

New York NYSTP 2023 Grade 8 English Language Arts

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Name: _____



New York State Testing Program

**2023
English Language Arts Test
Session 1**

Grade 8

April 19–21, 2023

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

Directions

Read this story. Then answer questions 1 through 7.

In this historical fiction, Margaret Bourke-White, an early female photographer, is still in college. The year is 1927.

Excerpt from *Girl with a Camera:* *Margaret Bourke-White,* *Photographer*

by Carolyn Meyer

- 1 My exams went fairly well, and my grades were satisfactory if not stellar.¹ In my final semester I signed up for a journalism course. Other students in the class were hoping to become newspaper reporters; I was more interested in magazine work and submitted a photo-essay—pictures of doorways with very little text—for an assignment. The professor was the advisor for the *Cornell Alumni² News*, and he thought the editor might want to feature my photographs of campus buildings. The editor looked them over and paid me five dollars each for three pictures. It seemed like a fortune! When the magazine came out, several graduates of the department of architecture wrote to praise the pictures, and one alumnus suggested that I specialize in architectural photography. He said my pictures were that good. It was the encouragement I craved.
- 2 But I wasn't sure that with no professional experience I could actually land such a job—and I did need to find work. To play it safe, I sent an application to the American Museum of Natural History in New York. The curator of herpetology³ invited me to come for an interview. He seemed so impressed by my application that I thought the offer of a position might be imminent.⁴
- 3 I was nearly twenty-two, about to graduate, and unsure which to follow—my head and my long interest in natural science, or my heart and my passion for photography. A job at the museum would be the safe choice. Or I could try to pursue a career in architectural photography, even though I had no specific training in the field. I had to know if the men who praised my photographs were right, or if they simply enjoyed my pictures of their alma mater.⁵ My future hung in the balance.
- 4 I asked the letter-writer to recommend someone qualified to give me an objective opinion. His reply: "See Benjamin Moskowitz, York & Sawyer, Architects, NYC. Good luck."

GO ON

5 During the Easter vacation I booked a cheap room and took the train to New York City, where I arrived late on Thursday and went straight to the Park Avenue address of York & Sawyer. At their office on the twenty-third floor I asked the switchboard operator for Mr. Moskowitz.

6 “I think Mr. Moskowitz has already left, miss. I know he was planning a long weekend. Did you have an appointment?” . . .

7 She sighed and asked my name and told me to wait while she tried to see if he might still be there. I paced nervously, thinking that my time and money and my best chance for an expert opinion had been thrown away. The operator rang his office; no answer. “Sorry, but it looks like you’re out of luck, Miss White,” she said.

8 Why hadn’t I planned this better? Called for an appointment? Taken an earlier train? How could I have made such a mistake? I was close to tears.

9 Just then a tall, gray-haired man, beautifully groomed, strode through the reception area. The switchboard operator signaled me and mouthed, “That’s him.”

10 I didn’t hesitate. “Oh, Mr. Moskowitz!” I called out. “Just a moment, sir, please! I’d like to speak to you.”

11 He glanced at his expensive-looking gold watch and kept walking. “Sorry, I have a train to catch,” he said brusquely. “I don’t believe you had an appointment.”

12 I hurried after him toward the elevator. “I apologize, sir, but I was told to talk to you and to show you some photographs.” I mentioned the Cornell graduate who had given me his name. . . .

13 “Miss White, I have a train to catch. I’m sure your photographs are very good or he would not have sent you to see me, but unfortunately I have no time to look at them or talk to you now.”

14 He checked his watch impatiently and rang again for the elevator. “It’s always slow when I’m most in a hurry,” he muttered.

15 “Let me show you just one photograph while we’re waiting,” I pleaded, and opened the portfolio. The picture on top was a view of the river from the library tower, the highest point on campus. I’d climbed that tower at dawn and at sunset and at every possible time in between to catch the light on the water at exactly the right moment and framed the shot through lacy grillwork.

16 Mr. Moskowitz glanced at it, impatiently at first and then more carefully a second time. “You took this photograph?” he asked doubtfully.

17 “Yes, these pictures are all my work.” I rushed through my story—the elevator could arrive at any moment. “Mr. Moskowitz, I have to know if you think I have the ability to become a professional in this field.”

18 The elevator gate clattered open. “Going down!”

19 “Never mind, Chester,” Mr. Moskowitz told the operator. “We don’t need you now.” He motioned for me to follow him. “Come with me. I want to have a look at the rest of these.”

20 As we hurried through the reception room, Mr. Moskowitz called out to the switchboard operator, “Ring up Sawyer and York and anyone else who’s still here and tell them to come to the conference room.” . . .

21 For the next hour they asked me questions about my age—I fibbed a bit, adding a couple of years—my education, and my experience. At the end of the hour I walked out of the offices of York & Sawyer with their assurance that any architect in the country would willingly pay for my services. I wanted to celebrate, and when I stopped for something to eat, I could scarcely keep from telling my good news to the tired-looking waitress behind the counter.

¹**stellar:** extremely good

²**alumni:** people who have previously graduated from an educational institution

³**curator of herpetology:** person at the museum in charge of snake collections

⁴**imminent:** about to happen

⁵**alma mater:** school, college, or university that one attended in the past

GO ON

1 Which statement **best** expresses a theme in paragraphs 6 through 8?

- A** People should take time to recognize the work of others.
- B** Thinking ahead and making plans is important.
- C** Crying is sometimes a good way to get attention.
- D** People can have anxiety when meeting someone new.

2 Which quotation **best** supports a central idea of the story?

- A** “I asked the letter-writer to recommend someone qualified . . .” (paragraph 4)
- B** “During the Easter vacation I booked a cheap room and took the train to New York City . . .” (paragraph 5)
- C** “I apologize, sir, but I was told to talk to you and to show you some photographs.” (paragraph 12)
- D** “Mr. Moskowitz, I have to know if you think I have the ability to become a professional in this field.” (paragraph 17)

3 How does the dialogue in paragraphs 19 and 20 propel events in the story?

- A** It suggests that Mr. Moskowitz requires help judging the narrator’s work.
- B** It shows that Mr. Moskowitz is impressed by the narrator’s picture.
- C** It indicates that Mr. Moskowitz reluctantly agrees to speak with the narrator.
- D** It reveals that Mr. Moskowitz will likely help the narrator in her career.

4

Which quotation shows a change in the direction of the story?

- A** “The operator rang his office; no answer. ‘Sorry, but it looks like you’re out of luck, Miss White,’ she said.” (paragraph 7)
- B** “I didn’t hesitate. ‘Oh, Mr. Moskowitz!’ I called out. ‘Just a moment, sir, please! I’d like to speak to you.’” (paragraph 10)
- C** “‘Never mind, Chester,’ Mr. Moskowitz told the operator. ‘We don’t need you now.’” (paragraph 19)
- D** “For the next hour they asked me questions about my age . . . my education, and my experience.” (paragraph 21)

5

Which event from the story **most** affects the narrator’s feelings about her future career?

- A** She receives payment for her pictures published in the *Cornell Alumni News*.
- B** Several graduates of the department of architecture praise her work.
- C** She is invited to a job interview at the American Museum of Natural History.
- D** Several experts confirm that she has a talent for architectural photography.

6

What effect do the shifting attitudes of the switchboard operator and Mr. Moskowitz have on the story?

- A** They create a mood of suspense.
- B** They introduce confusion to the plot.
- C** They build a tone of disappointment.
- D** They reinforce the central conflict.

GO ON

7

The saying “Do not put all your eggs in one basket” means that a person should not depend on one idea or possibility for success. Which of the narrator’s actions in the story represents this saying?

- A** She submits a photo-essay for her journalism course assignment.
- B** She agrees to publish her photographs in the *Cornell Alumni News*.
- C** She applies for a job at the American Museum of Natural History.
- D** She fails to make an appointment with Mr. Moskowitz.

GO ON

Directions

Read this story. Then answer questions 22 through 28.

Miyax, also known as Julie, is a 13-year-old girl who is lost in the Alaskan wilderness.

Excerpt from *Julie of the Wolves*

by Jean Craighead George

- 1 Miyax pushed back the hood of her sealskin parka and looked at the Arctic sun. It was a yellow disc in a lime-green sky, the colors of six o'clock in the evening and the time when wolves awoke. Quietly she put down her cooking pot and crept to the top of a dome-shaped frost heave, one of the many earth buckles that rise and fall in the crackling cold of the Arctic winter. Lying on her stomach, she looked across a vast lawn of grass and moss and focused her attention on the wolves she had come upon two sleeps ago. They were wagging their tails as they awoke and saw each other.
- 2 Her hands trembled and her heartbeat quickened, for she was frightened, not so much of the wolves, who were shy and many harpoon-shots away, but because of her desperate predicament. Miyax was lost. She had been lost without food for many sleeps on the North Slope of Alaska. The barren slope stretches for two hundred miles from the Brooks Range to the Arctic Ocean, and for more than eight hundred miles from Canada to the Chukchi Sea. No roads cross it; ponds and lakes freckle its immensity. Winds scream across it, and the view in every direction is exactly the same. Somewhere in this cosmos was Miyax; and the very life in her body, its spark and warmth, depended upon these wolves for survival. And she was not so sure they would help. . . .
- 3 She had been watching the wolves for two days, trying to discern¹ which of their sounds and movements expressed goodwill and friendship. Most animals had such signals. The little Arctic ground squirrels flicked their tails sideways to notify others of their kind that they were friendly. By imitating this signal with her forefinger, Miyax had lured many a squirrel to her hand. If she could discover such a gesture for the wolves she would be able to make friends with them and share their food, like a bird or a fox.
- 4 Propped on her elbows with her chin in her fists, she stared at the black wolf, trying to catch his eye. She had chosen him because he was much larger than the others, and because he walked like her father, Kapugen, with his head high and his chest out. The black wolf also possessed wisdom, she had observed. The pack looked to him when the wind carried strange scents or the birds cried nervously. If he was alarmed, they were alarmed. If he was calm, they were calm.

GO ON

5 Long minutes passed, and the black wolf did not look at her. He had ignored her since she first came upon them, two sleeps ago. True, she moved slowly and quietly, so as not to alarm him; yet she did wish he would see the kindness in her eyes. Many animals could tell the difference between hostile hunters and friendly people by merely looking at them. But the big black wolf would not even glance her way.

6 A bird stretched in the grass. The wolf looked at it. A flower twisted in the wind. He glanced at that. Then the breeze rippled the wolverine ruff on Miyax's parka and it glistened in the light. He did not look at that. She waited. Patience with the ways of nature had been instilled in her by her father. And so she knew better than to move or shout. Yet she must get food or die. Her hands shook slightly and she swallowed hard to keep calm. . . .

7 Amaroq² glanced at his paw and slowly turned his head her way without lifting his eyes. He licked his shoulder. A few matted hairs sprang apart and twinkled individually. Then his eyes sped to each of the three adult wolves that made up his pack and finally to the five pups who were sleeping in a fuzzy mass near the den entrance. The great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra.

8 Not a tree grew anywhere to break the monotony of the gold-green plain, for the soils of the tundra are permanently frozen. Only moss, grass, lichens, and a few hardy flowers take root in the thin upper layer that thaws briefly in summer. Nor do many species of animals live in this rigorous³ land, but those creatures that do dwell here exist in bountiful numbers. Amaroq watched a large cloud of Lapland longspurs wheel up into the sky, then alight in the grasses. Swarms of crane flies, one of the few insects that can survive the cold, darkened the tips of the mosses. Birds wheeled, turned, and called. Thousands sprang up from the ground like leaves in the wind.

9 The wolf's ears cupped forward and tuned in on some distant message from the tundra. Miyax tensed and listened, too. Did he hear some brewing storm, some approaching enemy? Apparently not. His ears relaxed and he rolled to his side. She sighed, glanced at the vaulting sky, and was painfully aware of her predicament. . . .

10 It had been a frightening moment when two days ago she realized that the tundra was an ocean of grass on which she was circling around and around. Now as that fear overcame her again she closed her eyes. When she opened them her heart skipped excitedly. Amaroq was looking at her!

¹**discern:** determine

²**Amaroq:** Miyax's name for the wolf

³**rigorous:** demanding, difficult

22

The word choice in paragraph 2 affects the tone of the story by

- A** developing a sense of appreciation for the setting
- B** indicating a possible direction for the plot
- C** creating a sense of anxiety for the main character
- D** suggesting a possible resolution for the conflict

23

What do the details in paragraphs 3 and 4 reveal about Miyax?

- A** She has enjoyed learning about the habitats of different wild animals.
- B** She believes her father would be able to develop a friendship with the wolf.
- C** She has developed an understanding of nature and animal behaviors.
- D** She plans to share new animal signals that she learns with her family.

24

Which detail supports a theme of the story?

- A** “She had been lost without food for many sleeps on the North Slope of Alaska.”
(paragraph 2)
- B** “Patience with the ways of nature had been instilled in her by her father.” (paragraph 6)
- C** “Then his eyes sped to each of the three adult wolves that made up his pack and finally to the five pups . . .” (paragraph 7)
- D** “Not a tree grew anywhere to break the monotony of the gold-green plain . . .”
(paragraph 8)

GO ON

25

Which quotation **best** reveals Miyax's attitude toward Amaroq?

- A** "The pack looked to him when the wind carried strange scents or the birds cried nervously." (paragraph 4)
- B** "True, she moved slowly and quietly, so as not to alarm him; yet she did wish he would see the kindness in her eyes." (paragraph 5)
- C** "The great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra." (paragraph 7)
- D** "Miyax tensed and listened, too. Did he hear some brewing storm, some approaching enemy?" (paragraph 9)

26

How does the author's use of language in paragraph 10 contribute to the tone of the story?

- A** by giving a name to the leader of the wolf pack
- B** by illustrating how the land has inspired Miyax to not give up
- C** by using geographical terms to describe the setting
- D** by reinforcing Miyax's senses of danger and hope

GO ON

27

This question is worth 2 credits.

In “Excerpt from *Julie of the Wolves*,” how do details about the setting affect the story? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

28

This question is worth 2 credits.

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

Directions

Read this story. Then answer questions 29 through 35.

In a faraway kingdom called Tellus, Aleks signs up for the army. Then he finds out what a dishonest and brutal place it is.

Excerpt from *The Almost King*

by Lucy Saxon

- 1 Slinging his light saddlebag over his shoulders and swallowing his cry of pain at the movement, he pulled his hat low over his forehead and made for the door. He needed his enlistment forms from Shulga's office; if he could find and destroy them, the army would have no record of him enlisting. Even if he did get caught after escaping—provided he escaped in the first place—there would be no proof that he was a cadet.¹ Then all he had to do was reach the stables and get Quicksilver before anyone on the dinner shift noticed what he was doing. After that . . . he would find a way out. There had to be one somewhere. . . .
- 2 There were no guards at the door; the barracks² was down to a skeleton guard for the dinner shift. Aleks silently retraced his steps from earlier in the day, making his way towards Antova's office. His eyes raced over every door's nameplate, frowning when none of them was the office he was looking for. He was incredibly short on time; he had to be on Quicksilver and heading for freedom before dinner ended.
- 3 Finally, he saw it. *Lt. Shulga* was embossed on a nameplate three doors down from Antova's. Luckily, the door was unlocked and the room empty; Shulga had obviously gone straight from the time-out room to dinner. The office was decorated in the same way as Antova's, in blue and dark brown, with a large map of Tellus on the wall instead of the royal crest the commander displayed. Darting across to a metal filing cabinet that took up most of one wall, Aleks wrenched open a drawer at random, ignoring the searing ache in his arms. Again, unlocked. Clearly Shulga was too cocky to think anyone would dare snoop around his office.
- 4 The drawer was full of neatly filed enlistment forms in alphabetical order; F–J. Aleks's form would come under V. Shutting the drawer, he reached for the next one, perplexed to find it containing M–P. The drawer after that didn't contain enlistment forms at all, but instead held a large stack of account books. Shulga didn't seem to have any sort of system whatsoever; how did he ever find anything he needed?

GO ON

- 5 Growling in frustration, Aleks began to open multiple drawers at a time, rifling through stacks of papers and leather-bound books, his desperation growing with every unsuccessful attempt. Digging through a drawer of miscellaneous files and books closest to the desk, his fingers scrabbled at the bottom of the drawer and it tilted a fraction, sending three stacked files slumping against a small metal box. ‘What the . . .’ He trailed off, pressing harder on the base of the drawer, watching it dip under his fingers. The drawer had a false bottom!
- 6 Aleks glanced at the clock; he knew he shouldn’t, but he’d always been the curious type. Emptying the drawer, he dug his nails under one side of the fake bottom, prising it up. The secret compartment was fairly narrow, containing only a thin file of papers and a battered leather journal. It was the journal that caught Aleks’s eye, for it had the Anglyan crest embossed in one corner of the cover. What on Tellus was Shulga doing with an Anglyan journal? . . .
- 7 A door slamming somewhere in the building startled him out of his horrified trance, and a quick look at the clock nearly gave Aleks a heart attack. He barely had ten minutes until the end of dinner!
- 8 Stuffing the journal in an inner pocket of his coat, he hastily replaced the drawer’s false bottom and contents, shutting it as quietly as he could. Tugging on the two drawers he had yet to check, he swore under his breath. Neither of them contained a V section, and Aleks felt dread creep over him at the realization that his file was likely elsewhere. He didn’t have the time to search any other rooms. Out of options, he straightened up, shoving all the cabinet drawers shut and sprinting for the door.
- 9 A quick glance through the glass panel showed the corridor to be empty, so Aleks slipped from the room.
- 10 Bursting through the door of the building, he turned for the stables, slowing his pace once he hit the cobblestone path, just in case anyone happened to look his way. There was nothing more suspicious than a lone cadet running.
- 11 While there was supposed to be at least one stablehand in the building at all times, Aleks couldn’t see a single soul in the stables. Perfect. Hurrying to the tack³ room, he easily found Quicksilver’s saddle and bridle, though carrying the heavy items in his current state nearly sent him crumpling to the floor. Still, he forced himself to ignore the pain, hefting the tack across the room towards Quicksilver’s stall.

GO ON

12 The horse whinnied when he saw the tack, knowing what it meant. Aleks shushed him, slinging the saddle on the door and slipping inside, easing the bridle on to the horse's head. Tossing the saddle on Quicksilver's back, he fastened it tightly and slung the saddlebag over the horse's rear, buckling it swiftly. He grabbed the reins, running to press Quicksilver's nose to his chest for a brief moment. 'We need to be quiet, boy. No getting excited.'

¹**cadet:** new member of the armed services

²**barracks:** place where soldiers sleep

³**tack:** stable gear such as saddles and bridles

GO ON

29

How does the author’s description of Aleks’s plan in paragraph 1 impact the tone of the story?

- A** It creates irony because everything happens the way Aleks thinks it will.
- B** It creates confidence that Aleks will succeed because he knows what he must do.
- C** It creates suspense as the reader wonders if something will go wrong for Aleks.
- D** It creates confusion because not everything happens the way Aleks wants it to.

30

What important idea does the author develop in paragraphs 1 and 2?

- A** The Tellus army is poorly prepared for action.
- B** Aleks has a plan that is based on the army’s routines.
- C** Aleks is unsure about which office has his army enlistment papers.
- D** The Tellus army guards will soon return to the barracks from dinner.

31

Which sentence states a theme of paragraph 3?

- A** Overconfidence can lead to carelessness.
- B** Pride in one’s kingdom is essential to military success.
- C** Pain can prevent a person from reaching one’s goal.
- D** Trust is difficult to establish and maintain.

GO ON

32

How does Aleks's attitude change in paragraph 5?

- A** It shifts from exhausted to curious.
- B** It shifts from panicked to confident.
- C** It shifts from distracted to focused.
- D** It shifts from annoyed to surprised.

33

The saying “Don’t let anything stop you” is an encouragement to pursue and achieve a goal despite obstacles. Which quotation from the story **best** reflects this idea?

- A** “After that . . . he would find a way out. There had to be one somewhere.” (paragraph 1)
- B** “Luckily, the door was unlocked and the room empty; Shulga had obviously gone straight from the time-out room to dinner.” (paragraph 3)
- C** “Aleks glanced at the clock; he knew he shouldn’t, but he’d always been the curious type.” (paragraph 6)
- D** “A quick glance through the glass panel showed the corridor to be empty, so Aleks slipped from the room.” (paragraph 9)

34

Read these sentences from paragraph 12.

‘We need to be quiet, boy. No getting excited.’

What do these sentences reveal about Aleks?

- A** He is aware that dangers may still await him.
- B** He is questioning his decision to leave the army.
- C** He is unfamiliar with how this horse will react.
- D** He is reconsidering his plan of escape.

GO ON

35

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

- A** Aleks notices that Shulga's office is decorated the same as Antova's office.
- B** Aleks finds an Anglyan journal in a secret compartment in Shulga's office.
- C** Aleks fears someone is coming when he hears a door slam in the building.
- D** Aleks slows his pace to avoid suspicion as he approaches the stables.

GO ON

Directions

Read this article. Then answer questions 36 through 42.

Robotic Fish to Keep a Fishy Eye on the Health of the Oceans

by JoAnna Klein

- 1 You're a fish in the ocean.
- 2 It's 2023 and humans have begun deploying swarms of sentinel robot fish along the reef where you live that will monitor your environment, track pollution and collect intelligence on your behavior. Welcome to the future, my finned fishy friends.
- 3 O.K., so you're not a fish. And this sci-fi fishland doesn't exist. But it could—not long from now.
- 4 Allow me to introduce SoFi—like “Sophie,” but short for “Soft Robotic Fish,” revealed in *Science Robotics*, by scientists at the Massachusetts Institute of Technology Computer Science and Artificial Intelligence Lab.
- 5 They explained how their finned robot was created, and how her first ocean swim on a coral reef outside of Fiji went. Robotic fish like her could be essential to understanding and protecting marine life in danger of disappearing in a fragile ocean environment, threatened by human activity and climate change.
- 6 This foot-and-a-half long robot mimics a real fish. She can swim in the ocean at speeds up to half-its-body-length a second and at depths up to 60 feet below the surface. SoFi has a battery that will last 45 minutes before she shuts down.
- 7 She's not quite fish flesh, but she's not a typical marine robot either. Although critical for studying the ocean, remote operated vehicles and submersibles¹ can be expensive to build and operate. They also can startle the sea creatures they're supposed to study. But without a line giving her away by connecting her to a boat, a noisy propeller or the big, rigid, awkward or angular body of a metallic land-alien, she doesn't seem to bother or scare off real fish. Some even swim along with her. Sleek, untethered, relatively inexpensive and well-tolerated, SoFi may provide biologists a fish's-eye view of animal interactions in changing marine ecosystems.
- 8 For this group of MIT roboticists, SoFi was a dream, combining their love of diving with their work on soft robots. She was also an engineering challenge.
- 9 SoFi started as a nine-inch silicon tail that wiggled with the assistance of a hydraulic pump.

GO ON

10 “I was amazed at how well it was working, how well I was able to get this tail to beat back and forth or swim left and right, like a shark or some other fish,” said Robert Katzschmann, a graduate student at MIT who led the team. “But we wanted to show this wasn’t just working on a test bench or table top.”

11 SoFi had to swim in the ocean—at multiple depths.

12 This meant waterproofing, buoyancy control, tweaking weight distributions and figuring out an unobtrusive² way to share information underwater. It also meant compact equipment.

13 “We wanted to build a fish,” said Mr. Katzschmann. “And the fish can’t be as big as a submarine—unless we wanted to build a whale.”

14 A couple years later SoFi had a finned body and head equipped with a camera, two-way hydrophone, battery, environmental sensors, operating system and communication system that allowed a diver to issue commands using a souped-up Super Nintendo controller.

15 The communication system was the biggest challenge, said Mr. Katzschmann, because normally it requires a cable. Common remote signals used for piloting aerial drones don’t travel below water.

16 But sound waves do.

17 They built their own language, sending coded messages on high-pitched sound waves between SoFi and the diver. Different bits of information were assigned their own tones, kind of like how numbers are represented by dial tones when you make a phone call. A processing system decoded and relayed the messages to tell the diver things like “SoFi is currently swimming forward” or command her to “turn left, 20 degrees.”

18 The high-pitched signals only travel about 65 feet and are inaudible to fish, although it’s possible some whales or dolphins could hear them, which may require future research.

19 “Our primary goal was to make something for biologists,” said Mr. Katzschmann. He envisions a future network of sensor-clad SoFis for studying schooling dynamics³ or monitoring pollution over time. Currently he’s working on primitive A.I. so SoFi can use her footage to identify and track real fish.

20 But what if a real fish—or a shark—tracks SoFi instead?

21 “If a shark would have come and ate our fish, that would have been the most amazing footage,” Mr. Katzschmann said.

¹**submersibles:** boats designed to do underwater research

²**unobtrusive:** barely noticeable

³**schooling dynamics:** forces that influence change as fish travel together in schools

36

Why does the author use the phrase “my finned fishy friends” in paragraph 2?

- A to highlight the serious issues facing ocean life
- B to make readers feel a connection to the article
- C to establish the importance of SoFi’s fin technology
- D to help readers understand the ocean environment

37

Read this sentence from paragraph 7.

She’s not quite fish flesh, but she’s not a typical marine robot either.

Which detail about SoFi **best** supports the idea expressed in this sentence?

- A SoFi may contribute to the protection of endangered marine life.
- B SoFi can swim at speeds that are similar to some fish.
- C Fish are not scared by SoFi and sometimes swim with her.
- D Divers issue commands to SoFi using a simple controller.

38

Which detail from the article **best** shows the author’s point of view about SoFi?

- A “Robotic fish like her could be essential to understanding and protecting marine life in danger of disappearing . . .” (paragraph 5)
- B “This foot-and-a-half long robot mimics a real fish.” (paragraph 6)
- C “I was amazed at how well it was working, how well I was able to get this tail to beat back and forth or swim left and right . . .” (paragraph 10)
- D “And the fish can’t be as big as a submarine—unless we wanted to build a whale.” (paragraph 13)

GO ON

39

Which statement **best** explains how the ideas in paragraph 8 relate to the details in paragraphs 12 through 14?

- A** Engineers want to build a robot to explore marine life.
- B** Engineers create a system to guide SoFi underwater.
- C** Engineers focus on design requirements to achieve their goal.
- D** Engineers develop SoFi to think and act like a small fish.

40

One aspect of technology that is often stressed is its negative impact on the environment. Which detail from the article presents a contrast to this idea?

- A** “They explained how their finned robot was created, and how her first ocean swim on a coral reef outside of Fiji went.” (paragraph 5)
- B** “But without a line giving her away by connecting her to a boat . . . she doesn’t seem to bother or scare off real fish.” (paragraph 7)
- C** “SoFi started as a nine-inch silicon tail that wiggled with the assistance of a hydraulic pump.” (paragraph 9)
- D** “The high-pitched signals only travel about 65 feet and are inaudible to fish, although it’s possible some whales or dolphins could hear them . . .” (paragraph 18)

41

In paragraph 21, Mr. Katschmann reacts positively to the idea that a shark might eat SoFi because that would

- A** lead to further funding and research
- B** test the strength of the underwater system
- C** help biologists understand how to protect marine life
- D** support the goal of studying animal interactions

GO ON

42

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

- A** SoFi uses coded messages to communicate.
- B** SoFi receives commands from a remote control.
- C** SoFi is an important tool for understanding ocean life.
- D** SoFi is designed to swim at different speeds in the ocean.

GO ON

Directions

Read this article. Then answer question 43.

Matt Trott works for the U.S. Fish and Wildlife Service.

Excerpt from *Keep the “Wild” in Wildlife: Don’t Touch or Feed*

by Matt Trott

- 1 People often think doing nothing is quite easy, but sometimes it can be awfully hard. Many of us want to help wildlife when they appear to be in trouble, but in some cases, we need to redirect these instincts.
- 2 Generally, the best thing to do is leave the animal alone. This protects both you and the animal. . . .
- 3 Young wildlife usually are not orphaned, even if a parent can't be seen. For example, deer leave fawns alone for hours to look for food, and baby birds often leave the nest before they can fly, hopping around on the ground for days with the parents sometimes elsewhere getting food. . . .
- 4 By trying to help wildlife, you might really be hurting them. A man in Georgia recently saw a manatee¹ out of the water. Concerned it was stuck, the man pushed the manatee back into the water. Scientists said the manatee was very likely just sunbathing on a warm December day.
- 5 Your “help” could also end up hurting you. The man in Georgia was fine, but even people trained in manatee rescues are injured occasionally. Manatees may look slow and too bulky to cause injury, but a lot of strength and energy is hidden within their thick hide. . . .
- 6 Finally, wild animals are harder than we think. A recent car commercial depicts a couple “rescuing” a bird from cold weather and driving it south. This type of activity is illegal (unless permitted) and can be dangerous for the humans and the animal. Transferring a bird or other wildlife may disorient² it or cause other problems.
- 7 Sometimes, though, wildlife definitely need our help. You’ll know a wild animal needs help if it has a visibly broken limb, is bleeding, has a dead parent nearby, or is hopelessly tangled in some manmade object.
- 8 If that’s the case, contact a licensed wildlife rehabilitator.³ They are trained and have permits to care for wildlife. They can tell you what steps can be taken until help arrives. Not only that, but if they are truly in need, many animals require expert attention immediately.

GO ON

9 That's what Officer Richard Bare did when he received a call that some baby raccoons were orphaned after their mother was hit by a car. He took them to a wildlife rehabilitation facility.

10 Migratory Bird specialist Bob Murphy did that, too. Last year, while Bob was getting his canoe ready for a canoe trip, a friend spotted an osprey hanging upside down, tangled in fishing line, way up in a nearby pine tree.

11 Bob eventually climbed the tree and cut away the fishing line. He then carefully placed the bird into a backpack, climbed down the tree and took the bird to a rehabber. The osprey was somewhat dehydrated and malnourished,⁴ had a slightly injured toe and suffered neurological⁵ problems from hanging upside down for some time. However, it recovered and was released.

12 These are "hands-on" examples of experts providing help when wildlife are in trouble, and they still both involve wildlife rehabilitators. Wildlife rehab is the answer for an injured animal. But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

¹**manatee:** a very large mammal that lives in warm waters along the Atlantic coast

²**disorient:** confuse, especially about location

³**rehabilitator:** a person who helps bring an animal back to its uninjured state; also called a rehabber

⁴**malnourished:** lacking enough food or the right food for good health

⁵**neurological:** nerve

GO ON

43

This question is worth 2 credits.

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*.”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 44 through 46.

Stephen R. Swinburne has worked as a park ranger. When he swam alongside a manatee, he reached out and scratched its belly, and the manatee made clicking sounds. They interacted for about a minute before the manatee swam away.

Excerpt from *Saving Manatees*

by Stephen R. Swinburne

- 1 My excitement is tinged with¹ guilt, though. I know I shouldn't touch a manatee. I believe in the "no touch" policy when it comes to wild animals. Wild animals remain wild when man does not interfere with their behavior. The naturalist² part of me says, "Don't touch," but to satisfy my human curiosity, I reach out. While I struggle with this dilemma on a personal scale, Floridians are grappling with just how close humans and manatees should get.
- 2 Some groups in Florida believe people should not be allowed to "swim with the manatees" or touch them. And there are others, such as diving and snorkeling companies, that believe it's okay to snorkel with wild manatees and okay to touch them.
- 3 I raise the issue with the fourth-graders after our snorkeling trip with the manatees in Crystal River. Should people be allowed to swim with manatees? Why or why not? Many of the students loved snorkeling with manatees. I hear reactions such as "Way cool!", "Awesome!", "The most amazing trip of my life." But after some reflection, Kalli speaks up and says, "Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness."
- 4 It's the old idea of what one does is fine, but if the thousands of people that search for manatees each year wanted to touch, rather than simply look at manatees, the pressure on the animals would be too much. "Look, but don't touch" may be the best way to mind your manatee manners. And besides, people actually have the most to gain by remaining at a distance when they spot a manatee in the water. By quietly observing manatees, snorkelers will get a rare opportunity to see the natural behavior of these unique animals.
- 5 The one thing swimming with the wild manatees did for all of us was make us advocates³ for manatees. But in the end, I agree with Kalli. Who knows? Maybe some day people visiting Florida's warm-water springs and rivers may talk about the good old days when people could snorkel with the manatees. Can you imagine that? They actually got in the water and touched a manatee. Those were the days.

GO ON

- 6 Some swimmers don't understand how touching a manatee can be harmful to the animal. Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible⁴ to potential harm. When manatees are in colder water, they expend valuable energy just to keep warm. This leaves little energy left for other important body functions, such as digestion. Pursuing a manatee while diving, swimming, or boating may inadvertently⁵ separate a mother and her calf.

¹**is tinged with:** contains a little bit of

²**naturalist:** person who studies nature

³**advocates:** people who work for or argue for a certain cause

⁴**susceptible:** open to risk

⁵**inadvertently:** without meaning to

44

This question is worth 2 credits.

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

GO ON

45

This question is worth 2 credits.

How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

GO ON

Planning Page

You may PLAN your writing for question 46 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 21 and 22.



GO ON

46

This question is worth 4 credits.

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 8 Released Questions

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								
1	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.8033		
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.7752		
3	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.5526		
4	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.4690		
5	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.4937		
6	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.5326		
7	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.9	Reading	0.4493		
22	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.6933		
23	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.7259		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.5813		
25	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.5967		
26	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.4605		
27	Constructed Response		2	NGLS.ELA.Content.NY-8.R.3	Writing to Sources		0.5813	0.2907
28	Constructed Response		2	NGLS.ELA.Content.NY-8.R.9	Writing to Sources		0.4796	0.2398
Session 2								
29	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.6441		
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.5314		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.7209		
32	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.5687		
33	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.9	Reading	0.5309		
34	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.8380		
35	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.6982		
36	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.4	Reading	0.7046		
37	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.8	Reading	0.4691		
38	Multiple Choice	A	1	NGLS.ELA.Content.NY-8.R.6	Reading	0.7005		
39	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.4706		
40	Multiple Choice	B	1	NGLS.ELA.Content.NY-8.R.9	Reading	0.4667		
41	Multiple Choice	D	1	NGLS.ELA.Content.NY-8.R.3	Reading	0.4840		
42	Multiple Choice	C	1	NGLS.ELA.Content.NY-8.R.2	Reading	0.8018		
43	Constructed Response		2	NGLS.ELA.Content.NY-8.R.4	Writing to Sources		0.8485	0.4243
44	Constructed Response		2	NGLS.ELA.Content.NY-8.R.6	Writing to Sources		0.7158	0.3579
45	Constructed Response		2	NGLS.ELA.Content.NY-8.R.3	Writing to Sources		0.5712	0.2856
46	Constructed Response		4	NGLS.ELA.Content.NY-8.R.3	Writing to Sources		0.4312	0.1078

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 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 *Julie of the Wolves*,” how do details about the setting affect the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The details about the setting affect the story by explaining Miyax’s urgency to connect with the wolves. Two details to support this are “She had been lost without food for many sleeps on the North Slope of Alaska” and “It had been a frightening moment two days ago when she realized that the tundra was an ocean of grass on which she was circling.” If Miyax does not connect with the wolves she will probably starve in that isolated setting.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

In "Excerpt from Julie of the Wolves," how do details about the setting affect the story? Use two details from the story to support your response.

In "Excerpt from Julie of the Wolves" details about the setting affect the story by strengthening the connection of the reader to it. In the text it says "A bird stretched in the grass. The wolf looked at it. A flower twisted in the wind. he glanced at that. Then the breeze rippled the wolverine ruff on Miyax's parka and it glistened in the light. He did not look at that." The details about the setting provided help the reader feel like they were actually there and help have an understanding with the main character. In the text it also says "The wolf's ears cupped forward and tune din on some distant message from teh tundra. Miyax tensed and listened, too. Did he hear some brewing storm, some approaching enemy? Apparently not. His ears relaxed and he rolled to his side." This moment of a false alarm of danger helps the reader become more invested in the story and buils a emotional connection to the characters. Details about the setting makes the readers more likely to want to read more and will have a bigger impact on them.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details about the setting affect the story (*by strengthening the connection of the reader to it*). This response provides evidence of analysis (*help the reader feel like they were actually there; help the reader become more invested in the story; makes the readers more likely to want to read more and will have a bigger impact on them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("A bird stretched in the grass. The wolf looked at it. A flower twisted in the wind. he glanced at that. Then the breeze ruffled the wolverine ruff on Miyax's parka and it glistened in the light. He did not look at that." and "The wolf's ears cupped forward and tune din on some distant message from teh tundra. Miyax tensed and listened, too. Did he hear some brewing storm, some approaching enemy? Apparently not. His ears relaxed and he rolled to his side."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

In "Excerpt from *Julie of the Wolves*," how do details about the setting affect the story? Use **two** details from the story to support your response.

In "Excerpt of Julie of the Wolves," details about the setting affect the story by giving the reader a more in depth decsription of Julies expirence. One reason is in paragraph 2 it states, "No roads cross it; ponds and lakes freckle its imensity. Winds stream across it, and the view in every direction is the same." Which can help us imply that Julie is extremely isolated. Another reason is in paragraph 8 it states, "NOt a tree grew anywhere to break to monotony of the gold green plain."

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details about the setting affect the story (*by giving the reader a more in depth decsription of Julies expirence*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("No roads cross it; ponds and lakes freckle its imensity. Winds stream across it, and the view in every direction is the same," and "NOt a tree grew anywhere to break to monotony of the gold green plain,"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

In “Excerpt from *Julie of the Wolves*,” how do details about the setting affect the story? Use two details from the story to support your response.

The settings of the story affect the story because It's harder to find food where Julie is locatated. One reason is from paragraph 2 it said Myax was lost. She had been lost without food for many sleeps on the north slope of alaska.

Also it says If she could discover such a gesture for the wolves she would be able to make friends with them and share food like a bird or a fox.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details about the setting affect the story (*It's harder to find food where Julie is locatated*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*She had been lost without food for many sleeps on the north slope of alaska* and *If she could discover such a gesture for the wolves she would be able to make friends with them and share food like a bird or a fox*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In “Excerpt from *Julie of the Wolves*,” how do details about the setting affect the story? Use **two** details from the story to support your response.

in the story the arctic tundra setting puts forth the idea of monotony of the story, a near perfect example at that, "Not a tree grew anywhere to break the monotony of the gold-green plain, for the soils of the tundra are permanently frozen. Only moss, grass, lichens, and a few hardy flowers take root in the thin upper layer that thaws briefly in summer."

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details about the setting affect the story (*puts forth the idea of monotony of the story*); however, the response only provides one concrete detail from the text for support (*“Not a tree grew anywhere to break the monotony of the gold-green plain, for the soils of the tundra are permanently frozen. Only moss, grass, lichens and a few hardy flowers take root in the thin upper layer that thaws briefly in the summer.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

In “Excerpt from *Julie of the Wolves*,” how do details about the setting affect the story? Use two details from the story to support your response.

One detail is that, "She had been lost without food for many sleeps on the North Slope of Alaska". A second detail is that, "The barren slope stretches for two hundred miles from the Brooks Range to the Arctic Ocean, and for more than eight hundred miles from Canada to the Chukchi Sea. No roads cross it; ponds and lakes freckle its immensity. Winds scream across it, and the view in every direction is exactly the same".

Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*She had been lost without food for many sleeps on the North Slope of Alaska*” and “*The barren slope stretches for two hundred miles from the Brooks Range to the Arctic Ocean, and for more than eight hundred miles from Canada to the Chukchi Sea. No roads cross it; ponds and lakes freckle its immensity. Winds scream across it, and the view in every direction is exactly the same*”); however, the response does not provide a valid inference from the text to explain how the details about the setting affect the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

27

In "Excerpt from *Julie of the Wolves*," how do details about the setting affect the story?

Use two details from the story to support your response. [2]

It shows how the conditions are
when they have to go hunt
for food. It also shows that it
makes hunting for food more difficult.

Score Point 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*It shows how the conditions are when they have to go hunt for food* and *It also shows that it makes hunting for food more difficult*); however, the response does not provide a valid inference from the text to explain how the details about the setting affect the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

27

In "Excerpt from *Julie of the Wolves*," how do details about the setting affect the story?

Use two details from the story to support your response. [2]

One effect "Not a tree Grew". This detail
Gave me that it must be very hot.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is totally inaccurate (*One effect "Not a tree Grew". This detail Gave me that it must be very Hot*).

GUIDE PAPER 8

Additional

27

In “Excerpt from *Julie of the Wolves*,” how do details about the setting affect the story? Use **two** details from the story to support your response.

Details effect the story by proving that the prudiction she is in is bad bad she stills feels calm and safe trough out it

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Details effect the story by proving that the prudiction she is in is bad bad she stills feels calm and safe trough out it*).

EXEMPLARY RESPONSE

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

Possible Exemplary Response:

Jean Craighead George introduces the wolves in the story as necessary for Miyax' survival, in contrast to the typical human fear of wolves. Miyax thinks if she learns to communicate like the wolves “she would be able to make friends with them and share their food” and make it more likely she can survive. She is in a desperate situation and has no room for fear: “She had been lost without food for many sleeps...and the very life in her body, its spark and warmth, depended upon these wolves for survival.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

this story contrasts the general stigma around wolves by having wolves represent Miyax' safety. In the excerpt, miyax is lost in the harsh alaskan tundra, and she needs the wolves to survive, " and the very life in her body, its spark and warmth, depended upon these wolves for survival.". later in the excerpt, we see the author try to humanize the wolf, by showing how it looked at the wolf cubs, "Then his eyes sped to each of the three adult wolves that made up his pack and finally to the five pups who were sleeping in a fuzzy mass near the den entrance. The great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra."

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author presents a contrast to humans' fear of wolves (*contrasts the general stigma around wolves by having wolves represent Miyax' safety*). The response provides evidence of analysis (*we see the author try to humanize the wolf, by showing how it looked at the wolf cubs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“and the very life in her body, its spark and warmth, depended upon these wolves for survival.” and “[...] the great wolf’s eyes softened at the sight of the little wolves [...]”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

This excerpt presents a contrast to what many people feel about wolves by having the protagonist rely on one. She gives insight on what the wolf might be thinking by stating, "Many animals could tell the difference between hostile hunters and friendly people by merely looking at them." Instead of being terrified by the wolf pack, she has a level of understanding about them. She also states, "True, she moved slowly and quietly, so as not to alarm him; yet she did wish he would see the kindness in her eyes." She wants to be friendly with the wolf, and she isn't afraid.

Score Point 2 (out of 2 credits)

This response provides valid inferences from the text to explain how the author presents a contrast to humans' fear of wolves (*by having the protagonist rely on one and Instead of being terrified by the wolf pack, she has a level of understanding about them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Many animals could tell the difference between hostile hunters and friendly people by merely looking at them." and "True, she moved slowly and quietly, so as not to alarm him; yet she did wish he would see the kindness in her eyes."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In many parts of the world, wolves are typically feared by humans. How does the author of "Excerpt from Julie of the Wolves" present a contrast to this idea? Use two details from the story to support your response. [2]

The author of "Excerpt from Julie of the Wolves" presents a contrast to this idea by writing about wolves that protect a human. The author shows this by writing "the very life in her body... depended upon these wolves" in paragraph two. Also, the text states that Miyax was not frightened of the wolves and that they did not attack or hurt her.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author presents a contrast to humans' fear of wolves (*by writing about wolves that protect a human*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*the very life in her body... depended upon these wolves*" and *Miyax was not frightened of the wolves and that they did not attack or hurt her*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

In many parts of the world, wolves are typically feared by humans. How does the author of "Excerpt from *Julie of the Wolves*" present a contrast to this idea? Use two details from the story to support your response. [2]

It is contrasted by showing that Amaroq is very friendly and not scared. For example, "Amaroq was looking at her!"

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author presents a contrast to humans' fear of wolves (*by showing that Amaroq is very friendly and not scared*); however, the response only provides one concrete detail from the text for support ("Amaroq was looking at her!"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

In many parts of the world, wolves are typically feared by humans. How does the author of "Excerpt from *Julie of the Wolves*" present a contrast to this idea? Use **two** details from the story to support your response.

The author probably made this book because he wanted to tell us readers that some animals we think is scary are scared of us humans. "he had ignored her since she fist cam upon them". "Big black wolf would not even glance at her way".

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author presents a contrast to humans' fear of wolves (*some animals we think is scary is scared of us humans*); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

In this story Miyax the human girl was lost and she found a pack of wolfs and she watches them for twos days trying to discern which of their sounds and movements. Then she stared at a black wolf because it was the biggesty wolf there because hes like the pack leader so she thinks if she gets along with him they'll share their food with her so she can survive.

Score Point 1 (out of 2 credits)

This response provides only one relevant detail from the text for support (*she thinks if she gets along with him they'll share their food with her so she can survive*). The response does not include a valid inference from the text to explain how the author presents a contrast to humans' fear of wolves. The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

Long minutes passed, and the black wolf did not look at her. He had ignored her since she first came upon them, two sleeps ago.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Long minutes passed, and the black wolf did not look at her. He had ignored her since she first came upon them, two sleeps ago*).

GUIDE PAPER 8

Additional

28

In many parts of the world, wolves are typically feared by humans. How does the author of “Excerpt from *Julie of the Wolves*” present a contrast to this idea? Use **two** details from the story to support your response.

The author contrasts this idea by showing that the wolf doesn't want to look at her and also that the wolf tries not to look at her.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The author contrasts this idea by showing that the wolf doesn't want to look at her and also that the wolf tries not to look at her*).

EXEMPLARY RESPONSE

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*. ”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use **two** details from the article to support your response.

Possible Exemplary Response:

The phrase “keeping them truly wild” in paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*” suggests that human interaction and intervention in animal lives should be avoided unless required to save an animal’s life. The author describes a situation in Georgia where a man thought he was helping a stranded manatee, “...the man pushed the manatee back into the water. Scientists said the manatee was very likely just sunbathing on a warm December day.” On the other hand, sometimes animals do need human intervention – typically because they are in trouble caused by humans. The author describes a situation where an osprey was caught in fishing line and dangerously stuck upside down. This situation required intervention. “Migratory Bird specialist Bob Murphy...climbed the tree and cut away the fishing line.” Bob’s intervention saved the bird’s life, so it could then be rehabbed and released back into the wild. However, this is the exception and typically animals are capable of living their day-to-day lives without human assistance. We don’t know enough about animal needs to know whether we are hurting or harming them.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*. ”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use two details from the article to support your response.

It means keeping the animals in their natural raw habitat and just letting them be. In the text they say "...deer leave fawns alone for hours to look for food, and baby birds often leave the nest before they can fly, hopping around on the ground for days with the parents sometimes elsewhere getting food...". The example is used to say that this is their normal, they get left alone for hours and they become independent and that keeps them "wild". The text also says, "Transferring a bird or other wildlife may disorient it or cause other problems.". The example is used to tell the reader that 'rescuing' an animal and bringing it somewhere new can be scary, disorienting and can cause issues with the animal because they need to be where they belong.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “keeping them truly wild” in paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*” suggests about helping wildlife in trouble (*It means keeping the animals in their natural raw habitat and just letting them be*). The response provides evidence of analysis (*The example is used to say that this is their normal, they get left alone for hours and they become independent and that keeps them “wild”* and *The example is used to tell the reader that ‘rescuing’ an animal and bringing it somewhere new can be scary, disorienting and can cause issues with the animal because they need to be where they belong*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*...deer leave fawns alone for hours to look for food, and baby birds often leave the nest before they can fly, hopping around on the ground for days with the parents sometimes elsewhere getting food...*” and “*Transferring a bird or other wildlife may disorient it or cause other problems.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*. ”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use two details from the article to support your response.

The phrase "keeping them truly wild" suggests that helping wildlife in trouble isn't the best idea for people or the animal because it can hurt you and the animal. According to the passage, "Many of us want to help wildlife when they appear to be in trouble, but in some cases, we need to redirect these instincts. Generally, the best thing to do is leave the animal alone. This protects both you and the animal." The text states, "Your "help" could also end up hurting you." This shows the phrase "keeping them truly wild" suggests that helping wildlife in trouble isn't the best idea for people or animals because it can hurt you and the animal.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “keeping them truly wild” in paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*” suggests about helping wildlife in trouble (*helping wildlife in trouble isn't the best idea for people or the animal because it can hurt you and the animal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Many of us want to help wildlife when they appear to be in trouble, but in some cases, we need to redirect these instincts. Generally, the best thing to do is leave the animal alone. This protects both you and the animal.*” and “*Your “help” could also end up hurting you.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

Read this sentence from paragraph 12 of "Excerpt from *Keep the 'Wild' in Wildlife*."

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase "keeping them truly wild" suggest about helping wildlife in trouble? Use two details from the article to support your response. [2]

This phrase is pointing towards they may become less wild in our care. Paragraph 11 it says "However, It was a recover and release." So they helped that animal till it was healed or was better. After that they release them back into the wild. It states in paragraph 8 "Not only that, But if they are truly in need, many animals require expert attention, immediately." So from that they are saying if they desprity need the help, help them. But if not you shall leave them be.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "keeping them truly wild" in paragraph 12 of "Excerpt from *Keep the 'Wild' in Wildlife*" suggests about helping wildlife in trouble (*if they desprity need the help, help them. But if not you shall Leave them be*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("However, It was a recover and Release." So they helped that animal till it was healed or was better. and "Not only that, But if they are truly in need, many animals require expert attention, immediately."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

Read this sentence from paragraph 12 of "Excerpt from *Keep the 'Wild' in Wildlife*."

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase "keeping them truly wild" suggest about helping wildlife in trouble?

Use two details from the article to support your response. [2]

The phrase "keeping them truly wild" suggest that helping wildlife in trouble is not the best option for a human regarding their safety. For example, in paragraph 6 it says that recent car commercial depicts a couple "rescuing" a bird from cold weather and driving it south. This is not a good option for the bird or the couple because what if the bird lives in that type of cold weather. As for the couple it is not the best option because they are doing this without a permit which is illegal.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "keeping them truly wild" in paragraph 12 of "Excerpt from *Keep the 'Wild' in Wildlife*" suggests about helping wildlife in trouble (*helping wildlife in trouble is not the best option for a human regarding their safety*); however, the response provides only one concrete detail from the text for support ("a recent car commercial depicts a couple "rescuing" a bird from cold weather and driving it south."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*. ”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use two details from the article to support your response.

It means to keep the animals in their own habitat and keep them living how the animals are supposed to instead of making them live different and not tamed or trained "Keeping them truly wild." "To leave wildlife alone." mean to not mess with the way they live or the animals another animal eats.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “keeping them truly wild” in paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*” suggests about helping wildlife in trouble (*to keep the animals in their own habitat and keep them living how the animals are supposed to instead of making them live different and not tamed or trained*); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*. ”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use two details from the article to support your response.

The phrase “keeping them truly wild” means to keep them in the wild not as pets or keeping them in a zoo. I know this because the story says “Wildlife rehab is the answer for an injured animal.” The story also says “and they still both involve wildlife rehabilitators.” My evidence supports my claim because it shows what the statement “keeping them truly wild” means.

Score Point 1 (out of 2 credits)

This response provides only one concrete detail from the text for support (“*Wildlife rehab is the answer for an injured animal.* ”). The response does not provide a valid inference from the text to explain what the phrase “keeping them truly wild” in paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife*” suggests about helping wildlife in trouble. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

43

Read this sentence from paragraph 12 of “Excerpt from *Keep the ‘Wild’ in Wildlife.*”

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase “keeping them truly wild” suggest about helping wildlife in trouble? Use two details from the article to support your response.

the Animal are in a lot of danger because of the human action to kill wild life because the humans think that the Animal are dangerous to the people .

the world is full with Animal that are in danger of going instare

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the Animal are in a lot of danger because of the human action to kill wild life because the humans think that the Animal are dangerous to the people . the world is full with Animal that are in danger of going instare*).

GUIDE PAPER 8

Additional

43

Read this sentence from paragraph 12 of "Excerpt from *Keep the 'Wild' in Wildlife*."

But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.

What does the phrase "keeping them truly wild" suggest about helping wildlife in trouble? Use **two** details from the article to support your response. [2]

In the excerpt what the author meant by "keeping them truly wild" was to not take the wild from where they are. It means not to change the way the wildlife is. If you keep the wildlife "wild" you're not changing it.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*In the excerpt what the author meant by "keeping them truly wild" was to not take the wild from where they are. It means not to change the way wildlife is. If you keep the wildlife "wild" you're not changing it*).

EXEMPLARY RESPONSE

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author in “Excerpt from *Saving the Manatees*” develops his position about people swimming with manatees by comparing the fascination people have to swim with the manatees with the concerns for manatee safety. He starts by describing his own fascination, saying “The naturalist part of me says ‘Don’t touch,’ but to satisfy my human curiosity I reach out.” This shows the author has a clear perspective of the people who want to swim with manatees, since it was something he had done. However, he also understands that human interaction may harm the manatees. Save the Manatee Club describes the dangers of human interaction “perhaps causing them to leave warm-water areas and making them susceptible to potential harm” such as less energy for important bodily functions like digestion.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

44

In "Excerpt from Saving Manatees," how does the author develop his position about people swimming with manatees? Use two details from the article to support your response. [2]

In "Excerpt from Saving Manatees," the author develops his position about people swimming with manatees. The author does this by showing both sides of the argument. In paragraph one it says, "The naturalist part of me says, 'Don't touch,' but to satisfy my human curiosity, I reach out." This quote shows both sides clashing within one person. The author also develops his position by listing all the cons of swimming and touching manatees. In paragraph six it says, "Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm." This quote shows the author's position because it is saying bad things about touching manatees and good things about leaving them alone.

Score Point 2 (out of 2 credits)

The response provides a valid inference from the text to explain how the author in "Excerpt from Saving the Manatees" develops his position about people swimming with manatees (*by showing both sides of the argument*). The response provides evidence of analysis (*This quote shows both sides clashing within one person* and *This quote shows the author's position because it is saying bad things about touching manatees and good things about leaving them alone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The naturalist part of me says, 'Don't touch,' but to satisfy my human curiosity, I reach out." and "Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm."). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

In "Excerpt from Saving Manatees," how does the author develop his position about people swimming with manatees? Use two details from the article to support your response. [2]

In "Excerpt from Saving Manatees" the author develops his position about people swimming with manatees by asking their fourth graders after a snorkeling trip. In the text it states, "But after some reflection, Kalli speaks up and says, "Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness." When Kalli says this, the authors point of view about swimming with manatees changes because she carefully thinks about it. According to the text, "Save the Manatee Club believes touching manatees can alter their behavior in the wild." This quote from the text support the claim because it shows how touching a manatee can effect them and it should be something that we shouldn't do.

Score Point 2 (out of 2 credits)

The response provides a valid inference from the text to explain how the author in "Excerpt from Saving the Manatees" develops his position about people swimming with manatees (*by asking their fourth graders after a snorkeling trip*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness. " "Save the Manatee Club believes touching manatees can alter their behavior in the wild. "). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use two details from the article to support your response.

The author develops his position by taking his fourth graders to swim with the manatees and realizing that it hurts the animal when you touch it. The author states, "I raise the issue with the fourth-graders after our snorkeling trip with the manatees in Crystal River. Should people be allowed to swim with manatees?". This shows where he got his position from and how he develops his position based on his fourth graders opinions. The author also states, "Some swimmers don't understand how touching a manatee can be harmful to the animal". This shows that he understands that touching an animal can be harmful to it. That is how the author develops his position on swimming with a manatee.

Score Point 2 (out of 2 credits)

The response provides a valid inference from the text to explain how the author in “Excerpt from *Saving the Manatees*” develops his position about people swimming with manatees (*by taking his fourth graders to swim with the manatees and realizing that it hurts the animal when you touch it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I raise the issue with the fourth-graders after our snorkeling trip with the manatees in Crystal River. Should people be allowed to swim with manatees?*” and “*Some swimmers don't understand how touching a manatee can be harmful to the animal*”). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

In “Excerpt from Saving Manatees,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

the aurther starts off by talking about how hw took forth graders to a swimming with manatees place and gave us examples of there opinions on it but then he shares one apinon saying, " even though it was fun for us, i dont think people should be allowed to swim with manatees or touch them because it desturbes their peacefuloness" he then reflects off of this statement

Score Point 1 (out of 2 credits)

The response provides a valid inference from the text to explain how the author in “Excerpt from Saving the Manatees” develops his position about people swimming with manatees (*hw took forth graders to a swimming with manatees place and gave us examples of there opinions on it but then he shares one apinon [...] then reflects off of this statement*); however, the response provides only one concrete detail from the text for support (*“even though it was fun for us, i dont think people should be allowed to swim with manatees or touch them because it desturbes their peacefuloness”*). The response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 5

Additional

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

The author shows how he developed his position about people swimming with manatees by studying manatees and studying the people that have swam and touched manatees and their opinions about their experience.

Score Point 1 (out of 2 credits)

The response provides a valid inference from the text to explain how the author in “Excerpt from *Saving the Manatees*” develops his position about people swimming with manatees (*by studying manatees and studying the people that have swam and touched manatees and their opinions about their experience*); however, the response does not provide two relevant details from the text for support. The response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

First they talk about how groups in Florida believe that we shouldnt swim with manatees in the second paragraph. And in the third pararaph it talks about how fourth graders had a snorkeling trip with manatees in Crystal River.

Score Point 1 (out of 2 credits)

The response provides a sufficient number of relevant details from the text for support as required by the prompt (*groups in Florida believe that we shouldnt swim with manatees* and *fourth graders had a snorkeling trip with manatees in Crystal River*); however, the response does not provide a valid inference from the text to explain how the author in “Excerpt from *Saving the Manatees*” develops his position about people swimming with manatees. The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

The author of this story describes how he swims with manatees. He describes how to properly swim with them. In one instance, he scratched a manatee's belly and it enjoyed it. Swimming with manatees can be scary, but not if you know how to.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The author of this story describes how he swims with manatees. He describes how to properly swim with them. In one instance, he scratched a manatee's belly and it enjoyed it. Swimming with manatees can be scary, but not if you know how to*).

GUIDE PAPER 8

Additional

44

In “Excerpt from *Saving Manatees*,” how does the author develop his position about people swimming with manatees? Use **two** details from the article to support your response.

no touch because mantees stay wild and natural

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*no touch because mantees stay wild and natural*).

EXEMPLARY RESPONSE

45

How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

Possible Exemplary Response:

The ideas in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument by imagining a future when the manatees’ safety is assured. He says, “The one thing swimming with the wild manatees did for all of us was make us advocates for manatees.” This suggests that the visit made a new generation aware of the need to protect manatees. He finishes this thought by saying “Maybe someday when people visiting Florida’s warm water springs and rivers may talk about the good old days when people could snorkel with manatees,” suggesting that there will come a time when the manatees’ needs will come ahead of human entertainment.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 45 How do the ideas developed in paragraph 5 of “Excerpt from Saving Manatees” relate to the author’s argument? Use **two** details from the article to support your response.

The ideas developed in paragraph 5 of "Excerpt from Saving Manatees" helps relate to the author's argument since it helps develop the encompassing idea that maybe it would be best for both people and manatees that humans wouldn't be allowed to touch the manatees.

There are two main details which help support this response, one such detail is that if people stop touching manatees, it'll become more likely that people would be able to observe manatees in a unprovoked, natural way. The direct quote is, "And besides, people actually have the most to gain by remaining at a distance when they spot a manatee in the water. By quietly observing manatees, snorkelers will get a rare opportunity to see the natural behavior of these unique animals." This displays the claim in clear light since it displays the idea that if people don't touch the manatees, they may receive a special opportunity to see manatees naturally which they wouldn't get if they touch the manatees. The second detail would be that manatees may have harmful alterations to their behaviors by humans touching them. the direct evidence from the text is, "Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm. When manatees are in colder water, they expend valuable energy just to keep warm. This leaves little energy left for other important body functions, such as digestion." This is a straight to the point detail since it flat-out says that if humans continue to touch manatees, those manatees could suffer many negative behavior changes.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of “Excerpt from Saving Manatees” relate to the author’s argument (*it helps develop the encompassing idea that maybe it would be best for both people and manatees that humans wouldn’t be allowed to touch the manatees*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“And besides, people actually have the most to gain by remaining at a distance when they spot a manatee in the water. By quietly observing manatees, snorkelers will get a rare opportunity to see the natural behavior of these unique animals.”* and *“Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm. When manatees are in colder water, they expend valuable energy just to keep warm. This leaves little energy left for other important body functions, such as digestion.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

45

How do the ideas developed in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument? Use two details from the article to support your response. [2]

How the ideas in paragraph 5 relate to the authors argument is They said swimming with the manatees were fun and made them advocates for them. But in the end its very harmful to the manatees. Details that support my answer are paragraph 3 when it says "Even though it was fun for us I dont think people should be allowed to swim with manatees". AND "or touch them because it disturbs their peace". These two details tell me it was fun but its dangerous.

DO NOT WRITE BEYOND THIS

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument (*swimming with the manatees were fun and made them advocates for them* *But in the end its very harmful to the manatees*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Even though it was fun for us I dont think people should be allowed to swim with manatees." and "or touch them because it disturbs their peace."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

45

How do the ideas developed in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument? Use two details from the article to support your response. [2]

The idea in paragraph 5 related to the authors argument is where you have another option agreeing with the author. "The one thing swimming with wild manatees did was make us advocates for manatees. This help the author get a close up of the real problem, within the manatees. This leaves little energy left for other important body functions such as digestion. Pursuing a manatee while diving swimming or boating may inadvertently separate a mother and her calf." Humans feeding into their selfish demands can hurt a manatees calmly livehood.

DO NOT WRITE BEYOND THIS AREA

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument (*Humans feeding into their selfish demands, can hurt a manateet calmly livehood*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The one thing swimming with wild manatees did was make us adovates for manatees and "This leaves little enegry left for other important body functions such as digestion. Pursuing a manatee while diving swimming or boating may inadvertently seperate a mother and her calf."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

45

How do the ideas developed in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument? Use two details from the article to support your response. [2]

The ideas developed in paragraph 5 of "Excerpt from Saving Manatees" relates to the author's argument by saying that while touching the manatee satisfied the humans curiosity, it was harmful to the manatee by making them feel open to potential harm. The text states "They actually got in the water and touched a manatee. Those were the days." It also states "Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm."

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of "Excerpt from Saving Manatees" relate to the author's argument (*by saying that while touching the manatee satisfied the humans curiosity, it was harmful to the manatee by making them feel open to potential harm*); however, the response only provides one relevant detail from the text for support (*"Save the Manatee Club believes touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

- 45 How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

The author is trying to say we need to help the manatees more than we. We are just kind of using them for interanment.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument (*we need to help the manatees more [...] We are just kind of using them for interanment*); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 45 How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

It's proving that the author wants the best for the manatees.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how ideas in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument (*It's proving that the author wants the best for the manatees*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

- 45 How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

the main idea of paragraph 5 is back then he could go touch and swim with mantees but now you cant

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the main idea of paragraph 5 is back then he could go touch and swim with mantees but now you cant*).

GUIDE PAPER 8

Additional

45

How do the ideas developed in paragraph 5 of “Excerpt from *Saving Manatees*” relate to the author’s argument? Use **two** details from the article to support your response.

how the ideas developed in paragraph 5 is the manatees used to be friendly but now you have to be careful.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*how the ideas developed in paragraph 5 is the manatees used to be friendly but now you have to be careful*).

EXEMPLARY RESPONSE

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

Possible Exemplary Response:

Many people love the opportunity to be out in nature and get close to animals in the wild. Both the authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving the Manatees*” have a common goal of protecting wild animals in their natural habitat from enthusiastic and often intrusive human contact. In “Excerpt from *Keep the ‘Wild’ in Wildlife*” Trott describes a number of scenarios that include different types of birds and animals impacted by human contact, while in “Excerpt from *Saving the Manatees*” Swinburne does a deep dive into manatee behavior and how humans can inadvertently cause harm.

Trott describes the urge people have to help baby birds and animals, and how that can put the little ones in danger. “Young wildlife usually are not orphaned, even if a parent can’t be seen. For example, deer leave fawns alone for hours to look for food, and baby birds often leave the nest before they can fly, hopping around on the ground for days with the parents sometimes elsewhere getting food...” We have to remember that young animals do not have the same needs for supervision as humans, and by giving them an opportunity to fend for themselves they are learning survival skills for later in life.

In addition to putting animals in danger, by helping animals you may put yourself at risk. Trott describes a scenario where a man pushed a sunbathing manatee into water on the mistaken assumption he was helping it. He explains “The man in Georgia was fine, but even people trained in manatee rescues are injured occasionally. Manatees may look slow and too bulky to cause injury, but a lot of strength and energy is hidden within their thick hide...” Working with an enormous marine mammal when you don’t know what you’re doing could cause serious injury.

On the other hand, sometimes animals need human intervention. Trott gives the following guidelines for times to help: “You’ll know a wild animal needs help if it has a visibly broken limb, is bleeding, has a dead parent nearby, or is hopelessly tangled in some manmade object.” He clearly states that in those situations, you should not help the animal yourself but contact a professional who can competently assess the situation and help the animal.

Swinburne takes a more focused look and addresses human contact with manatees. Although he’s a naturalist, Swinburne looks at issues of human contact with manatees from a more personal perspective. He has had the opportunity to swim with the manatees, and he understands the fascination. He is so intrigued by manatees he violates his own rules, as it says in the text, “The naturalist part of me says ‘Don’t touch,’ but to satisfy my human curiosity I reach out.” Swinburne also understands the dangers to manatees of human contact. He says “the interactions of touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm. When manatees are in colder water, they expend valuable energy just to keep warm. This leaves little energy left for other important body functions, such as digestion. Pursuing a manatee while diving, swimming, or boating may inadvertently separate a mother and her calf.” He also acknowledges how the numbers of people who want to interact with manatees creates a problem when he says “...if the thousands of people that search for manatees each year wanted to touch, rather than simply look at manatees, the pressure on the animals would be too much. ‘Look, but don’t touch’ may be the best way to mind your manatee manners.”

Both Trott and Swinburne address the challenges human actions create for our wildlife friends and encourage people to recognize the importance of limiting themselves to admiration from afar. It is only through being responsible partners in the animals’ habitats that we will be able to enjoy wildlife for generations to come.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

In nature, wildlife knows how to function on its own and doesn't depend on the help of humans in order to function. In “Excerpt from *Keep the ‘Wild’ in Wildlife*,” Trott discusses how sometimes interfering with animals causes both people and the animals harm. In “Excerpt from *Saving Manatees*,” Swinburne argues that people should avoid touching manatees as it causes them harm. These two articles aim to warn people of the dangers that come with touching animals.

Trott warns people through giving examples of when and how helping is okay and how wrongful interference with wildlife is harmful to both the wildlife and the people. For instance, paragraph 6 states "Transferring a bird or other wildlife may disorient it or cause other problems." This is an example of how when trying to help a bird by moving it, you are causing it more harm than good. Moreover, Trott also states how " You'll know a wild animal needs help if it has a visibly broken limb, is bleeding, has a dead parent nearby, or is hopelessly tangled in some manmade object." These are specific examples of when you can interfere so as to teach people appropriate ways to help and when they can be applied.

In “Excerpt from *Saving Manatees*,” Swinburne tells a story then backs it with evidence to inform people why humans shouldn't touch manatees. For example, Swinburne mentions that when he brought up the question of if people should touch manatees to a group of fourth-graders, one student states that “Even though it was fun for us, I don’t think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness.” This quote demonstrates how insightful, young people view this issue to give a new perspective. Furthermore, in paragraph 6, he writes “touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm.” This quote is an example of the possible repercussions that come from touching manatees.

Animals have a natural instinct that allows them to survive independently from humans. If people continue to touch animals without regard for the consequences, we may end up doing more harm than good, possibly causing the deaths of species.

GUIDE PAPER 1b

Score Point 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 (*In nature, wildlife knows how to function on its own and doesn't depend on the help of humans in order to function. In "Excerpt from Keep the 'Wild' in Wildlife," Trott discusses how sometimes interferring with animals causes both people and the animals harm. In "Excerpt from Saving Manatees," Swinburne argues that people should avoid touching manatees as it causes them harm. These two articles aim to warn people of the dangers that come with touching animals.*). The response demonstrates insightful analysis of the texts (*These are specific examples of when you can interfere so as to teach people appropriate ways to help and when they can be applied; This quote demonstrates how insightful, young people view this issue to give a new perspective; This quote is an example of the possible repercussions that come from touching manatees*). The response develops the topic with relevant, well-chosen details from the texts ("Transferring a bird or other wildlife may disorient it or cause other problems."); "You'll know a wild animal needs help if it has a visibly broken limb, is bleeding, has a dead parent nearby, or is hopelessly tangled in some manmade object."); when he brought up the question of if people should touch manatees to a group of fourth-graders, one student states that "Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness."; "touching manatees can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm."), 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 (*through giving examples, for instance, Moreover, Trott also states, tells a story then backs it up with evidence, For example, This quote demonstrates, Furthermore*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*Wrongful interference, teach people appropriate ways to help, give a new perspective, possible repercussions, natural instinct*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*Animals have a natural instinct that allows them to survive independently from humans. If people continue to touch animals without regard for the consequences, we may end up doing more harm than good, possibly causing the deaths of species*). The response demonstrates grade-appropriate command of conventions, with few errors (*interferring, interference, repercussions*).

GUIDE PAPER 2a

Additional

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

Matt Trott, the author of "Keep the 'Wild' in Wildlife", and Stephen R. Swinburne, the author of "Saving Manatees", share a common goal through their writing: informing readers about the detriments of interfering in the natural behavior of animals without professional advice. Although Swinburne's writing is more specific and zones in on one species, both have the same message for readers about the dangers of applying human judgement to animal behaviors.

Trott and Swinburne both use examples of the negative impacts of humans' interference with animal behavior. In their text, Trott criticizes a car commercial, stating, "A recent car commercial depicts a couple 'rescuing' a bird from cold weather and driving it south...Transferring a bird or other wildlife may disorient it or cause other problems." Swinburne provides another instance, using manatees: "Some swimmers don't understand how touching a manatee can be harmful to the animal...touching a manatee can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm." In both texts, the authors provide an example of human involvement in animal life, and explain how this could harm the animal in the long run. They educate readers on the dangers of interacting with animals, and support a common theme.

Not only do both authors provide readers with examples that support their main message, they both explicitly state their conclusions in similar ways. Trott, in paragraph 12 of their text, writes, "...in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild." Similarly, in paragraph 1 of their text, Swinburne argues, "Wild animals remain wild when man does not interfere with their behavior." In both statements, the authors assert that leaving animals to their natural behaviors allows them to continue being "wild." Both explain that human interaction with animals may disrupt the creatures' natural adaptations, summarizing the common message in both their passages.

Score Point 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 (*Matt Trott, the author of “Keep the ‘Wild’ in Wildlife”, and Stephen R. Swinburne, the author of “Saving Manatees”, share a common goal through their writing: informing readers about the detriments of interfering in the natural behavior of animals without professional advice. Although Swinburne’s writing is more specific and zones in on one species, both have the same message for readers about the dangers of applying human judgement to animal behaviors*). The response demonstrates grade-appropriate analysis of the texts (*In both texts, the authors provide an example of human involvement in animal life, and explain how this could harm the animal in the long run. They educate readers on the dangers of interacting with animals, and support a common theme*). The response develops the topic with relevant, well-chosen details from the texts (*A recent car commercial depicts a couple ‘rescuing’ a bird from cold weather and driving it south...Transferring a bird or other wildlife may disorient it or cause other problems.*; *Some swimmers don’t understand how touching a manatee can be harmful to the animal...touching a manatee can alter their behavior in the wild, perhaps causing them to leave warm-water areas and making them susceptible to potential harm.*; *...in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.*; *Wild animals remain wild when man does not interfere with their behavior.*), 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 (*Although, both have the same message, both use examples, provides another instance, Not only, Similarly, In both statements, Both explain*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*the detriments of interfering in the natural behavior of animals without professional advice, zones in on one species, dangers of applying human judgement to animal behaviors, negative impacts of humans’ interference, educate readers on the dangers, explicitly state their conclusions, disrupt the creatures’ natural adaptations*). The response provides a concluding statement that follows from the topic and information presented (*Both explain that human interaction with animals may disrupt the creatures’ natural adaptations, summarizing the common message in both their passages*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

In both of the excerpts "Keep the 'Wild' in Wildlife" and "Saving Manatess" both of the authors bring up the same idea that we shouldn't let people touch wild animals. People should just be looking at them without touching them and disturbing them. In the first excerpt they use examples to show how harmful doing this can be and in the second one they use Manatees as a example to show why we shouldn't touch wildlife. They both have the same idea about keeping the wild, wild.

In the first excerpt the authors message is conveyed through examples of why we shouldn't disturb wildlife. He says that if we do something to them you may be hurting them as that is something that is normal for the animal. For example, in paragraph 2 of "Keep the 'Wild' in Wildlife", it states "Generally, the best thing to do is leave the animal alone. This protects both you and the animal." This shows that we shouldn't be touching or messing around with wildlife and the animals. These things may harm you and the animals. You may think that you are doing something kind and good although you are really harming the animals. In addition, in paragraph 12, it states "These are "hands-on" examples of experts providing help when wildlife are in trouble, and they still both involve wildlife rehabilitators. Wildlife rehab is the answer for an injured animal. But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild." This shows me that even experts in what they are doing don't even do much to the animal in terms of touching or doing anything hands on with the animals. Even they know that it could be bad for the animal and for you. So the we can see that the author from the first excerpt thinks that we shouldn't be hands on with animals and we should just let them be.

The author from the second excerpt "Saving Manatess" also agrees with this idea of no touching only watching. We can see these ideas pop up all over as he is talking about his experience and what he thinks is the right approach for these things. For example, in paragraph 1, it states " I believe in the "no touch" policy when it comes to wild animals. Wild animals remain wild when man does not interfere with their behavior." This shows me that he thinks that we shouldn't do things to disturb the animals and we should just let them be animals. People shouldn't just interfer with them and play with them. They are a great thing in nature and we should just watch and observe how beautiful nature really is. In addition, in paragraph 4, it states "'Look, but don't touch'" may be the best way to mind your manatee manners. And besides, people actually have the most to gain by remaining at a distance when they spot a manatee in the water. By quietly observing manatees, snorkelers will get a rare opportunity to see the natural behavior of these unique animals." This tells me that we should just let the animals do there thing

GUIDE PAPER 3b

and we shouldn't disturb them. Animals and the things that they do are special and we should just enjoy it instead or messing around with them.

We can say that both of the authors in each of the excerpt agree with the general idea that we should just let nature and the wildlife just do what they do. People should just let them be and we shouldn't disturb them. That is how we will be able to truly enjoy and experience nature.

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In both of the excerpts “Keep the ‘Wild’ in Wildlife” and “Saving Manatess” both of the authors bring up the same idea that we shouldn’t let people touch wild animals. People should just be looking at them without touching them and disturbing them. In the first excerpt they use examples to show how harmful doing this can be and in the second one they use Manatees as a example to show why we shouldn’t touch wildlife. They both have the same idea about keeping the wild, wild*). The response demonstrates grade-appropriate analysis of the texts (*He says that if we do something to them you may be hurting them as that is something that is normal for the animal; This shows that we shouldn’t be touching or messing around with wildlife and the animals. These things may harm you and the animals. You may think that you are doing something kind and good although you are really harming the animals; People shouldn’t just interfer with them and play with them. They are a great thing in nature and we should just watch and observe how beautiful nature really is; Animals and the things that they do are special and we should just enjoy it instead or messing around with them*). The response develops the topic with relevant, well-chosen details from the texts (“*Generally, the best thing to do is leave the animal alone. This protects both you and the animal.*”; “*These are “hands-on” examples of experts providing help when wildlife are in trouble, and they still both involve wildlife rehabilitators. Wildlife rehab is the answer for an injured animal. But, in general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.*”; “*I believe in the “no touch” policy when it comes to wild animals. Wild animals remain wild when man does not interfere with their behavior.*”; “*Look, but don’t touch*” may be the best way to mind your manatee manners. And besides, people actually have the most to gain by remaining at a distance when they spot a manatee in the water. By quietly observing manatees, snorkelers will get a rare opportunity to see the natural behavior of these unique animals.”), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the first [...] in the second, For example, This shows, So the we can see, also, This tells me*). The response establishes but fails to maintain a formal style using precise language and domain-specific vocabulary (*we shouldn’t be hands on with animals and we should just let them be, We can see these ideas pop up all over, we should just let the animals do there thing and we shouldn’t disturb them, we should just enjoy it instead or messing around with them, we should just let nature and the wildlife just do what they do*). The response provides a concluding statement that follows from the topic and information presented (*We can say that both of the authors in each of the excerpt agree with the general idea that we should just let nature and the wildlife just do what they do. People should just let them be and we shouldn’t disturb them. That is how we will be able to truly enjoy and experience nature*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Manatess, execerpt, a example, the authors message, so the we can, interfer, do there thing*).

GUIDE PAPER 4a

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

Both authors from "Excerpt from Keep the "Wild" in "Wildlife" and "Excerpt from Saving the Manatees" share a common goal. This common goal is to educate people on wild animals, and to keep them from touching, feeding, saving, or doing anything that could potentially harm them or their habitat.

Take this quote from "Excerpt from Keep the "Wild" in "Wildlife" as an example, "By trying to help wildlife, you might really be hurting them.". This quote is saying that by trying to "save" an animal, you can end up hurting them. If somebody took an animal outside of their natural habitat for a prolonged amount of time, then the animal might get used to these conditions, and become dependant on them to survive.

Another quote that helps this claim is from "Excerpt from Saving the Manatees", " Wild animals remain wild when man does not interfere with their behavior.". This quote is saying that animals are never truly wild unless a person does not interfere with their behavior. Take a house cat as an example. They cannot live on their own, because they never have. If you tried to put a housecat into the wild, it would probably (unfortunately) get killed by a predator. This is why these authors are trying to spread awareness about this problem.

One more quote that can support my claim is from "Excerpt from Saving the Manatees", "Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness.". This quote is trying to say that if you swim with a manatee, even though you are having fun, the manatees sometimes are not. Try to think that you are a manatee, swimming, eating, sleeping, and suddenly you see a human just start to swim with you. You don't know this person at all, you have no idea what they are doing, whether they are going to try to kill you or not, and you just want to be left alone. You probably wouldn't like that. This author is trying to tell us that leaving them alone is best.

In conclusion, both authors of these articles have the same end goal of educating and spreading awareness about the harm you can do when you disturb a wild animal, and sometimes just leaving them alone is best.

GUIDE PAPER 4b

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both authors from “Excerpt from Keep the “Wild” in “Wildlife” and “Excerpt from Saving the Manatees” share a common goal. This common goal is to educate people on wild animals, and to keep them from touching, feeding, saving, or doing anything that could potentially harm them or their habitat*). The response demonstrates grade-appropriate analysis of the texts [*If somebody took an animal outside of their natural habitat for a prolonged amount of time, then the animal might get used to these conditions, and become dependant on them to survive; Take a house cat as an example. They cannot live on their own, because they never have. If you tried to put a housecat into the wild, it would probably (unfortunatly) get killed by a predator; if you swim with a manatee, even though you are having fun, the manatees sometimes are not. Try to think that you are a manatee, swimming, eating, sleeping, and suddenly you see a human just start to swim with you. You don’t know this person at all, you have no idea what they are doing, whether they are going to try to kill you or not, and you just want to be left alone. You probably woudn’t like that. This author is trying to tell us that leaving them alone is best*]. The response develops the topic with relevant details from the texts (“*By trying to help wildlife, you might really be hurting them.*”; “*Wild animals remain wild when man does not interfere with their behavior.*”; “*Even though it was fun for us, I don’t think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness.*”), 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 (*Take this quote, Another quote, One more quote, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*potentially harm them of their habitat, same end goal, educating the spreading awareness*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, both authors of these articles have the same end goal of educating and spreading awareness about the harm you can do when you disturb a wild animal, and sometimes just leaving them alone is best*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Exerpt, dependant, interfear, unfortunatly, woudn’t, punctuation*).

GUIDE PAPER 5a

Additional

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

In "Excerpt from Keep the 'Wild' in Wildlife" and "Excerpt from Saving Manatees", a common goal is found between the authors of the articles. This common goal is keeping animals safe and out of harm by keeping humans away from them.

One example that supports my claim is a quote from paragraph 1 of "Excerpt from Saving Manatees", where the author clearly states that Wild animals stay out of harm and safe when man does not interfere with them, "Wild animals remain wild when man does not interfere with their behavior."

Another example that supports my claim is a quote from paragraph 3 of "Excerpt from Saving Manatees", where the author says "I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness." This quote tells us as the readers that swimming and touching manatees isn't right and we need to stop doing that in order to let them maintain their state of peacefulness in the wild.

My third example that supports my claim is a quote from paragraph 2 of "Excerpt from Keep the 'Wild' in Wildlife", where the author says "Generally the best thing to do is leave the animal alone. This protects both you and the animal." This quote implies that the author wants to keep the animal safe by not letting humans interact with it, because they may accidentally or hurt the animal or themselves.

My final example that supports my claim is a quote from paragraph 12 of "Excerpt from Keep the 'Wild' in Wildlife", where the author states "In general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild." This quote specifically tells us not to interact with animals due to the possibility that we may harm them or they may harm us. This possibility brings up a problem in the safety of us and the animal, in which the only solution is to let the animal be.

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from Keep the ‘Wild’ in Wildlife” and “Excerpt from Saving Manatees”, a common goal is found between the authors of the articles. This common goal is keeping animals safe and out of harm by keeping humans away from them*). The response demonstrates a literal comprehension of the texts (*Wild animals stay out of harm and safe when man does not interfere with them; swimming and touching manatees isn’t right and we need to stop doing that in order to let them maintain their state of peacefulness in the wild; the author wants to keep the animal safe by not letting humans interact with it, because they may accidentally or hurt the animal or themselves; This quote specifically tells us not to interact with animals due to the possibility that we may harm them or they may harm us*). The response develops the topic with relevant details from the texts (“*Wild animals remain wild when man does not interfere with their behavior.*”; “*I don’t think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness.*”; “*Generally the best thing to do is leave the animal alone. This protects both you and the animal*”; “*In general, the best bet for your safety, and that of the animal involved, is to leave wildlife alone, whenever possible keeping them truly wild.*”), 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 (*One example, Another example, My third example, My final example*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*maintain their state of peacefulness, implies, Specifically, possibility*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Excerpt, they may accidentally or hurt the animal or themselves, interact, mayharm, capitalization, punctuation*).

GUIDE PAPER 6a

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from both articles to support your response. [4]

In your response, be sure to

main
points

- identify a common goal the authors of the articles have ✓
- describe how the details presented in each article support the common goal ✓
- use details from both articles to support your response ✓

The common goal the authors of both articles have is to keep wildlife unharmed and safe in their own habitats. They want to maintain animals to live a "peaceful" life by not being harmed. By keeping wildlife safe, it's best to leave it alone not only for you, but also for the animal.

In paragraph number 12 of, Excerpt from "Keep the "Wild in Wildlife: Don't Touch or Feed", it says, "Leave wildlife alone, whenever possible keeping them truly wild." This shows how by leaving wildlife alone, it will help them to stay in their habitat and safety.

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not somewhere else such as an animal shelter seeking help. In paragraph one of "Excerpt from Saving Manatees," it says, "I believe in the "no touch policy when it comes to wild animals." The evidence shows how you shouldn't touch any wildlife no matter what. The details presented in both articles help support the main idea that all wildlife should stay protected. Not just manatees, but every animal.

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The common goal the authors of both articles have is to keep wildlife unharmed and safe in their own habitats. They want to maintain animals to live a "peaceful" life by not being harmed. By keeping wildlife safe, its best to leave it alone not only for your safety, but also for the animal*). The response demonstrates grade-appropriate analysis of the texts (*by leaving wildlife alone, it will help them to stay in their habitat and not somewhere else such as an animal shelter seeking help*). The response develops the topic with relevant details from the texts (*"Leave wildlife alone, whenever possible keeping them truly wild."* and *"I believe in the "no touch policy when it comes to wild animals."*), 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 (*In paragraph 12, In paragraph one, The evidence shows, The details presented*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*unharmed and safe in their own habitats and you shouldn't touch any wildlife no matter what*). The response provides a concluding statement that follows from the topic and information presented (*The details presented in both articles help support the main idea that all wildlife should stay protected. Not just manatees, but every animal*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*maintain, safety, whenever, punctuation*).

GUIDE PAPER 7a

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from both articles to support your response. [4]

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from both articles to support your response

The goal from both texts is to leave animals alone and to not touch them but only observe. This is so we keep ourselves and the animal safe and we don't disturb them.

In the text "keep the "wild" in wildlife" it said "Generally, the best thing to do is leave the animal alone. This protects both you and the animal. It also said "By trying to help wildlife, you might really be hurting them.

In the text "Excerpt from Saving Manatees" it stated "Even though it was fun for us,

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I don't think people should be allowed to swim with manatees or touch them because it disturbs their peacefulness." It also stated "Look, do not touch may be the best way to mind your manatees manners."

To sum up what has been said people should just let animals live there life peacefully without being touched because we just be hurting them even more without knowing. If people are so eager to see them then they can observe the animal from a good distance away. We might even get hit by the animal when trying to help. But if an animal was to be very injured and bloody then there should be a licensed wildlife rehabilitator called that know what there doing and will take care of

GUIDE PAPER 7c

the animal rightfully and with peace.

Score Point 2 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The goal from both texts is to leave animals alone and to not touch them but only observe. This is so we can keep ourselves and the animal safe and we don't disturb them*). The response demonstrates a literal comprehension of the texts (*people should just let animals live there life peacefully without being touched because we just be hurting them even more with out knowing. If people are so eager to see them then they can observe the animal from a good distance away. We might even get hit by the animal when trying to help. But if an animal was to be very injured and bloody then there should be a licensed wildlife rehabilitator called that know what there doing and will take care of the animal rightfully and with peace*). The response develops the topic with relevant details from the texts ("Generally, the best thing to do is leave the animal alone. This protects both you and the animal; "By trying to help wildlife, you might really be hurting them; "Even though it was fun for us, I don't think people should be allowed to swim with manatees or touch them because it disturbs there peacefulness."; "Look, do not touch may be the best way to mind your manatees manners."), and sustains the use of relevant evidence, with some lack of variety. The response exhibits some attempt at organization, with inconsistent use of transitions (*In the text it stated, It also said, It also stated, To sum up*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*take care of the animal rightfully and with peace*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*there peacefulness, manatees manners, live there life, we just be hurting them, with out, that know what there doing*, capitalization, punctuation).

GUIDE PAPER 8a

Additional

46

The authors of "Excerpt from *Keep the 'Wild' in Wildlife*" and "Excerpt from *Saving Manatees*" have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from both articles to support your response. [4]

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from both articles to support your response

They both agree that you should not touch a animal in the wild. You shouldn't touch a animal in the wild because in the first article it states that "by trying to help wildlife you might just be hurting them." It also states that "you could also end up hurting you." In the second article it stated that "I don't think people should swim near manatees or touch them because it disturbs there peacefulness". I also stated that pursuing a manatee can seperate a mother with its calf. The evidence

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Additional

from the text shows that both articles agree that animals in the wild should be left alone.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*They both agree that you should not touch a animal in the wild*). The response demonstrates a literal comprehension of the texts (*You shouldn't touch a animal in the wild*). The response partially develops the topic of the essay with the use of some textual evidence (“*by trying to help wildlife you might just be hurting them.*”; “*Your could also end up hurting you*”; “*I don't think people should swim near mantees or touch them because it disturbes there peacefulness*”; *pursuiting a manatee can seperate a mother with it's calf*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*in the first article, It also states, In the second article, I Also staited*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*The evidence from the text shows that both articles agree that animals in the wild sho be left alon*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*a animal, your could, mantees, disturbes, there peacefulness, I Also staited pursuiting, seperate, it's calf, alon, punctuation, capitalization*).

GUIDE PAPER 9

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

The common goal in these storys is that you can and should help wildlife just dont do it by yourself. 1 quote that proves this is when the author said "That's what Officer Richard Bare did when he received a call that some baby raccoons were orphaned after their mother was hit by a car. He took them to a wildlife rehabilitation facility." in paragraph 9 when he stated this he made sure to include the part were it says he got a call and this is important because someone took care of the wildlife and just didnt touch them because it couldve harmed them. Another quote is in paragraph 12 when is said "These are “hands-on” examples of experts providing help when wildlife are in trouble, and they still both involve wildlife rehabilitators." this is helping the main idea because it tells us that all examples are real and there are risks when you help wild animals. The last quote that i have to help the mian ideas in in paragraph 6 of saving the manatees when the author said "Some swimmers don't understand how touching a manatee can be harmful to the animal." this is another quote that tells us sometimnes doing things we like is bad this is because if you touched a manatee and it got scared it would use lots of energy and even flee into a predator.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The common goal in these storys is that you can and should help wildlife just dont do it by yourself*). The response demonstrates a literal comprehension of the texts (*he made sure to include the part were it says he got a call and this is important because someone took care of the wildlife and just didnt touch them because it couldve harmed them*). The response partially develops the topic of the essay with the use of some textual evidence (“*That's what Officer Richard Bare did when he received a call that some baby raccoons were orphaned after their mother was hit by a car. He took them to a wildlife rehabilitation facility.*” and “*These are “hands-on” examples of experts providing help when wildlife are in trouble, and they still both involve wildlife rehabilitators.*”), some of which may be irrelevant (“*Some swimmers don't understand how touching a manatee can be harmful to the animal.*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*I quote that proves this, Another quote, because it tells us*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*just dont do it by yourself, I quote, sometimnes doing things we like is bad*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*storys, dont, the part were it says, didnt, couldve, examples, mian, sometimnes, capitalization, punctuation*).

GUIDE PAPER 10

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

A common goal both of these authors of these articles have is to warn people about helping animals and interacting with their life. The details in each of these articles show how animals are able to do stuff on their own and don't need very much human attention to stay alive, animals have their own ways of staying alive and helping themselves and sometimes helping animals can actually hurt them. The articles explain how not having enough knowledge about the animals and trying to help it could possibly hurt you and/or the animal as well. These articles just say that it is best that you call in and leave it to the pros to save these animals in need.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*A common goal both of these authors of these articles have is to warn people about helping animals and interacting with their life*). The response demonstrates a literal comprehension of the texts (*animals are able to do stuff on their own and don't need very much human attention to stay alive, animals have their own ways of staying alive and helping themselves and sometimes helping animals can actually hurt them; how not having enough knowledge about the animals and trying to help it could possibly hurt you and/or the animal as well; it is best that you call in and leave it to the pros to save these animals in need*). The response provides no evidence, or provides evidence that is completely irrelevant. The response exhibits little attempt at organization (*The articles explain, the articles just say*). The response lacks a formal style, using language that is imprecise for the texts and task (*animals are able to do stuff*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*interacting with their life, dont, helping themselves, helping, aswell, punctuation*).

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Additional

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

the connecting ideas from each story is that leaving animals alone in their own habitats is the best way to let them live, and interrupting their cycle of life could be harmful to them. in the previous text, it explains how leaving the animals alone and letting them 'stay wild' is a suggested factor with wild animals to ensure that they are not acting in unnatural behavioural situations.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*the connecting ideas from each story is that leaving animals alone in their own habitats is the best way to let them live, and interrupting their cycle of life could be harmful to them*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*in the previous text, it explains how leaving the animals alone and letting them 'stay wild' is a suggested factor with wild animals to ensure that they are not acting in unnatural behavioural situations*). The response exhibits no evidence of organization. The response lacks a formal style, using language that is imprecise for the texts and task (*interrupting their cycle of life and unnatural behavioural situations*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (capitalization).

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46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

The common goal is just to leave animals in the wild alone so they can be with there habait.
If you bother them they might end up doing something bad.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The common goal is just to leave animals in the wild alone so they can be with there habait.*). The response demonstrates little understanding of the texts. The response provides evidence that is completely irrelevant (*If you bother them they might end up doing something bad*). The response exhibits no evidence of organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

The common goal of the two articals both have animals interfering in them and they both tell us good things and bad things about both articals. Those are a couple thing that both of the articals have in common.

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*The common goal of the two articals both have animals interfering in them and they both tell us good things and bad things about both articals. Those are a couple thing that both of the articals have in common*).

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Additional

46

The authors of “Excerpt from *Keep the ‘Wild’ in Wildlife*” and “Excerpt from *Saving Manatees*” have a common goal. What is that common goal? How do the details presented in each article support this goal? Use details from **both** articles to support your response.

In your response, be sure to

- identify a common goal the authors of the articles have
- describe how the details presented in each article support the common goal
- use details from **both** articles to support your response

the Author is trying to save Manatees and keep them in the wild and not take them out of there habait

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*the Author is trying to save Manatees and keep them in the wild and not take them out of there habait*).