows that he is hopeless and has given up. This is different from "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" , Curwood states, "For a short time Rod's hopes were at their lowest ebb" (Curwood paragraph 3). This shows unlike Adams that there is still a possible chance of hope whereas The boy has given up completely.

In conclusion that although gold is valuable you should be grateful for it and not take it for granted.In "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" and "Only Gold," the characters' attitudes toward gold contributes to the tone of each story.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Many people are in search for gold and when they find gold some become greedy and they want more. Gold is very valuable and although it is considered rare many people look for it. In "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" and "Only Gold," the characters' attitudes toward gold contributes to the tone of each story*). The response demonstrates grade-appropriate analysis of the texts (*The boy in "only gold" is blessed by what he has been given but isn't grateful for it; the boy is greedy and he isn't grateful for what he has been blessed with; they are worried and desperate to find more of the gold; he is hopeless and has given up; unlike Adams that there is still a possible chance of hope whereas The boy has given up completely*). The response develops the topic with relevant details from the texts ("and his reply to the messenger was, "I will return, when I have enough of these," pointing to a large collection which was already higher than his head"; "Was it possible that there was no more gold, that the three adventurers of long ago had discovered a "pocket" here, and worked it out? The thought had been growing in his head. Now it worried him"; "Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found"; "But not until they could no longer see the gleaming mica in their pans did the three cease work. Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp"; "His golden dream of travel was over, and, worse, the freshness and buoyancy of youth had departed. His limbs, alas! were stiff and sore"; "For a short time Rod's hopes were at their lowest ebb"), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The way the authors make the characters think about gold changes the tone of the story, The tones that the authors use are very similar, Although the tones are similar they are also different, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*In conclusion that although gold is valuable you should be grateful for it and not take it for granted.In "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" and "Only Gold," the characters' attitudes toward gold contributes to the tone of each story*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*in is desperate, "only gold", anymore, capitalization*).

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Additional

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In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold," how do the characters' attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters' attitudes toward gold in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold", both characters try to pursue gold. In both stories, their desire towards gold becomes something of an obsession that causes problems. While Rod's has a depressing tone, "Only Gold"'s has a sentimental and surprising tone.

Firstly, in both stories, the character's obsession with gold leads them to disappointment, which is a common theme in both stories. Firstly, the child in "Only Gold" finds his pile of gold to be melted together, which leads him to be saddened, contributing to the tone of the last few paragraphs. In the text it says, "Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found." Furthermore, Rod cannot seem to find any gold, leading to a depressing tone for the story that constantly shows disappointment and failure. According to the text, "For a short time Rod's hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a "pocket" here, and worked it out?" In conclusion, these details show how both protagonist's failures in hunting or maintaining gold leads to a depressing tone in both stories.

While both stories have a depressing tone, the story of Rod has a tone that is constantly depressing and full of disappointment except for at the beginning, while "Only Gold" shows excitement and retrospect at first, before depression sinks in. To begin, Rod begins to lose heart early in the story when fifteen minutes pass and he finds no gold. In the text it says, "Five minutes, ten, fifteen of them passed, and Rod found no gold." Meanwhile, in "Only Gold", there is an excited tone throughout the story until the very end, when the child's gold pile is melted together. According to the text, "'I shall soon be able to travel and see the world,' said the youth to himself every day as the pile of gold grew higher;" All in all, these details show that while both stories have a depressing tone, each sets itself up differently and maintains different tones throughout a majority of the story.

As you can see, both stories have a different tone for a majority of the story. However, both stories have a depressing tone. Both of the stories feature characters who are obsessed with gold.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” and “Only Gold”, both characters try to pursue gold. In both stories, their desire towards gold becomes something of an obsession that causes problems. While Rod’s has a depressing tone, “Only Gold”’s has a sentimental and surprising tone; both protagonist’s failures in hunting or maintaining gold leads to a depressing tone in both stories*). The response demonstrates grade-appropriate analysis of the texts (*the character’s obsession with gold leads them to disappointment, which is a common theme in both stories; the child in “Only Gold” finds his pile of gold to be melted together, which leads him to be saddened, contributing to the tone of the last few paragraph; Rod cannot seem to find any gold, leading to a depressing tone for the story that constantly shows disappointment and failure*). The response develops the topic with relevant details from the texts (“*Must he return with not even one golden pebble? For he had gathered them all—not one was in sight, no more were to be found.*”; “*For a short time Rod’s hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a “pocket” here, and worked it out?*”; “*Five minutes, ten, fifteen of them passed, and Rod found no gold.*”; “*I shall soon be able to travel and see the world,’ said the youth to himself every day as the pile of gold grew higher;*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*Firstly, Furthermore, In conclusion, While, To begin, Meanwhile, All in all, As you can see*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*obsession, protagonist’s*). The response provides a concluding statement that follows from the topic and information presented (*As you can see, both stories have a different tone for a majority of the story. However, both stories have a depressing tone. Both of the stories feature characters who are obsessed with gold*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*details show show, Gold*’s).

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46

Author: James Oliver Curwood

In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold," how do the characters' attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

Author:

Mrs. J.S.
Adams

In your response, be sure to

- explain how the characters' attitudes toward gold in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

In this essay I'm going to be talking about the two stories "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" by James Oliver Curwood and "only Gold" by Mrs. J.S. Adams. I'll be explaining how the characters attitudes toward gold contribute to the tone of each story. Then I'll describe the similar tones of the stories, describe what is different about the tone of the stories. And then I'll conclude the essay.

In both stories the characters attitudes contribute to the tone of the story. In "only Gold" the characters attitude makes the tone more arrogant and make them seem like a stuck up person. In the story it quotes GO ON

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"He awoke one morning to find his huge mountain of gold one solid mass":(P4).

In the other text the characters make the tone seem very enthusiastic. It quotes "Mukoki came across to join them, out among the rocks he had found a fleck of gold no larger than the head of a pin and this new sign gave them all fresh enthusiasm":(P3).

The similaritys in both stories tones are the way the characters are so selfish.

In "Only Gold" it quotes "The household mourned much for their absent brother":(P3)

The differences in both stories of the tone is the selfish character and then the enthusiastic. In the second story it quotes "In those first five minutes of treasure seeking no words were spoken":(P2).

In conclusion, I talked about the characters attitude towards gold,

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I talked about the similar tones of the stories, then the differences of tones in both stories then i just concluded my work that's supported by quotations from the passage.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In this essay to be talking about the two storys “Excerpt from The Gold Hunters: A story of Life and Adventure in the Hudson Bay Wilds” by James Oliver Curwood and “only Gold” by Mrs. J.S. Adams. I’ll be explaining how the characters attitudes toward gold contribute to the tone of each story. Then I’ll describe the similar tones of the stories, describe what is different about the tone of the stories. And then i’ll conclude the essay*). The response demonstrates a literal comprehension of the texts (*the characters attitude makes the tone more arrigant and make him seem like a stuck up person and the characters are so selfish*). The response partially develops the topic of the essay with some textual evidence (“*He awoke one morning to find his huge mountain of gold one solid mass.*”; “*Mukoki came across to join them. out among the rocks he had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm*”; “*The household mourned much for their absent brother.*”; “*In those first five minutes of treasure seeking no words were spoken.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In both stories, In the other text, The similaritys, The differences, In conclusion*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*stuck up person*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, I talked about the characters attitude towards gold, I talked about the similar tones of the stories, then the differences of tones in both stories then i just concluded my work that's supported by quotations from the passage*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*storys, Excerpt, characters attitudes, arrigant, make him seem, similaritys, that's supported, capitalization*).

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46

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

Both stories are very similar and very different at the same time. They both have a tone that ends up being grim in the end and light in the start. For example in gold hunters Rod was lured by The lure of gold and went gold hunting. This is where the story was light. Then they started losing hope and giving up. This is where is was dark. For the story Only Gold the part of the story where it was light was when the son found all the golden pebbles. The part where it was dark was when he lost all of them.

Each story having similar tones have different tones too. For example gold hunters have a sense of defeat because they couldn't find a pocket of gold so they could've gone home. While Only gold had a sense of disappointment because the son couldn't come home due to not having any golden pebbles.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both stories are very similar and very different at the same time. They both have a tone that ends up being grim in the end and light in the start*). The response demonstrates a literal comprehension of the texts (*gold hunters have a sense of defeat because they couldn't find a pocket of gold so they could've gone home and Only gold had a sense of disappointment because the son couldn't come home due to not having any golden pebbles*). The response partially develops the topic of the essay with the use of some textual evidence (*in gold hunters Rod was lured by The lure of gold and went gold hunting and the son found all the golden pebbles*) and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*They both, For example, While*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*where is was dark, dissapointment, couldn*, capitalization, punctuation).

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Additional

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In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from **both** stories to support your response

"Excerpt from The Gold Hunters: A Story of Life and Adventure on the Hudson Bay Wilds" and "Only Gold" both have characters with strong feelings towards gold. In "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" the character takes for granted that he is surrounded by gold and truly believes it will never run out. In "Only Gold" the main character is greedy with his gold. He cherishes it and is always wanting more. These stories are similar because both of the main characters are taking something for granted. The main character in "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" takes for granted that he is always surrounded by gold and doesn't realize what it would be like to go without it until it's gone. The main character in "Only Gold" takes his family and their care for him for granted. He doesn't realize how hard it is to be on his own and leaves his family selfishly without thinking realistically about why he needs them more than he needs gold. The tone of these stories are different because the main character in "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" goes from excitement to worry and defeat. The main characters struggle in "Only Gold" is shown all throughout the story.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (“*Excerpt from The Gold Hunters: A Story of Life and Adventure on the Hudson Bay Wilds*” and “*Only Gold*” both have characters with strong feelings towards gold). The response demonstrates a literal comprehension of the texts (*the main character is greedy with his gold. He cherishes it and is always wanting more; He doesn't realize how hard it is to be on his own and leaves his family selfishly without thinking realistically about why he needs them more than he needs gold; doesn't realize that it would be like to go without it until it is gone and takes his family and their care for him for granted*). The response partially develops the topic of the essay with the use of some textual evidence and uses relevant evidence with inconsistency (*the character takes for granted that he surrounded by gold and truly believes it will never run out and the main character in “Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds” goes from excitement to worry and defeat*). The response exhibits some attempt at organization, with inconsistent use of transitions (*These stories are similar because, The tone of these stories are different*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*hav, he surrounded by, doesnt, charactr, characters struggle, Onl*).

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46

In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

The characters attitudes towards gold in "Only Gold" and "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" contributed to the tone of the stories. Their attitudes showed that they both were prideful about finding gold but didn't realize that there are always obstacles. Their similarities were that they were both anxious on getting their hands on gold. Their differences were that only the character in "Only Gold" got his hands on gold.

Both stories had a similiar tone on gold. Both characters were anxious to get their hands on gold. On the story "Only Gold" it states "The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles." This shows how he was anxious that he spent weeks searching for gold.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The characters attitudes towards gold in "Only Gold" and "Excerpt from The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds" contributed to the tone of the stories*). The response demonstrates a literal comprehension of the texts (*they both were prideful about finding gold but didn't realize that there are always obstacles and they were both anxious on getting their hands on gold*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence ("The days glided into weeks, and still he fed upon the berries and gathered the golden pebbles."), which is generally irrelevant. The response exhibits some attempt at organization, with inconsistent use of transitions (*Their similarities were, Their differences were, Both stories, Both characters*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*characters attitudes, similarities, anxious on, On the story*).

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In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

In "Excerpt from the Gold Hunters" the tone that the author is trying to make you feel is a nervous feeling. Also, they are showing you that sometimes you have to work towards something until you finally get there, for example in the story they were talking about someone digging and digging for gold.

In "A Story of Life and Adventure" it has a sad tone to the story because they are talking about how someone died and they feel very depressed and sad about it. Second, the author is showing how you can feel empty if you have lost someone important to you. In conclusion, these are some ways how these two stories have similar tones to them.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In “Excerpt from the Gold Hunters” the tone that the author is trying to make you feel is a nervous feeling [...] In “A Story of Life and Adventure” it has a sad tone to the story because they are talking about how someone died and they feel very depressed and sad about it*). The response demonstrates little understanding of the texts (*in the story they were talking about someone digging and digging for gold and the author is showing how you can feel empty if you have lost someone important to you*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is generally invalid. The response exhibits little attempt at organization (*Also, Second, In conclusion*). The response lacks a formal style, using language that is imprecise (*make you feel nervous*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, these are some ways how these two stories have similar tone to them*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*because, some ways how, simlair, punctuation*).

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Additional

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In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

in both stories the characters want gold.

There are a few things that are similer about the tone of the two stories. first they both are trying to get gold. second they both try to get something and come back with nothing. those are a few ways that the tones are similar in the two stories.

There are are a few diffrent things between the tones of the two stories. First one of the stories is about spending your whole life only to try to get wealthy while the other one is about seeking wealth. Those are a few reasons that the tones are diffrent.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*in both stories the characters want gold*). The response demonstrates little understanding of the texts (*First one of the stories is about spending your whole life only to try to get wealthy while the other one is about seeking wealth*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*they both are trying to get gold and they both try to get something and come back with nothing*), which is generally irrelevant. The response exhibits little attempt at organization (*There are a few things that are similer [...] There are are a few diffrent things*). The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with occasional errors that do not hinder comprehension (*similer, There are are, diffrent, punctuation, capitalization*).

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In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

The tone and mood for both stories is like a sad tone and mode cause both texts talk about losing someone & remembering the good times they had with each other and giving a meaning, under standing, & telling & showing how much effective they were.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The tone and mood for both stories is like a sad tone and mode*). The response demonstrates little understanding of the texts (*both texts talk about losing someone & remembering the good times they had with each other and giving a meaning, under standing, & telling & showing how much effective they were*). The response provides no evidence. The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the texts and task (*like a sad tone, &*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*remembering, under standing, sentence structure*).

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In “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold,” how do the characters’ attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the characters’ attitudes toward gold in “Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*” and “Only Gold” contribute to the tone of each story
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- use details from **both** stories to support your response

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????? ?? ???? ?? ?? ??????? ?? ??? ??? ?????? ?? ??? ?? ?????? ?? ?? ?????? ?? ?? ???? ? ?? ?? ?????? ?? ?? ?? ???? ?
?? ?????? ??? . ?? ???? ?? ?? "Only those who have lived in this quest and who have pursued that
elusive ignis fatuus¹ of all nations—the lure of gold—can realize the sensations which stir the blood and
heat the brain of the treasure seeker as he dips his pan into the sands of the stream where he believes
nature has hidden her wealth. As Roderick Drew, a child of that civilization where the dollar is law as
well as might, returned to the exciting work which promised him a fortune he seemed to be in a half
dream. About him, everywhere, was gold! For no moment did he doubt it; not for an instant did he fear
that there might be no more gold in the sand and gravel from which Wabigoon's nugget had come.
Treasure was in the very sandbar under his feet! It was out there among the rocks, where the water
beat itself angrily into sputtering froth; it was under the fall, and down in the chasm, everywhere,
everywhere about him. In one month John Ball and his companions had gathered twenty-seven pounds
of it, a fortune of nearly seven thousand dollars! And they had gathered it here! Eagerly he scooped up a
fresh pan of the precious earth. He heard the swish-swish of the water in Wabigoon's and Mukoki's
pans. But beyond this there were no sounds made by them." ? ?? ?? ?? "The next day at noon his
parents sent a messenger to him, bidding him return. But the love of his golden stones was paramount
to the wishes of kindred,¹ and the unnumbered comforts of a happy home; and his reply to the
messenger was, "I will return, when I have enough of these," pointing to a large collection which was
already higher than his head. At nightfall hunger seized him. He felt too weary to go in search of food,
but the demand of nature asserted its claim, and he dragged himself to a field nearby, where grew
berries and fruits in abundance. His spirits rose after the cravings of hunger were satisfied, and he lay
down again by his precious pile of stones." ? ?? "The household mourned much for their absent brother.
They missed him in their daily joys, and every hour they watched, waited, and hoped to see him return.

GUIDE PAPER 13b

They almost rejoiced when the bleak winds of autumn swept the foliage from the trees, because they could look farther down the road for their brother." ? ???? ????? ?????? ?? "Mukoki came across to join them. Out among the rocks he had found a fleck of gold no larger than the head of a pin, and this new sign gave them all fresh enthusiasm. Taking off their boots both Rod and Wabi joined the old pathfinder in midstream. But each succeeding pan added to the depressing conviction that was slowly replacing their hopes. The shadows in the chasm began growing longer and deeper. Far overhead the dense canopies of red pine shut out the last sun-glow of day, and the gathering gloom between the mountains gave warning that in this mysterious world of the ancient cabin the dusk of night was not far away. But not until they could no longer see the gleaming mica in their pans did the three cease work. Wet to the waist, tired, and with sadly-shattered dreams they returned to their camp. For a short time Rod's hopes were at their lowest ebb. Was it possible that there was no more gold, that the three adventurers of long ago had discovered a "pocket" here, and worked it out? The thought had been growing in his head. Now it worried him." ? ??? ?????? ?????? ?? ? ? ? ? ? ? ? ?, ??? ?????????? ??? ??? ???? ??????. ? ?? ? ??? ??? ??? ??? ??? ??? ??? ??? ??? ??? :)

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Additional

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In "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold," how do the characters' attitudes toward gold contribute to the tone of each story? What is similar about the tone of the stories? What is different about the tone of the stories? Use details from both stories to support your response.

In your response, be sure to

- explain how the characters' attitudes toward gold in "Excerpt from *The Gold Hunters: A Story of Life and Adventure in the Hudson Bay Wilds*" and "Only Gold" contribute to the tone of each story
- describe what is similar about the tone of the stories
- describe what is different about the tone of the stories
- use details from both stories to support your response

In the "Gold Hunter" it has the main character

who has

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*In the "Gold Hunter" it has the main character who has*).