

New York NYSTP 2024 Grade 6 English Language Arts

Exam Materials
Pages 2 - 32

Answer Key Materials
Page 33

Rubric Materials
Pages 34 - 114

Name: _____



New York State *Testing Program*

English Language Arts Test Session 1

Grade **6**

Spring 2024

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

Directions

Read this article. Then answer questions 15 through 21.

Excerpt from *Great Migrations*

by Elizabeth Carney

- 1 Animals migrate for a variety of reasons, some we know and some we don't. They may need fresh sources of food or a place to mate. They might have to flee from predators or find shelter from extreme temperatures.
- 2 The sun—its rise and fall over a day and the whirling of the Earth around it for a year—powers these events. They are some of nature's most thrilling dramas. Come have a closer look at some of the world's great migrations.

Mali Elephants

Driven by Thirst

- 3 There's a saying that an elephant never forgets. For the Mali desert elephants, that saying must be true. For them, forgetting the location of a lifesaving water hole would be a deadly mistake.
- 4 Mali elephants live along the southern edge of the Sahara desert. In order to survive in their parched environment, the animals are on a nearly constant search for water. A wise, older female, called a matriarch, leads each family group. The herd's survival depends on her decisions.
- 5 Under typical conditions, Mali elephants can thrive. But sometimes even the wisest matriarch is no match for nature. When a recent drought dried up nearly every water source in the region, the Malian government trucked in water for the elephants.

Motive to Move

- 6 Mali elephants have the longest migration of any elephant. Their life-or-death challenge is to find enough water in a desert. After a rare rain, Mali elephants must get to newly-formed water holes before they dry up.

Dangers

- 7 Oven-like 120°F heat and fierce sand storms can be a threat for tired, thirsty elephants. Youngsters are the most vulnerable.¹

GO ON

Monarch Butterflies

Color A-Flutter

8 It's spring in Mexico's Oyamel Forests. After blanketing nearly every inch of the trees, millions of monarch butterflies take flight. Their orange-and-black wings color the sky like an explosion of confetti.

9 With the sun as their compass, they head north. No one butterfly will live long enough to complete the entire journey. Instead, they rely on a map imprinted in their genes. Each new generation of butterfly picks up where its parents left off. Together, they travel farther than any known insect.

Motive to Move

10 The delicate butterflies cannot survive cold winter temperatures. In the fall, they head south to spend the winter in Mexico. When spring arrives, the butterflies take flight to the United States and Canada where their favorite food, milkweed, is plentiful.

Dangers

11 Monarchs face many predators, but the butterflies' toxic² skin discourages second helpings.

Golden Jellyfish

Gold Rush

12 With the rise of the sun, swarms of golden jellyfish start a migration. While many migrating animals make their move once a year, these jellyfish undertake a major journey every single day. Following the movement of the sun, millions of jellyfish circle the saltwater lake they call home—the appropriately named Jellyfish Lake.

13 Why does a small, pulsating³ jellyfish go through all the trouble? Golden jellyfish must follow the sun to support the plant-like algae that grow in their bodies. The algae convert sunlight into sugars for energy. In exchange for protection and a place to live, the algal hitchhikers make extra food for the jellyfish. The algae also give jellyfish their beautiful golden glow.

Motive to Move

14 Golden jellyfish must maximize their time in the sun so the algae living on their bodies can survive.

Dangers

15 Golden jellyfish have to avoid the shade to keep their algae in the sunshine. Staying on the move also helps the jellies avoid the stinging clutches of a predatory sea anemone.

GO ON

Zebras

Striped Stallions

16 Just as the American West has its mustangs, the Serengeti⁴ has a horse-like animal to call its own: the unmistakable zebra. But zebras don't have time to horse around. Like the region's other hoofed animals—wildebeests and gazelles—zebras must stay on the move for fresh grass and water.

17 Zebras live in small groups with a dominant male, called a stallion, leading them. Sometimes, herds will come together by the thousands to find better feeding grounds.

18 Of all Serengeti's grazers, zebras are the least picky. They'll feed on the toughest grasses, paving the way for soft, leafy regrowth that wildebeests and gazelles prefer.

Motive to Move

19 Zebras are forever searching for fresh grass and water. They follow roughly the same movements as wildebeests. The timing of their travels is driven by rainfall, which fuels the growth of new grass and refills water holes.

Dangers

20 Zebras must always be on the lookout for lions, crocodiles, and hyenas. The animals are favorite prey for these big carnivores.

Wildebeests

Wild Risks

21 On a Tanzanian plain, a wildebeest is born. Its mother urges it to stand. Human babies can take a year or more to take their first steps. But this young antelope has to be mobile in minutes. In central Africa, it's get up or get eaten!

22 For a wildebeest, being in a rush is a way of life. That's because they are a favorite snack on the savanna. Lions, leopards, crocodiles, and hyenas all feed on the moving herds. outrunning enemies means living to see tomorrow. Despite the danger, wildebeests have to follow the seasonal rains to greener grasslands. Water and food are worth braving exhaustion and hungry predators.

Motive to Move

23 The region's alternating dry and rainy seasons mean that plant eaters have to stay on the move to find a steady supply of greens. During the dry seasons, the plains dry up into barren dust fields. Wildebeests would starve if they didn't migrate.

Dangers

24 Wildebeests who escape predators and survive thirst may still be trampled if their herd is startled into a frenzied stampede.

MIGRATION PATTERNS

Type of Animal	Number of Participants	Route of Migration	Distance Traveled
Mali Elephant	400	Counter-clockwise over the southern part of the Saharan Desert	435 miles per year
Monarch Butterfly	300 Million	To North America in spring and Central Mexico in winter	2,500 miles (over four generations)
Golden Jellyfish	10 Million	In Jellyfish Lake on Eil Malk, an island in the Pacific Ocean	Half a mile per day; depths of 45 feet per night
Zebra	300,000	Over the Serengeti Plains	1,000 miles per year
Wildebeests	1.4 Million	In a circle across Kenya and Tanzania	1,800 miles per year

¹**vulnerable:** likely to be affected by something bad

²**toxic:** poisonous to others

³**pulsating:** pulsing, pumping, or beating with blood or breath

⁴**Serengeti:** a plain in northern Tanzania

GO ON

15

What is the meaning of the word “parched” as it is used in paragraph 4?

- A difficult
- B dry
- C dangerous
- D dusty

16

Read this sentence from paragraph 8.

Their orange-and-black wings color the sky like an explosion of confetti.

What is the author’s **main** purpose for using this sentence?

- A to describe a feeling of excitement while watching butterflies
- B to indicate the direction the butterflies will go as they travel
- C to describe the large number of butterflies taking flight
- D to indicate the distance the butterflies will need to travel

17

Which sentence from the article **best** supports the author’s central claim?

- A “The sun—its rise and fall over a day and the whirling of the Earth around it for a year—powers these events.” (paragraph 2)
- B “Like the region’s other hoofed animals—wildebeests and gazelles—zebras must stay on the move for fresh grass and water.” (paragraph 16)
- C “Sometimes, herds will come together by the thousands to find better feeding grounds.” (paragraph 17)
- D “The timing of their travels is driven by rainfall, which fuels the growth of new grass and refills water holes.” (paragraph 19)

GO ON

18

Which detail from the article represents the author’s belief?

- A** “They are some of nature’s most thrilling dramas.” (paragraph 2)
- B** “... forgetting the location of a lifesaving water hole would be a deadly mistake.” (paragraph 3)
- C** “... these jellyfish undertake a major journey every single day.” (paragraph 12)
- D** “Human babies can take a year or more to take their first steps.” (paragraph 21)

19

According to the article, zebras and wildebeests are similar because both animals

- A** walk right after birth
- B** migrate for the same reasons
- C** live in small groups
- D** eat the same type of grass

20

The **main** way the different “*Motive to Move*” sections help the reader understand migration is by

- A** explaining why animals search for watering holes
- B** referring to areas where there is a lack of grass
- C** explaining why animals travel to different places
- D** referring to seasons that change from dry to rainy

GO ON

21

Which phrase from the article **best** helps the reader understand the claim in paragraph 22 that “being in a rush is a way of life” for wildebeests?

- A the reference to the wildebeest being “a favorite snack” (paragraph 22)
- B the indication that wildebeests follow “the seasonal rains” (paragraph 22)
- C the explanation that plant eaters like the wildebeest “stay on the move” (paragraph 23)
- D the claim that wildebeests would “starve if they didn’t migrate” (paragraph 23)

GO ON

Directions

Read this article. Then answer questions 22 through 28.

Excerpt from *The Story Behind Electricity*

by Sean Stewart Price

- 1 Electricity often seems like a kind of magic. With the touch of a button, we can turn on lights or play music. Electricity lets us watch television. It also allows us to make phone calls from anywhere in the world.
- 2 But electricity does not just run machines. It also lights up the sky during a thunderstorm. It puts the “static cling” in our clothes. Try bending your finger. Electricity sends the signals that make that possible. Some animals, such as sharks, can sense electric signals in animals. That helps them hunt down their prey (the animals they eat).

A Powerful First

- 3 A Greek scientist named Thales was the first person to study electricity. That was about 2,600 years ago. Thales saw that something strange happened to amber (a yellow gem) when he rubbed it. Small, light objects such as feathers magically moved toward the amber. Thales did not know it, but he was creating electricity.
- 4 Electricity was not studied well until about 400 years ago. Since then, electricity has become more and more a part of our lives. . . .
- 5 A series of scientists helped discover all we know about electrical energy today.

Studying Static

- 6 In 1660, a German inventor named Otto von Guericke invented a machine that produced static electricity.¹ Later scientists used this to study electricity.
- 7 In the mid-1700s the U.S. inventor and politician Benjamin Franklin set out to learn more about electricity. Franklin did many experiments. They showed him that static electricity looked a lot like lightning. But it was smaller. Franklin realized that lightning was a type of electrical energy.
- 8 This was a huge discovery. At the time, lightning was a big problem. Lightning often hit tall buildings, such as church steeples. This caused deadly fires. People rang church bells to warn others of bad weather. Lightning sometimes struck and killed the bell ringers.

GO ON

The Lightning Rod

9 Franklin invented the lightning rod. A lightning rod is a metal pole with a wire attached. Franklin put his lightning rod on tall buildings. Then he ran the wire down to the ground. Lightning tends to hit the rod. This is because it is the highest object on the roof. The electricity followed the wire. It went harmlessly to the ground. Franklin's invention is still used on tall buildings today.

The Battery

10 In 1800 an Italian scientist named Alessandro Volta created the first battery. A battery is something that uses metal and chemicals to create electrical energy. Batteries would one day become essential power sources for modern electricity.

Michael Faraday

11 In 1821 the English scientist Michael Faraday invented an early form of the electric motor. This was the first time a magnet and electric current were used to create mechanical motion (motion involving machines). Faraday later discovered a dynamo. It did just the opposite. It converted mechanical motion into electrical energy. This new power source would lead to the electrical generators we rely on today.

Thomas Edison and the Next Step

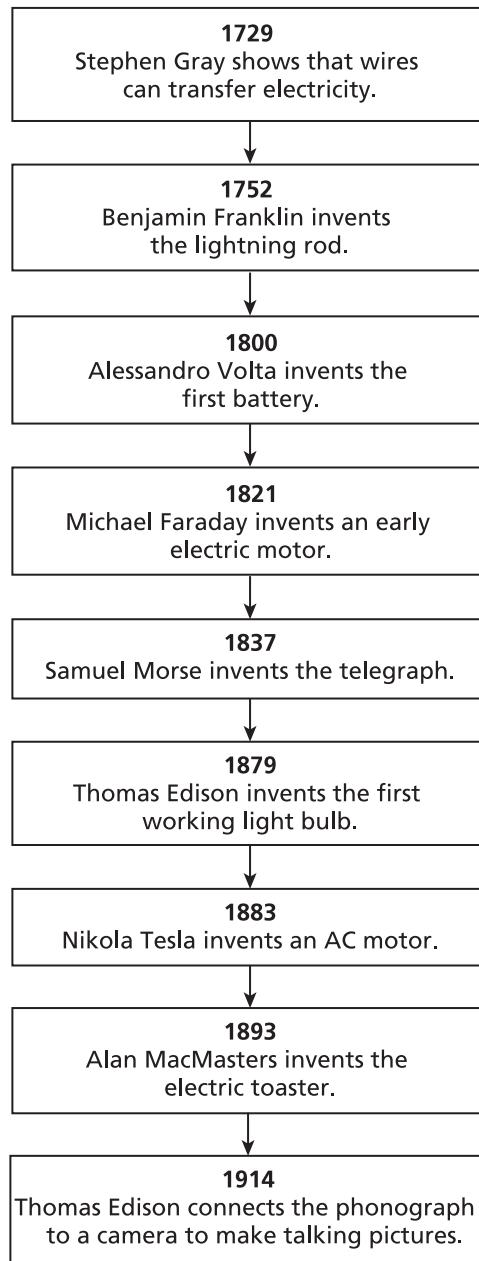
12 In 1879 the U.S. inventor Thomas Edison created the first working lightbulb. At the time, many people used candles for light. Others used kerosene (a kind of oil) and gas lamps. All of these were smelly and caused fires. Edison's lightbulb had the potential to change all this.

13 People had no way to get electricity into their homes. So, Edison began building an electric power station. On September 4, 1882, Edison flipped a switch at the Pearl Street Power Station in New York City. This lit up the homes and businesses of 85 customers. They were the first people to enjoy electric lighting.

Power to Thousands

14 In 1883 the U.S. scientist Nikola Tesla found a way to make electrical energy travel longer distances. He did so by using alternating current (AC) power. Power stations could now supply power for hundreds of miles and to thousands of people. The demand for electricity caught on. Today, most people cannot imagine life without electricity.

Electricity Milestones



¹static electricity: an electrical charge that does not move, usually produced by friction that causes sparks or crackling

GO ON

22

According to the article, what was the **main** effect of Franklin’s study of static electricity?

- A the ability to generate static electricity to study it
- B the understanding that static electricity resembled lightning
- C the realization that lightning was larger than static electricity
- D the creation of a tool to prevent lightning from harming people

23

Working with electricity can sometimes be dangerous. Which detail in the article **best** supports this idea?

- A the claim that sharks “can sense electric signals” (paragraph 2)
- B the statement that “Lightning often hit tall buildings” (paragraph 8)
- C the claim that a battery uses “metal and chemicals to create electrical energy” (paragraph 10)
- D the statement that many objects used for light “were smelly and caused fires” (paragraph 12)

24

In paragraph 14, how does the author demonstrate how the demand for electricity “caught on”?

- A by highlighting important scientists who studied electricity
- B by including dates and descriptions of major discoveries
- C by suggesting that people began to appreciate and use electricity
- D by indicating that certain inventions helped people remain safe

GO ON

25

What is **most likely** the author's opinion about electricity?

- A** Electricity should continue to be studied by scientists and inventors.
- B** Electricity was made popular as the result of the electric motor.
- C** Electricity was not useful until energy could travel longer distances.
- D** Electricity is an important and essential part of people's lives.

26

How does the author organize information to develop a central idea in the article?

- A** by contrasting the different scientists who studied electricity
- B** by providing details about the development of electricity in chronological order
- C** by explaining how electricity helped solve a variety of problems
- D** by using a cause and effect structure to highlight the significance of electricity

GO ON

27

This question is worth 2 credits.

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

28

This question is worth 2 credits.

In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

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

Directions

Read this story. Then answer questions 29 through 35.

A sea captain named Charlie Noble has retired to Bald Head Island, near Singing Beach.

Excerpt from “Charlie Noble and Mate”

by Louis Arthur Norton

- 1 Charlie’s companion was a black Labrador Retriever named Mate. Dogs learn obedience commands from the language of their owners. Instead of ordinary English, Mate responded to instructions that the captain used aboard ship like on board, meaning “come to your master,” and many other commands such as luff for “slow down,” avast for “stay,” heave to for “stop,” capsized for “roll over,” hail for “speak,” pipe down for “stop barking,” backwater for “move away,” shipshape for “good dog,” and most welcome,hardtack for “biscuit reward.”
- 2 When Charlie and Mate walked the streets of Bald Head or strolled along the sands of Singing Beach, they swayed from side to side as if they were on a pitching deck in a choppy sea. Townsfolk would pat the dog’s head and say nice things, but Mate just looked at them with his head cocked to one side and one ear raised. It seemed as if they were speaking to him in a foreign tongue, using words that were indeed strange to him.
- 3 Charlie Noble owned a sailboat named the Fast and Able. Sailing in each other’s company provided a perfect afternoon for Charlie and Mate, but they did not go too far from shore in the small boat. Mate either slept on the sun-warmed deck or joined Charlie in the cockpit, usually snuggling up to his master. If a fogbank rolled in, Mate would bark loudly, acting as the Fast and Able’s foghorn.
- 4 One sunny day as they sailed along the shoreline, a strong wind gust caused the sailboat to jibe¹ suddenly. The heavy wooden boom holding the sail swung wildly and hit the old captain on the side of his head. Charlie fell to the bottom of the boat unconscious.
- 5 Mate whimpered and frantically licked his master’s face, but the old seaman did not move. The boat was now adrift,² but not too far from land. Somehow the dog realized he should swim to shore and get help. Being a retriever he was a good swimmer, so Mate leaped into the cold water and dog-paddled to the beach.
- 6 Once ashore, Mate raced over the sand dunes and down the road toward the village. When he reached the town green, he tried to attract attention, running in circles and barking frantically.

GO ON

7 The people of Bald Head shouted questions at the sopping wet dog. “What’s the matter, pup? Where’s your master?” But the dog seemed confused and barked even louder.

8 A young sailor in the crowd named Jake, a former shipmate of Charlie, recognized Mate and remembered that the old man’s dog responded to “sailor talk.” Jake bellowed in a deep voice, “Heave to!” followed by “Pipe down!” Mate stopped running in circles, then rapidly wagged his tail. The dog seemed to understand. Realizing that the captain might be in trouble, Jake then shouted, “On board!” and the eager dog led the sailor and concerned townsfolk down the road to the beach.

9 There the would-be rescuers saw the sailboat adrift offshore, but there were no rescue boats on the strand.³ Jake turned toward Mate and yelled, “On board!” once again. Mate wagged his tail even more rapidly as if to say, “Good idea!” He jumped into the surf and swam for the Fast and Able.

10 Mate reached the boat and scrabbled over the side. Once on board, he barked loudly while violently shaking himself. The cold seawater flew off Mate’s fury coat and splashed over Charlie, who now began to stir. Mate whimpered once again and licked Charlie’s face. The dazed old man sat up slowly, rubbing the side of his sore head. Charlie looked in Mate’s direction and grinned, then took a firm grip on the tiller.⁴ A fresh sea breeze filled the sail of the boat, and the vessel came to life.

11 Jake and the other folks onshore gave a cheer and turned back toward Bald Head. Charlie softly whispered, “Shipshape!” to Mate, then a little louder, “Hardtack!” and gave Mate a dog biscuit. The sea dog had saved the day—and perhaps his master’s life.

12 When Charlie and Mate finally docked the Fast and Able at the town landing, the old mariner had a broad smile on his face. Charlie straightened his captain’s cap and assumed his tall, dignified posture. Once again the retired ship’s master and his beloved dog took their customary walk along the cobblestone lanes of Bald Head and the cool sands of Singing Beach, swaying sailor-like together.

¹**jibe:** change from leaning in one direction to leaning in the opposite direction

²**adrift:** floating without control

³**strand:** beach

⁴**tiller:** lever used for steering a boat

29

In paragraph 2, the author uses the phrase “in a foreign tongue” to indicate that Mate

- A** only responds to the commands of Charlie
- B** dislikes being patted by the townspeople
- C** does not want to stop his walk with Charlie
- D** does not care what the townspeople say

30

Which detail signals a change in the direction of the story?

- A** the indication that Mate listened “with his head cocked to one side and one ear raised”
(paragraph 2)
- B** the statement that “Mate would bark loudly, acting as the Fast and Able’s foghorn”
(paragraph 3)
- C** the indication that “Charlie fell to the bottom of the boat unconscious” (paragraph 4)
- D** the statement that “Mate leaped into the cold water and dog-paddled to the beach”
(paragraph 5)

31

Read this sentence from paragraph 5.

Mate whimpered and frantically licked his master’s face, but the old seaman did not move.

The words “whimpered” and “frantically” affect the tone of the story by

- A** creating a sense of sorrow
- B** establishing a feeling of hopelessness
- C** creating a sense of anxiety
- D** establishing a feeling of confusion

GO ON

32

How does paragraph 8 **best** help advance the plot of the story?

- A** by showing that Jake knows Charlie's dog
- B** by demonstrating how Mate responds to Jake's voice
- C** by having Jake realize Charlie may be in trouble
- D** by illustrating the trust Jake inspires in Mate

33

What do the details in paragraphs 9 through 11 **mainly** reveal about Mate?

- A** He is popular in the town.
- B** He cares deeply about his master.
- C** He knows how to save lives.
- D** He responds quickly to commands.

34

Which detail **best** shows how the author indicates the close friendship of Charlie and Mate to the reader?

- A** “Sailing in each other’s company provided a perfect afternoon for Charlie and Mate,”
(paragraph 3)
- B** “Mate either slept on the sun-warmed deck or joined Charlie in the cockpit,”
(paragraph 3)
- C** “The cold seawater flew off Mate’s fury coat and splashed over Charlie,” (paragraph 10)
- D** “Charlie softly whispered, ‘Shipshape!’ to Mate, then a little louder, ‘Hardtack!’ ”
(paragraph 11)

GO ON

35

A common saying is that “Dogs are man’s best friend.” Which detail from the story **best** supports this idea?

- A** Mate responds to words Charlie teaches him.
- B** Mate walks with Charlie when they are in town.
- C** Mate sleeps in the boat when Charlie is sailing.
- D** Mate leaves the boat to get help for Charlie.

GO ON

Directions

Read this story. Then answer question 36.

In 1938, when many people are out of work, teenager Cece Maloney dreams of getting a job as a radio star at Columbia Radio in Manhattan.

Excerpt from *Radio Girl*

by Carol Brendler

- 1 The minute Ma and Nory left for Mass on Saturday morning, I emptied out my skate bag, shoving my skates under the bed as far as I could reach. The bag was my cover. If anyone asked, I was just going to the roller rink, like every weekend. I threw my pocketbook into the bag, along with my working paper and a dollar I had borrowed from Ma's rainy-day jar. I would need money for trolley fares and the ferry. Next, I dragged out the least shabby of my blouses and my new school skirt, the only one that fit. I cuffed my bobby socks neatly and laced up my saddle shoes.
- 2 All week long, I had practiced tongue twisters and read up on Columbia's programs in *Radio Guide*. All I had to do next was get out of the apartment before Ma and Nory came back from church, drop my skate bag off at Bev's place, then head for 485 Madison Avenue in Manhattan and the offices of CBS. . . .
- 3 Thirty minutes later, I had left behind the brewery smells of Newark. I leaned against a damp railing on the Hoboken ferry, bound for the Thirty-ninth Street dock. The mist on the river cooled my face and arms. Waves on the Hudson caught the sun and glimmered like the sequins on a radio star's evening gown. I'd never been across the Hudson by myself before, and the freedom of it made me feel like one snappy piece of work.
- 4 When the ferry sidled up next to the dock, the crew threw ropes around the pilings. "Unique New York,"¹ I whispered. "Unique New York." The city lay before me, with seven million future fans, and I couldn't wait to get started.
- 5 The streets were packed with people, shouting, running, hailing cabs. I hurried up to Forty-second Street, then headed east, passing shopkeepers propping open tavern doors and sweeping stoops. Wisecracking men unloaded trucks. Horns honked. Bellhops stood outside of hotels, and there were already lines at the banks.
- 6 Flattened chewing gum and old stogies² dotted the sidewalks. I passed a Chinese restaurant smelling of boiled cabbage, then crossed another alley that smelled of rotten vegetables and exhaust fumes. On Fifth Avenue, I squeezed past fancy-dressed ladies in wide brimmed hats walking their toy dogs. I passed a Sabrett's hot-dog cart on the street. There were businessmen in smart suits and fedoras rushing by shabby folks sitting against streetlamps selling pencils or asking for spare change. More horns honked. Motor oil on the street shimmered in the sun. At the corner of Madison and Forty-sixth, a Buick nearly ran over the toes of my saddle shoes.

GO ON

7 Finally, there it was, twenty-four stories high. Four hundred eighty-five Madison Avenue, the Columbia building. Its windows were like mirrors, reflecting the even taller skyscrapers all around. I stood in front for a minute, taking it all in. This was a moment I would always remember, the beginning of my rise to radio stardom.

8 I licked my thumb and rubbed the scuff marks off my shoes, nodded at the doorman, and pushed through the revolving door.

¹Unique New York: a tongue twister that the narrator practices, as well as a feeling that New York City, especially Manhattan, is like no other place in the world

²old stogies: cigars

GO ON

36

This question is worth 2 credits.

In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 37 through 39.

In the early 1900s, a man from the country named Bud travels to the big city, hoping to find work. At the beginning of the excerpt, Bud is on a ferry boat, talking to a younger man as a violinist asks people for money.

Excerpt from *Manhattan Transfer: A Novel*

by John Dos Passos

- 1 The breeze made the hair stir round the tight line of his cap and dried the sweat on his temples. His feet were blistered, he was leaden tired, but when the ferry moved out of the slip, bucking the little slapping scalloped waves of the river he felt something warm and tingling shoot suddenly through all his veins. “Say, friend, how fur is it into the city from where this ferry lands?” he asked a young man in a straw hat wearing a blue and white striped necktie who stood beside him.
- 2 The young man’s glance moved up from Bud’s road-swelled shoes to the red wrist that stuck out from the frayed sleeves of his coat, past the skinny turkey’s throat and slid up cockily into the intent eyes under the broken-visored cap.
- 3 “That depends where you want to get to.”
- 4 “How do I get to Broadway? . . . I want to get to the center of things.”
- 5 “Walk east a block and turn down Broadway and you’ll find the center of things if you walk far enough.” . . .
- 6 The violinist was going through the crowd with his hat held out, the wind ruffling the wisps of gray hair on his shabby bald head. Bud found the face tilted up at him, the crushed eyes like two black pins looking into his. “Nothin,” he said gruffly and turned away to look at the expanse of river bright as knife blades. The plank walls of the slip closed in, cracked as the ferry lurched against them; there was rattling of chains, and Bud was pushed forward among the crowd through the ferryhouse. He walked between two coal wagons and out over a dusty expanse of street towards yellow streetcars. A trembling took hold of his knees. He thrust his hands deep in his pockets.
- 7 [The word] “EAT” [could be seen] on a lunchwagon halfway down the block. He slid stiffly onto a revolving stool and looked for a long while at the pricelist.
- 8 “Fried eggs and a cup o’ coffee.”

GO ON

9 “You look all in, feller,” the man said as he broke the eggs into the sizzling grease of the frying pan.

10 “Came down from upstate. I walked fifteen miles this morning.”

11 The man made a whistling sound through his eyeteeth. “Comin’ to the big city to look for a job, eh?”

12 Bud nodded. The man flopped the eggs sizzling and netted with brown out onto the plate and pushed it towards Bud with some bread and butter on the edge of it. “I’m goin’ to slip you a bit of advice, feller, and it won’t cost you nutten. You go an’ git a shave and a haircut and brush the hayseeds out o’ yer suit a bit before you start lookin’. You’ll be more likely to git something. It’s looks that count in this city.”

37

This question is worth 2 credits.

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*. ”

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use **two** details from the story to support your response.

GO ON

38

This question is worth 2 credits.

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 39 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 15 and 16.



GO ON

39

This question is worth 4 credits.

The stories “Excerpt from *Radio Girl*” and “Excerpt from *Manhattan Transfer: A Novel*” both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from **both** stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
 - explain how each author develops this theme differently
 - use details from **both** stories to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

2024 English Language Arts Tests Map to the Standards

Grade 6

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
15	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.L.4	Reading	0.81		
16	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.4	Reading	0.37		
17	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.8	Reading	0.40		
18	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.6	Reading	0.58		
19	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.59		
20	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.5	Reading	0.76		
21	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.4	Reading	0.38		
22	Multiple Choice	D	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.43		
23	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.9	Reading	0.40		
24	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.2	Reading	0.53		
25	Multiple Choice	D	1	NGLS.ELA.Content.NY-6.R.6	Reading	0.62		
26	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.5	Reading	0.43		
27	Constructed Response		2	NGLS.ELA.Content.NY-6.R.8	Writing to Sources		1.48	0.74
28	Constructed Response		2	NGLS.ELA.Content.NY-6.R.5	Writing to Sources		1.54	0.77
Session 2								
29	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.L.4	Reading	0.75		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.71		
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.4	Reading	0.42		
32	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.54		
33	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.72		
34	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.67		
35	Multiple Choice	D	1	NGLS.ELA.Content.NY-6.R.9	Reading	0.74		
36	Constructed Response		2	NGLS.ELA.Content.NY-6.R.5	Writing to Sources		1.44	0.72
37	Constructed Response		2	NGLS.ELA.Content.NY-6.R.4	Writing to Sources		1.28	0.64
38	Constructed Response		2	NGLS.ELA.Content.NY-6.R.3	Writing to Sources		1.43	0.72
39	Constructed Response		4	NGLS.ELA.Content.NY-6.R.2	Writing to Sources		1.78	0.44

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

2-Credit Constructed-Response Rubric

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

Possible Exemplary Response:

In “Excerpt from *The Story Behind Electricity*,” the author supports the claim that electricity has become “more and more a part of our lives” by telling us how electricity helps us live today. In the first paragraph the author tells us many ways we use electricity “With the touch of a button, we can turn on lights or play music. Electricity lets us watch television. It also allows us to make phone calls from anywhere in the world.” Other ways the author shows how we use electricity today are in paragraph 10, “Batteries would one day become essential power sources for modern electricity” and in paragraph 14, “The demand for electricity caught on. Today, most people cannot imagine life without electricity.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

In "Excerpt from *The Story Behind Electricity*," how does the author support the claim that electricity has become "more and more a part of our lives" (paragraph 4)? Use two details from the article to support your response. [2]

In "Excerpt from *The Story Behind Electricity*" the author supports the claim that electricity has become "more and more a part of our lives" by saying how we use it for television, phone calls, music and more. The text states, "With the touch of a button, we can turn on lights or play music." This shows that we use electricity for our amusement because we play music almost everyday and we also use electricity for basic needs such as seeing in the dark and since lights use electricity and we turn them on almost every day we are using electricity a lot more. Additionally, "It also allows us to make phone calls from anywhere in the world." This shows that electricity is also used to help us communicate and today we call and talk on the phone a lot more because your friends and family are far away or you can't have someone over and you feel like talking with them.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Story Behind Electricity*," to explain how the author supports the claim in paragraph 4 that electricity has become "more and more a part of our lives" (by saying how we use it for television, phone calls, music and more). The response provides evidence of analysis (we use electricity for our amusement because we play music almost everyday and we also use electricity for basic needs such as seeing in the dark and electricity is also used to help us communicate). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("With the touch of a button, we can turn on lights or play music." and "It also allows us to make phone calls from anywhere in the world."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

The author supports the claim that electricity has become "more and more a part of our lives" by showing examples of scientists changing history and peoples lives with electricity. My first piece of evidence is from paragraph 9 where it states how Benjamin Franklin invented the lighting rod. This proves my claim by showing how the invention of the lighting rod was a game changer and stoped many buildings from catching on fire and people from dying. Which definitly became more and more apart of peoples lives since in the same paragraph it says it is still used on tall buildings today.

My second piece of evidence is from paragraph 12 where it states how Thomas Edison created the first working lightbulb. This proves my claim by showing how the invention of the lightbulb was important, it stoped people from using harmful options, and eventually almost all around the world people still use lightbulbs so of course they are more and more a part of our lives. In conclusion, The author supports the claim that electricity has become "more and more a part of our lives" by showing examples of scientists changing history and peoples lives with electricity.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *The Story Behind Electricity*,” to explain how the author supports the claim in paragraph 4 that electricity has become “more and more a part of our lives” (*by showing examples of scientists changing history and peoples lives with electricity*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Benjamin Franklin invented the lighting rod. This proves my claim by showing how the invention of the lighting rod was a game changer and stoped many buildings from catching on fire and people from dying and Thomas Edison created the first working lightbulb. This proves my claim by showing how the invention of the lightbulb was important, [...] almost all around the world people still use lightbulbs*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 27 In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

Thomas edison made the lightbulb which millions around the world use today: "Edisons lightbulb had the potential" and Nikolas tesla made the first AC power which people use everyday "Power stations could now supply power for hundreds of miles and to thoudsands of people. The demand of electricity caught on.X

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *The Story Behind Electricity*,” to explain how the author supports the claim in paragraph 4 that electricity has become “more and more a part of our lives” (*The demand of electricity caught on*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Thomas edison made the lightbulb which millions around the world use today: “Edisons lightbulb had the potential” and Nikolas tesla made the first AC power which people use everyday “Power stations could now supply power for hundreds of miles and to thoudsands of people*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 27 In "Excerpt from *The Story Behind Electricity*," how does the author support the claim that electricity has become "more and more a part of our lives" (paragraph 4)? Use two details from the article to support your response.

In "Excerpt from The Story Behind Electricity," the author supports the claim that electricity has become "more and more a part of our lives," by saying in paragraph 2 elcrticity runs machines, lights up the sky, and puts "static cling" in out clothes. In paragraph 14 it says that today people can't live without electricity.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Story Behind Electricity*," to explain how the author supports the claim in paragraph 4 that electricity has become "more and more a part of our lives" (*today people can't live without electricity*); however, the response only provides one concrete detail from the text for support (*elcrticity runs machines, lights up the sky, and puts "static cling" in out clothes*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

we use a lot of electriy every day now and it helps us a lot

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *The Story Behind Electricity*,” to explain how the author supports the claim in paragraph 4 that electricity has become “more and more a part of our lives” (*we use a lot of electriy every day now and it helps us a lot*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

In the excerpt the story behind Electricity the author supports that electricity has became more and more a part of our lives. A quote to support that is it says " Electricity was not studied well until 400 years ago". Another reason is it says "A series of scientist discovered all we know about electricity today".

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“Electricity was not studied well until 400 years ago” and “A series of scientist discovered all we know about electricity today”); however, the response does not provide a valid inference from the text “Excerpt from *The Story Behind Electricity*,” to explain how the author supports the claim in paragraph 4 that electricity has become “more and more a part of our lives.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use **two** details from the article to support your response.

It shows how electricity works

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It shows how electricity works*).

GUIDE PAPER 8

Additional

27

In “Excerpt from *The Story Behind Electricity*,” how does the author support the claim that electricity has become “more and more a part of our lives” (paragraph 4)? Use two details from the article to support your response.

they support the claim by making his own eliectricity.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*they support the claim by making his own eliectricity*).

EXEMPLARY RESPONSE

- 28** In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

Possible Exemplary Response:

The ideas from paragraphs 8 and 9 in “Excerpt from *The Story Behind Electricity*” are related because paragraph 8 talks about the problem of lightning strikes and paragraph 9 explains Benjamin Franklin’s invention to prevent fires caused by lightning. Paragraph 8 tells us “Lightning often hit tall buildings, such as church steeples. This caused deadly fires. People rang church bells to warn others of bad weather. Lightning sometimes struck and killed the bell ringers.” In paragraph 9 the author describes Benjamin Franklin’s solution this way “Franklin invented the lightning rod. A lightning rod is a metal pole with a wire attached.” When the lightning hits the rod, it will follow the wire and go “harmlessly to the ground.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In "Excerpt from *The Story Behind Electricity*," how are the ideas in paragraphs 8 and 9 related? Use two details from the article to support your response. [2]

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Paragraphs 8 and 9 relate by 8 being the problem and 9 being the solution to the problem. In paragraph 8 it stated "Lightning often hit tall buildings... This caused deadly fires." This was a massive problem at the time no one knew the solution. But, in paragraph 9 it states, "Franklin invented the lightning rod.... Electricity flowed down a wire. It went harmlessly to the ground." This was a problem solution switch paragraph. Without the other it would make no sense. In the end, Paragraph 8 and 9 relate by problem solution.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in "Excerpt from *The Story Behind Electricity*" (by 8 being the problem and 9 being the solution to the problem). The response provides evidence of analysis (This was a massive problem at the time no one knew the solution). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Lightning often hit tall buildings...This caused deadly fires." and "Franklin invented the lightning rod....Electricity flowed down a wire. It went harmlessly to the ground."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

In "Excerpt from *The Story Behind Electricity*," how are the ideas in paragraphs 8 and 9 related? Use two details from the article to support your response. [2]

Ideas in paragraphs 8 and 9 are related because it's talks about that lightning hitting buildings. In paragraph 8, the author said "At the time, lightning was a big problem". In paragraph 9, the author said "Lightning tends to hit the rod". This shows that Lightning was dangerous.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in "Excerpt from *The Story Behind Electricity*" (because it's talks about that lightning hitting buildings). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("At the time, lightning was a big problem" and "Lightning tends to hit the rod"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use two details from the article to support your response. [2]

In “Excerpt from *The Story Behind Electricity*,” the ideas in paragraphs 8 and 9 are related. One way is that paragraph 8 gives a problem, and paragraph 9 shows a solution. The problem in paragraph 8, is that buildings keep catching fires because of lightning. The solution in paragraph 9 is that Benjamin Franklin invented the lightning rod to attract lightning away from buildings. Another way both paragraphs are related is that they are both talking about Benjamin Franklin. It's showing how he helped the world.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in “Excerpt from *The Story Behind Electricity*” (*paragraph 8 gives a problem, and paragraph 9 shows a solution*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*buildings keep catching fires because of lightning* and *The solution in paragraph 9 is that Benjamin Franklin invented the lightning rod to attract lightning away from buildings*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 28 In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

In paragraph 8 and 9 they are both talking about lightning and lightning hitting buildings.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in “Excerpt from *The Story Behind Electricity*” (*they are both talking about lightning and lightning hitting buildings*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 5

Additional

- 28 In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

they both talk about hyistory "franklin invented the lightning rod" and "lightning sometimes struck and killed the bell ringers.".

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*franklin invented the lightning rod*” and “*lightning sometimes struck and killed the bell ringers.*”); however, the response does not provide a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in “Excerpt from *The Story Behind Electricity*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

- 28** In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

The ideas are related by both talking about lightning and how it works with different items.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 8 and 9 are related in “Excerpt from *The Story Behind Electricity*” (*The ideas are related by both talking about lightning and how it works with different items*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

- 28** In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

The ideas are used in paragraph 8-9 becysebits showing how the electricity is used

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The ideas are used in paragraph 8-9 becysebits showing how the electricity is used*).

GUIDE PAPER 8

Additional

- 28** In “Excerpt from *The Story Behind Electricity*,” how are the ideas in paragraphs 8 and 9 related? Use **two** details from the article to support your response.

They produced by inventing a machine that produced static electricity.

They created a way to make electrical energy to travel longer.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*They produced by inventing a machine that produced static electricity. They created a way to make electrical energy to travel longer*).

EXEMPLARY RESPONSE

- 36 In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use two details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from *Radio Girl*,” paragraphs 3 and 4 contribute to the story’s structure by giving us a picture of the adventure Cece was experiencing. We can tell she is excited from the language the author used in these two paragraphs. For example, when she is describing the ferry ride it says “Waves on the Hudson caught the sun and glimmered like the sequins on a radio star’s evening gown. I’d never been across the Hudson by myself before, and the freedom of it made me feel like one snappy piece of work.” Later in paragraph 4 you can feel Cece’s excitement when she says, “‘Unique New York,’ I whispered. ‘Unique New York.’” The city lay before me, with seven million future fans, and I couldn’t wait to get started.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

36

In "Excerpt from *Radio Girl*," how do paragraphs 3 and 4 contribute to the story's structure? Use two details from the story to support your response.

Paragraphs 3 and 4 contribute to the structure of the story by getting the mood almost impatient or excited. This happened because these paragraphs are very descriptive and also gets you interested.

In paragraph three the author is very descriptive with her words almost showing lots of figurative language to put something so simple into something beautiful. According to "Excerpt from Radio Girl" it says, "I leaned against a damp railing on the Hoboken ferry, bound for the Thirty-ninth Street dock. The mist on the river cooled my face and arms. Waves on the Hudson caught the sun and glimmered like the sequins on a radio star's evening gown." this quote shows that paragraph 3 helps build the story structure by almost foreshadowing what is going to happen later. Also the main character was just leaning on something, a basic thing humans or anything really does. The author shows how much of an impact her thoughts are producing for her freedom and confidence she needs.

In paragraph four shows how she is fantasizing something to make her confident and comfortable with what she is doing. This is also making the reader more interested on what may happen by using words like "I couldn't wait". The same excerpt states. ""Unique New York," I whispered. "Unique New York." The city lay before me, with seven million future fans, and I couldn't wait to get started." This evidence proves that paragraph helps build the story structure by helping the reader be more interesting. Also it shows how this builds the characters confidence and is exciting for both the reader and character in the story.

In conclusion paragraph 3 and 4 help contribute to the story because of the character way to help themselves to do what they love.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 3 and 4 in "Excerpt from *Radio Girl*" contribute to the story's structure (*by getting the mood almost impatient or excited*). The response provides evidence of analysis (*showing lots of figurative language to put something so simple into something beautiful; helps build the story structure by almost foreshadowing what is going to happen later; The author shows how much of an impact her thoughts are producing for her freedom and confidence she needs; shows how this builds the characters confidence and is exciting for both the reader and character in the story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I leaned against a damp railing on the Hoboken ferry, bound for the Thirty-ninth Street dock. The mist on the river cooled my face and arms. Waves on the Hudson caught the sun and glimmered like the sequins on a radio star's evening gown." and ""Unique New York," I whispered. "Unique New York." The city lay before me, with seven million future fans, and I couldn't wait to get started."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use two details from the story to support your response.

Different aspects in this text help structure and make it. In paragraphs 3 and 4 however, the text starts to build up and give you the mood and feeling of the surroundings of the story. In paragraph 3 it says "i had left behind the brewery smells of Newark. I leaned against a damp railing on the Hoboken Ferry, bound for the thirty-ninth street dock. the mist on the river cooled my face and arms. waves on the hudson caught the sun and glimmered like the sequins on a radio stars evening gown." That evidence from the text talks about how their environment is and how it is to live in it. And that evidence is also giving us the mood and the setting of the area, and how it feels, giving us the structure of environment and feeling. In paragraph 4 it says "when the ferry sidled up next to the dock, the crew threw ropes around the pilings "unique new york" i wispered. "unique new york." the city lay before me, with seven million future fans, and i couldnt wait to get started." that piece of evidence from the text talks about how she thinks about the city as a whole, and gives us structure of thought and how the author wants to show what cece thinks of this city, and thinks that she will have alot of fans after getting onto this radio show.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 3 and 4 in “Excerpt from *Radio Girl*” contribute to the story’s structure (*the text starts to build up and give you the mood and feeling of the surroundings of the story*). The response provides evidence of analysis (*evidence from the text talks about how their environment is and how it is to live in it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“i had left behind the brewery smells of Newark. I leaned against a damp railing on the Hoboken Ferry, bound for the thirty-ninth street dock. the mist on the river cooled my face and arms. waves on the hudson caught the sun and glimmered like the sequins on a radio stars evening gown.” and “when the ferry sidled up next to the dock, the crew threw ropes around the pilings “unique new york” i wispered. “unique new york.” the city lay before me, with seven million future fans, and i couldnt wait to get started.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

- In "Excerpt from *Radio Girl*," how do paragraphs 3 and 4 contribute to the story's structure?
- Use two details from the story to support your response. [2]

Paragraphs 3 and 4 contribute to the story's structure by telling how she got from her home to New York City. In paragraph 3, it states, "I had left behind the brewery smells of Newark. I leaned against a damp railing on the Hoboken ferry, bound for the Thirty-ninth Street dock." This shows that Cece is going from Newark onto a ferry to NYC. In paragraph 4, it states, "when the ferry sidled up next to the dock," and, "The city lay before me." This shows that the ferry has gotten to NYC. This is why Paragraphs 3 and 4 contribute by telling how she got from her home to NYC.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 3 and 4 in "Excerpt from *Radio Girl*" contribute to the story's structure (*by telling how she got from her home to New York City*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I had left behind the brewery smells of Newark. I leaned against a damp railing on the Hoboken ferry, bound for the Thirty-ninth Street dock."); ("When the ferry sidled up next to the dock,"); ("The city lay before me."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

In "Excerpt from *Radio Girl*," how do paragraphs 3 and 4 contribute to the story's structure? Use two details from the story to support your response. [2]

Paragraphs 3 and 4 help transition the two setting in the story. One piece of evidence is that the author in paragraph 3 transitions the settings by saying "I had left behind the brewery smells of Newark". Another piece of evidence is that if paragraph 3 and 4 wasn't introduced then there will be no flow. Paragraphs 3 and 4 help transition the story.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 3 and 4 in "Excerpt from *Radio Girl*" contribute to the story's structure (*help transition the two setting in the story*); however, the response only provides one concrete detail from the text for support (*"I had left behind the brewery smells of Newark"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

In "Excerpt from *Radio Girl*," how do paragraphs 3 and 4 contribute to the story's structure? Use two details from the story to support your response. [2]

Paragraphs 3 & 4 Contribute to
the Story's Structure by, telling us
the Setting & the way it Sounds &
feels

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 3 and 4 in "Excerpt from *Radio Girl*" contribute to the story's structure (*by, telling us the Setting & the way it Sounds & feels*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

36

In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use two details from the story to support your response.

She wanted to be a radio star girl and she was driving it and she ended up at “unique new york”

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*She wanted to be a radio star girl [...] she ended up at “unique new york”*). The response does not provide a valid inference from the text to explain how paragraphs 3 and 4 in “Excerpt from *Radio Girl*” contribute to the story’s structure. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

36

In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use two details from the story to support your response.

Paragraphs three and four contribute to the story's structure by showing that that the main character came back home dirty and smelly because they fell after sneaking out and layed in the water as it was crossing their witha cool breeze

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Paragraphs three and four contribute to the story’s structure by showing that that the main character came back home dirty and smelly because they fell after sneaking out and layed in the water as it was crossing their witha cool breeze*).

GUIDE PAPER 8

Additional

36

In “Excerpt from *Radio Girl*,” how do paragraphs 3 and 4 contribute to the story’s structure? Use two details from the story to support your response.

The minute Ma and Nory left for Mass on Saturday morning, I emptied out my skate bag, shoving my skates under the bed as far as I could reach. The bag was my cover. If anyone asked, I was just going to the roller rink, like every weekend. I threw my pocketbook into the bag, along with my working paper and a dollar I had borrowed from Ma’s rainy-day jar. I would need money for trolley fares and the ferry. Next, I dragged out the least shabby of my blouses and my new school skirt, the only one that fit. I cuffed my bobby socks neatly and laced up my saddle shoes.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The minute Ma and Nory left for Mass on Saturday morning, I emptied out my skate bag, shoving my skates under the bed as far as I could reach. The bag was my cover. If anyone asked, I was just going to the roller rink, like every weekend. I threw my pocketbook into the bag, along with my working paper and a dollar I had borrowed from Ma’s rainy-day jar. I would need money for trolley fares and the ferry. Next, I dragged out the least shabby of my blouses and my new school skirt, the only one that fit. I cuffed my bobby socks neatly and laced up my saddle shoes*).

EXEMPLARY RESPONSE

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*.“

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

Possible Exemplary Response:

When the author uses the sentence “A trembling took hold of his knees” he is telling you that Bud is tired, hungry, and a bit overwhelmed with the noise and traffic. It makes the story seem more frightening. The next sentence says, “He thrust his hands deep in his pockets.” This shows me that Bud wanted to get a grip on himself before he went looking for Broadway. There was a lunch wagon just ahead so he went in to eat. “He slid stiffly onto a revolving stool and looked for a long while at the pricelist.” The cook helped reassure him. “I’m goin’ to slip you a bit of advice, [...] You go an’ git a shave and a haircut and brush the hayseeds out o’ yer suit a bit before you start lookin’. You’ll be more likely to git something. It’s looks that count in this city.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*.“

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

The effect that this sentence makes the tone of the story a bit more dark. I know this because before in paragraph 1 it says, "His feet were blistered, he was leaden tired, but when the ferry moved out of the slip, bucking the little slapping scalloped waves of the river he felt something warm and tingling shoot suddenly through all his veins." This shows that even though he is a bit banged up he still has hope in the beginning. Furthermore, "He walked between two coal wagons and out over a dusty expanse of street towards yellow streetcars. A trembling took hold of his knees. He thrust his hands deep in his pockets." This shows that now he is lossing a bit of hope and is getting a bit worried. This shows that the story could take a darker turn. All in all, the sentence tunes down the hope of the story.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect the sentence has on the tone of “Excerpt from *Manhattan Transfer*” (*makes the tone of the story a bit more dark*). The response provides evidence of analysis (*even though he is a bit banged up he still has hope in the beginning and shows that now he is lossing a bit of hope and is getting a bit worried*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“His feet were blistered, he was leaden tired, but when the ferry moved out of the slip, bucking the little slapping scalloped waves of the river he felt something warm and tingling shoot suddenly through all his veins.”* and *“He walked between two coal wagons and out over a dusty expanse of street towards yellow streetcars. A trembling took hold of his knees. He thrust his hands deep in his pockets.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

Read this sentence from paragraph 6 of "Excerpt from *Manhattan Transfer: A Novel*."

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response. [2]

The type of effect that sentence has on the tone of the story is like he was scared. For example, "He thrust his hands deep in his pockets." This is a sign of anxiety. Also, it says, "He slid stiffly onto a revolving stool and looked for a long while at the pricelist." This is ALSO a sign of anxiety. It also is telling us that he is trying to find privacy where he can take his time to become calm again, like normal. Lastly, the effect was that he WAS scared/anxious.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect the sentence has on the tone of "Excerpt from *Manhattan Transfer*" (*The type of effect that sentence has on the tone of the story is like he was scared*). The response provides evidence of analysis (*This is a sign of anxiety and he is trying to find privacy where he can take his time to become calm again*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("He thrust his hands deep in his pockets." and "He slid stiffly onto a revolving stool and looked for a long while at the pricelist."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*.“

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

This sentence affects the story by telling that he is tired and overwhelmed by the big city. Evidence of this is "He sat stiffly on a revolving stool and looked for a long while at the pricelist." Another piece of evidence is "You look all in, feller," telling that he was exhausted.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect the sentence has on the tone of “Excerpt from *Manhattan Transfer*” (*telling that he is tired and overwhelmed by the big city*). The response provides evidence of analysis (*telling that he was exhausted*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He sat stiffly on a revolving stool and looked for a long while at the pricelist.*” and “*You look all in, feller,*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

Read this sentence from paragraph 6 of "Excerpt from *Manhattan Transfer: A Novel*."

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response. [2]

This Sentence effects the tone by changing the tone to dark and Sad. This is supported by paragraphs 5, 8, 9 and 10. They Show that he is Starving and tired Makin the Story gloomy.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain the effect the sentence has on the tone of "Excerpt from *Manhattan Transfer*" (by changing the tone to dark and Sad); however, the response only provides one relevant detail from the text for support (Show that he is starving and tired). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*. ”

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

It shows that bud is old and his knees hurt. He slid stiffly onto a revolving stool and looked for a long while at the pricelist. Came down from upstate. I walked fifteen miles this morning. Walk east a block and turn down Broadway and You'll find the center of things if you walk far enough.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*He slid stiffly onto a revolving stool and looked for a long while at the pricelist; Came down from upstate. I walked fifteen miles this morning; Walk east a block and turn down Broadway and You'll find the center of things if you walk far enough*); however, the response does not provide a valid inference from the text to explain the effect the sentence has on the tone of “Excerpt from *Manhattan Transfer*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*. ”

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

he was sacred to go in the city

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain the effect the sentence has on the tone of “Excerpt from *Manhattan Transfer*” (*he was sacred to go in the city*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*. ”

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

his cap dried the sweat on his temples.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*his cap dried the sweat on his temples*).

GUIDE PAPER 8

Additional

37

Read this sentence from paragraph 6 of “Excerpt from *Manhattan Transfer: A Novel*. ”

A trembling took hold of his knees.

What effect does this sentence have on the tone of the story? Use two details from the story to support your response.

He couldn't move because his knees felt trembled. He also was calm and thrust his hands deep in his pockets

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt and is inaccurate (*He couldn't move because his knees felt trembled. He also was calm and thrust his hands deep in his pockets*).

EXEMPLARY RESPONSE

38

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from *Manhattan Transfer: A Novel*,” Bud continues on his journey to New York City even though he is exhausted because he is determined to find a job. He wants to keep going, because he has already come so far, but he is tired and hungry. He asked directions from a stranger on the ferry “Came down from upstate. I walked fifteen miles this morning.” He knows he still might have a long walk ahead after hearing this answer, “Walk east a block and turn down Broadway and you’ll find the center of things if you walk far enough.” Along the way, he stops at a lunch wagon for breakfast and gets more advice on how to succeed in the big city. “You go an’ git a shave and a haircut and brush the hayseeds out o’ yer suit a bit before you start lookin’. You’ll be more likely to git something. It’s looks that count in this city.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1a

38

In "Excerpt from *Manhattan Transfer: A Novel*," why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response. [2]

In the text, "Excerpt from *Manhattan Transfer: A Novel*" by John Dos Passos, Bud continues on his journey to New York City even though he is exhausted because he is really wants to get a job in Manhattan. One piece of evidence that supports the claim is that in the text, it states, "'Say, friend, how far is it into the city from where this ferry lands?'" (1). This shows that Bud really wants to get a job in Manhattan because he asked someone how far was the city from ferry land, which means that he is eager to get there to get a job there. Another piece of evidence that supports the claim is in the text, it states, "'I'm goin' to slip you a bit of advice, feller...'" (12). This proves that Bud really wants to get a job in Manhattan because he is getting advice from other people relating to getting a job. Therefore, Bud continues on his journey to New York City even though he is exhausted because he is very eager to get a job in Manhattan.

GUIDE PAPER 1b

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text, “Excerpt from *Manhattan Transfer: A Novel*,” to explain why Bud continues on his journey to New York City even though he is exhausted (*because he is really wants to get a job in Manhattan*). The response provides evidence of analysis (*he is eager to get there to get a job there and he is getting advice from other people relating to getting a job*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Say, friend, how fur is it into the city from where this ferry lands?*” and “*I’m goin’ to slip you a bit of advice, feller...*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response.

Bud continues on because Bud is confident in being able to achieve what he's coming to Manhattan for. For example, "The young man's glance moved up from Bud's road-swelled shoes to the red wrist..." (Paragraph 2 Passos) showing that he truly is tired out and has been trying hard enough. Bud had originally come from the countryside, and the cities were being urbanized because of the Industrialization. As it says in the italicized words before the title, Bud has come from a place that has been just so recently declined in sales because of the Industrialization. He's trying to find a place to work in the city so that he can get back into the lifestyle he used to be in and make a living for himself. Additionally, Bud had "...walked fifteen miles this morning" (Paragraph 10 Passos). Meaning that he worked even harder to get to somewhere to eat, and then get back to his main goal. Shows how hardworking Bud really is, and all for him to accomplish his goal of getting a city job.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text, “Excerpt from *Manhattan Transfer: A Novel*,” to explain why Bud continues on his journey to New York City even though he is exhausted (*He's trying to find a place to work in the city so that he can get back into the lifestyle he used to be in and make a living for himself*). The response provides evidence of analysis (*showing that he truly is tired out and has been trying hard enough* and *Meaning that he worked even harder to get to somewhere to eat, and then get back to his main goal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The young man's glance moved up from Bud's road-swelled shoes to the red wrist...*” and “*...walked fifteen miles this morning*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In "Excerpt from *Manhattan Transfer: A Novel*," why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response. [2]

Bud continues to New York City even though he is tired because he is determined. I know this because in Paragraph 1 it says "he was lead tired". This shows that he was tired but he still kept going. Another reason why I said he was determined is because in Paragraph 2 it states "The young man's glance moved up from Bud's road-swelled shoes", this shows that he kept going even after his ~~shoes~~ swell up. This is why Bud continues on his journey to New York City.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text, "Excerpt from *Manhattan Transfer: A Novel*," to explain why Bud continues on his journey to New York City even though he is exhausted (*because he is determined*). The response provides evidence of analysis (*he was tired but he still kept going* and *he kept going even after his shoes swell up*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("he was lead tired" and "The young man's glance moved up from Bud's road-swelled shoes"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In "Excerpt from *Manhattan Transfer: A Novel*," why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response. [2]

Because I think he has a goal of joining the big city and going to Broadway. One thing that explains this is that he kept asking people on the ferry where it was and how to get there; also it seemed he was determined by how he was acting and sounded. He seemed like he wanted to get there quick, for example he said to the ferry guy he wants to get to the center of things.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text, "Excerpt from *Manhattan Transfer: A Novel*," to explain why Bud continues on his journey to New York City even though he is exhausted (*he has a goal of joining the big city and going to Broadway [...] He seemed like he wanted to get there quick*); however, the response only provides one relevant detail from the text for support (*he said to the ferry guy he wants to get to the center of things*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response.

bud continues on his journey because he wants to get to the center of things the text shows "how do i get to brodway . . . i want to get to the center of things" he wanted to get a job.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text, “Excerpt from *Manhattan Transfer: A Novel*,” to explain why Bud continues on his journey to New York City even though he is exhausted (*he wanted to get a job*); however, the response only provides one relevant detail from the text for support (“*how do i get to brodway . . . i want to get to the center of things*”). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

38

In "Excerpt from *Manhattan Transfer: A Novel*," why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response. [2]

Does Bud continue on his journey to new York city?
Yes Because he want's to keep going. It said His feet where blistered, he was leaden tired, In summerey, Does Bud continue on his Journey to new York.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*His feet where blistered, he was leaden tired*). The response does not provide a valid inference from the text, "Excerpt from *Manhattan Transfer: A Novel*," to explain why Bud continues on his journey to New York City even though he is exhausted. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response.

Bc maybe bud wanted to go there his whole life. Or he is a traveler so he travels to different places, He also is a very wanna know type person.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Bc maybe bud wanted to go there his whole life. Or he is a traveler so he travels to different places, He also is a very wanna know type person*).

GUIDE PAPER 8

Additional

38

In “Excerpt from *Manhattan Transfer: A Novel*,” why does Bud continue on his journey to New York City even though he is exhausted? Use two details from the story to support your response.

Bud continue's on his journey because he is going threw alot and he might not be having av great day.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Bud continue's on his journey because he is going threw alot and he might not be having av great day*).

EXEMPLARY RESPONSE

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from **both** stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
 - explain how each author develops this theme differently
 - use details from **both** stories to support your response

Possible Exemplary Response:

A similar theme in both stories “Excerpt from *Radio Girl*” and “Excerpt from *Manhattan Transfer: A Novel*” is to never be afraid to follow your dreams. The protagonists in each story have dreams to make it big in New York City. Cece Maloney, the primary character in “Radio Girl” dreams of getting a job on the radio and becoming a big radio star. Bud, from “Manhattan Transfer” hopes to find a better job and a brighter future in the big city. Both characters have new experiences along the way.

In “Radio Girl,” Cece gets ready to take the ferry from New Jersey to Manhattan to follow her dream of working at Columbia Radio. Her plan is to pretend she is going roller skating, but really she is sneaking off to catch the ferry to find her destiny. We see her plan in the first paragraph, “I emptied out my skate bag, shoving my skates under the bed as far as I could reach. The bag was my cover. If anyone asked, I was just going to the roller rink, like every weekend. I threw my pocketbook into the bag, along with my working paper and a dollar I had borrowed from Ma’s rainy-day jar.” Bud’s adventure starts a bit differently because he has farther to travel. We don’t find how far he has come until much later in the excerpt, “Came down from upstate. I walked fifteen miles this morning.”

While our two protagonists are traveling, details from their journeys show us their different feelings and experiences. Cece is an excited teenage girl hoping to make it to the big time so she is enjoying everything that comes her way. “The mist on the river cooled my face and arms. Waves on the Hudson caught the sun and glimmered like the sequins on a radio star’s evening gown. I’d never been across the Hudson by myself before, and the freedom of it made me feel like one snappy piece of work.” Bud has a different experience however, “His feet were blistered, he was leaden tired,” and later, “Bud found the face tilted up at him, the crushed eyes like two black pins looking into his. “Nothin’,” he said gruffly and turned away to look at the expanse of river bright as knife blades.”

As each story goes on we see even more difference in the way the characters’ experiences are described. Cece sees all the sights of New York City from the grimy to the glamorous, “Flattened chewing gum and old stogies dotted the sidewalks. I passed a Chinese restaurant smelling of boiled cabbage, then crossed another alley that smelled of rotten vegetables and exhaust fumes. On Fifth Avenue, I squeezed past fancy-dressed ladies in wide brimmed hats walking their toy dogs.” Bud’s journey feels a bit darker, “there was rattling of chains, and Bud was pushed forward among the crowd through the ferryhouse. He walked between two coal wagons and out over a dusty expanse of street towards yellow streetcars.”

All in all, the stories have a similar theme of never being afraid to follow your dreams, but the stories are developed differently through the ways the authors describe the experiences each character has. “Radio Girl” has an upbeat and excited feeling, Cece has no fears or worries during her travels through downtown Manhattan. However, Bud’s experiences seem more challenging and even somewhat threatening at times.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

Both excerpts "from Radio Girl" and "from Manhattan Transfer: A Novel" share a similar theme, but express and develop the theme throughout the story in different ways. Before we thoroughly analyze the text and develop the theme together, Let's recap both stories. Dated in the early 1900s, *Manhattan Transfer* is about a man named Bud who travels to New York City seeking employment. Along the way, he meets new people who hand him direction and advice. Dated in 1938, a teenage girl named Cece Maloney who dreams of presuing her life as a famous radio star at Columbia Radio in Manhattan, New York. Cece's heart is full of excitement and determination while following her dream. I believe the theme of the story is focused around determination. In this essay, I will be explaining why I believe the theme is about determination through text evidence and examples, as well as describe how both authors develop the theme in their own way.

The excerpt, "Manhattan Transfer" develops a theme of determination by showing that Bud, the main character, is willing to go lengths and risk his health just to complete his goal of finding employment. For example, A detail to support my claim is on paragraph one. Paragraph one states, " His feet were blistered, he was leaden tired," Although Bud wasn't in a good state, he still went through the pain just so he'd be able to get a job in Manhattan, New York. Another peice of eveidence that shows Bud's determination is on Paragraph ten. It states, "Came down from upstate. I walked fifteen miles this morning." According to the statement, just to seek employment, walked a length of fifteen miles. This detail demonstrates the level of determination in Bud's heart.

The excerpt "Radio Girl" develops a theme of determination by emphsizing Cece's excitement and urge to follow her dream. For example, paragraph two states, "All week long, I had practiced tongue twisters and read up on Columbia's programs in Radio Guide." According to the statement, Cece spends her weeks reading about Columbia's programs and things in store for her if she would get the job. This detail shows Cece's level of determination and how much she dreams of to get a job at Columbia Radio. Another detail that emphizes the narrators excitement and determination is on paragraph four. Paragraph four states, "The city lay before me, with seven million future fans, and I couldn't wait to get started." Cece looks foward to a positive future of many fans supporting her.

GUIDE PAPER 1b

In Conclusion, Both of the themes circle around determination. How to the authors indicate the theme in there own ways? The author of "Excerpt from Radio Girl" develops the theme of determination in a way of sharp confidence and following their dreams, while the author of "Excerpt from Manhattan Transfer: A Novel" develops a theme of determination by including details about Bud's trip to find a job, although he wasn't in a good state with his feet blistered and fatigue. Both characters put a large amount of effort into their goals, hoping for a positive outcome.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*I will be explaining why I believe the theme is about determination*). The response demonstrates insightful analysis of the texts (*Cece's heart is full of excitement and determination while following her dream; Bud, the main character, is willing to go lengths and risk his health just to complete his goal of finding employment; Cece spends her weeks reading about Columbia's programs and things in store for her if she would get the job*). The response develops the topic with relevant, well-chosen details from the texts ("His feet were blistered, he was leaden tired, "; "Came down from upstate. I walked fifteen miles this morning. "; "All week long, I had practiced tongue twisters and read up on Columbia's programs in Radio Guide. "; "The city lay before me, with seven million future fans, and I couldn't wait to get started. "), 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 (*Before we thoroughly analyze, Let's recap, For example, Another, According to the statement, This detail shows, Another detail, In Conclusion*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice. The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*The author of "Excerpt from Radio Girl" develops the theme of determination in a way of sharp confidence and following their dreams, while the author of "Excerpt from Manhattan Transfer: A Novel" develops a theme of determination by including details about Bud's trip to find a job, although he wasn't in a good state with his feet blistered and fatigue*). The response demonstrates grade-appropriate command of conventions, with few errors (*throughly, presuing, Manhatten, peice, eveidence, emphsizing, emphizes, foward, verb tense, punctuation, capitalization*).

GUIDE PAPER 2a

Additional

- 39 The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

Working hard is the only way to accomplish your goals. In "Excerpt from Radio Girl", Cece goes to New York City all by herself to try to get a job on the radio. In "Excerpt from Manhattan Transfer: A Novel", Bud goes on a ferry to get to New York City to find a job, and he meets some interesting people on the way. The stories "Excerpt from Radio Girl" and "Excerpt from Manhattan Transfer: A Novel" share the theme to work hard if you want your dreams to come true. In the story "Excerpt from Radio Girl" the theme is

shown by Cece working very hard to get to New York City. One quote that shows this is, "I'd never been across the Hudson by myself before" (3). This proves that Cece is taking risks in order to get her dream job. Another quote that proves the theme is, "I would need money for trolley fares and the ferry" (1). That evidence shows how Cece needs money in order to accomplish her goal. Sometimes, one has to do hard things to get the reward.

In the Story "Excerpt from Manhattan Transfer: A Novel", the theme is shown by Bud doing whatever he needs to do to get to New York City. One piece of evidence that shows this theme is, "His feet were blistered, he was leaden tired (1). This proves that Bud has had to do a lot of work to

get where he is now. Another quote that portrays the theme is, "I walked fifteen miles this morning" (10). This shows how Bud had to go through so much just to get to the ferry. Things are often much more difficult than they seem.

Working hard for your dreams is the theme that is portrayed in the stories "Excerpt from Radio Girl" and "Excerpt from Manhattan Transfer: A Novel". Cece had to take big risks, and Bud had to walk a really long time to reach their goals. Do your best, and if you don't succeed, try again.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Working hard is the only way to accomplish your goals [...] The stories [...] share the theme to work hard if you want your dreams to come true*). The response demonstrates insightful analysis of the texts (*Cece is taking risks in order to get her dream job; Sometimes, one has to do hard things to get the reward; Things are often much more difficult than they might seem*). The response develops the topic with relevant, well-chosen details from the texts (“*I’d never been across the Hudson by myself before*”; “*I would need money for trolley fares and the ferry*”; “*His feet were blistered, he was leaden tired; I walked fifteen miles this morning*”), and sustains the use of varied, relevant evidence. The response exhibits clear organization (*In the story, One quote, Another quote, That evidence, Sometimes*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*accomplish, reward, more difficult than they might seem*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*Cece had to take big risks, and Bud had to walk a really long time to reach their goals. Do your best, and if you don’t succeed, try again*). The response demonstrates grade-appropriate command of conventions, with few errors (*potrays, punctuation, capitalization*).

GUIDE PAPER 3a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response



Do not write beyond this line

Beginning unfamiliar places can be intimidating and exciting. In "Excerpt from radio girl" the narrator/main protagonist is on his way from Newark to New York City in search for a job or popularity at a radio station. In "Excerpt from Manhattan Transfer: A Novel" the protagonist is on his way to the city so he can get in "the center of things" and presumably wants to make a better life for himself. Both excerpts share a theme that in search for better things in life people travel to new places, how the stories develop this theme is different. In "Excerpt from radio girl" the main character has a goal in mind and travels to New York to achieve it, in "Excerpt from Manhattan Transfer: A Novel" the main character travels for only

GUIDE PAPER 3b

to find better things and put himself in a pos
where he can find better opportunities.

Both excerpts share a theme that in search for new
things in life people travel to new places.

The example is in "Excerpt from mt: a novel"
when the main character asks for direction
of "How do I get to broadway?... I want to get to
the center of things" (4). It is apparent here
that the main character is struggling to
get to popular and busy areas to find work
for himself or opportunities. Additionally in "Ex
from radio girl" when the character
gets to New York, "unique New York; I whisper
unique New York! The city lay before me,
with seven million future fans..." (4). This is
that the narrator is going to a new location
to try new work and expand in the future. All
in all sometimes you just need a change of scene
in order to kick start new chapters in your life.
Both stories convey this theme in different
ways because in "Excerpt from rg" the character has
no work she's already found, and in "Excerpt from

GUIDE PAPER 3c

from mt: a novel" the main character goes to a new place in search for better work he hasn't found yet. An instance of this is in "excerpt from mt: a novel" when the character is talking to a man at a restaurant, "comin' to the big city to look for a job, eh?" Clearly, the protagonist is relocating to find better opportunities for himself. further more, readers see in "excerpt from rg" when the narrator is discussing why she is going to the city, "a week long, I had practiced tongue twister and read up on columbia's programs in radio guide... Then head for 485 madison Avenue, in manhattan and the offices of CBS."(2). It is conveyed here that the narrator has already found a job to pursue instead of having to work for one. to conclude opportunity comes in different shapes and sizes, even if its potential is already there for you. → continued on page 66
STOP

GUIDE PAPER 3d

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*being in unfamiliar places can be intimidating and exciting [...] in search for better things in life People travel to new places*). The response demonstrates insightful analysis of the texts (*being in unfamiliar Places can be intimidating and exciting; the main Character has a goal in mind and travels to New York to achieve it; the main Character travels in order to find better things and Put himself in a Pos where he can find better opportunities; Sometimes you just need a Change of Scene in order to kick start new chapters in Your life*). The response develops the topic with relevant, well-chosen details from the texts (“*How do I get to broadway?...I want to get to the center of things*”; “*Unique new york,’ I whis ‘Unique new york.’ The city lay before me, with seven million future fans... ”*; *When the character is talking to a man at a resteraunt, “Comin’ to the big city to look for a job, eh?”*; “*all week long, I had Practiced tongue twisters and read up on Columbias Programs in radio guide ... then head for 485 madison Avenue, in manhattan and the offices of CBS.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*both excerpts, one example, Additionally, Clearly, further more, to conclude*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*intimidating, Protagonist, Prasumibly, relocating, conveyed, persue, Potential*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*to conclude opportunity Comes in different share and sizes, even if its Potential ar already there for you*). The response demonstrates grade-appropriate command of conventions, with few errors (*Prasumibly, develope, achive, excerts, Charecter, hasnt, resteraunt, persue, opperturnity, punctuation, capitalization*).

GUIDE PAPER 4a

39 The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

No matter how different people are, everyone shares something in common. In the excerpt "Radio Girl" by Cobi Grendler a girl comes on the ferry to New York City to go to her dream job and in the excerpt "Manhattan Transfer: A Novel" by John Dos Passos a man walks 18 miles, then comes on the ferry to New York City. He comes for a job and when he goes to brunch the bartender gives him advice for a job. A similar theme is New York City holds many opportunities. The author develops the theme differently because in "Radio Girl" she goes straight to her requested job but in "Manhattan Transfer: A Novel" the man gets advice for his job.

GUIDE PAPER 4b

A Similar theme in both stories is New York City holds many opportunities. From the excerpt "Radio Girl" it says "Unique New York' the city lay before me, with seven million future fans, and I couldn't wait to get started." (4). This shows she has arrived in this promising city to start her new life. The excerpt "Manhattan Transfer: A Novel" says, "'you'll be more likely to get something, it looks that count in this city.' (12). This proves, he helps him get a job because the city has so many. In conclusion, a theme for the two excerpts is New York City holds many opportunities because the two people both came looking for a job.

The author develops each theme differently by giving the main character from "Radio Girl" hope and the man from "Manhattan Transfer: A Novel" advice. The author wrote in "Radio Girl", "I would always remember the

GUIDE PAPER 4c

beginning of my rise to radio stardom."

(7). This shows she started her job by showing up to the building. In "Manhattan Transfer; A Novel" "I'm goin' to slip you a bit of advice, feller," (12). Additionally, he gets advice to start his journey. All in all, the author develops each theme differently because having confidence and advice.

A similar theme is, New York holds many opportunities, the author develops each theme differently because in "Radio Girl" she has hope and courage for her new life but in "Manhattan Transfer; A Novel" he gets advice. In the excerpt "Radio Girl" by Carol Bender a girl goes on the Hoboken ferry to New York City and pushes around the crowded city and sees her job. In "Manhattan Transfer" by John Doe passes a man walking is miles gets on a ferry, gets brunch and the bartender gives him advice for a new start. No matter how different people are everyone states something in common.

DO NOT WRITE BEYOND THIS AREA

GUIDE PAPER 4d

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*No matter how different people are, everyone shared something in common [...] A Similar theme is New York City holds many opportunities*). The response demonstrates grade-appropriate analysis of the texts (*she has arrived in this promising city to start her new life; the author develops each theme differently by giving the main character [...] hope and the man [...] advice; All in all the author deveops each theme differently by having confidence and advice*). The response develops the topic with relevant details from the texts (“*‘Unique New York.’ The city lay before me, with seven million future fans, and I couldnt wait to get started.*”; “*you’ll be more likely to git something. it looks that count in this city.*””; “*I would always remember the beggining of my rise to radio stardom.*”; “*I’m goin’ to slip you a bit of advice, feller;*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits some attempt at organization, with inconsistent use of transitions (*similar, in conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*promising, confidence*). The response provides a concluding statement that follows from the topic and information presented (*No matter how different people are everyone shares Something in common*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*opportunities, couldnt, beggining, deveops*, punctuation, capitalization).

GUIDE PAPER 5a

Additional

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

Never give up because there is always a purpose. In the excerpt, "Radio girl," as she starts her journey to the Columbia radio, to show off her lounge twisters.

In the excerpt, "Manhattan Transfer," As he also starts his journey to Broadway,

he meets some people along the way.

The similar theme in both stories is every adventure leads to something good, and if you can take time.

In the excerpt, "Radio Girl," and "Manhattan Transfer," one theme is every adventure leads to something good. Both characters were persistent.

The text states, "All week long I had practiced tongue twisters..." (2). This shows that the main character felt very strong about this, and knew what she wanted to do. Equally important, the text states, "How do I get to Broadway?... I want to get to the center of things" (4). This example conveys that he wanted to discover things and take a trip. In conclusion, things lead to better things.

The theme states, that all good things take time. The text states, "...and pushed through the revolving doors." This shows that she finally made it. Another example is, "It's looks that counts in this city." This shows the importance and the rewards.

The similar theme in both stories is every adventure leads to something good, and all good things take time.

In body 1 and in Body 2, it shows how persistent each character was and where they wanted to go. ALSO it shows after their hard work they made it. Don't bother giving up, when you haven't even tried.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*every adventure leads to something good, and it can take time*). The response demonstrates grade-appropriate analysis of the texts (*Never give up because their is always a purpose; the main character felt very strong about this, and knew what she wanted to do; he wanted to discover things and take a trip*). The response partially develops the topic of the essay with the use of some textual evidence ("All week long I had practiced tongue twisters..."; "How do I get to broadway? . . . I want to get to the center of things"; ", and pushed through the revolving doors."; "its looks that counts in this city."). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The text states, This example, Equally important, In conclusion, Another example*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*persistant, Equally important, conveys*). The response provides a concluding statement that follows from the topic and information presented (*The simmular theme in both stories is every adventure leads to something good, and all good things take time [...] Don't bother giving up, when you haven't even tried*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*their is always a purpose, toungue, simmular, persistant, pracited, punctuation, capitalization*).

GUIDE PAPER 6a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

The theme that is similar in both stories is that anyone can be whatever they want if they try their hardest. In the text "Excerpt from Manhattan Transfer: A Novel" it states, "How do I get to Broadway? . . . I want to get to the center of things." This evidence proves that he wants to be on Broadway and if he tries his hardest he could be on Broadway. In the text, "Excerpt from Radio Girl" it states, "This was a moment I would always remember, the beginning of my rise to radio stardom." This detail from the text proves that she tried her hardest and started being the radio girl she always wanted to be. In conclusion they have a similar theme.

The authors develop the theme differently in "Excerpt from Manhattan Transfer: A Novel" and "Excerpt from Radio Girl". In the text "Excerpt from Manhattan Transfer: A Novel" the author develops the theme by saying what he wants to do and what he does to start achieve it and who helps him along the way. In the text "Excerpt from Manhattan Transfer: A Novel" it states, "It's looks that count in this city." this shows that he was helping him start his career. In the text, "Excerpt from Radio Girl" the author develops the theme by having her know what she wants to do and her walking her why to the place. In the text, "Excerpt from Radio Girl" it states, "Four hundred eighty-five Madison Avenue, the Columbia building. Its windows were like mirrors, reflecting the even taller skyscrapers all around. I stood in front for a minute, taking it all in." This detail shows that she walked up to where she wanted to work when she was older and see where her dream was. In conclusion the author develops the theme differently.

GUIDE PAPER 6b

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*anyone can be whatever they want if they try their hardest*). The response demonstrates grade-appropriate analysis of the texts (*This evidence proves that he wants to be on broadway and if he tries his hardest he could be on broadway and she tried her hardest and started being the radio girl she always wanted to be*). The response develops the topic with relevant details from the texts (“*How do I get to Broadway? . . . I want to get to the center of things.*”; “*This was a moment I would always remember, the beginning of my rise to radio stardom.*”; “*It's looks that count in this city.*”; “*Four hundred eighty-five Madison Avenue, the Columbia building. Its windows were like mirrors, reflecting the even taller skyscrapers all around. I stood in front for a minute, taking it all in.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response establishes and maintains a formal style. The response provides a concluding statement that follows from the topic and information presented (*In conclusion the author devlops the theme diferently*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*broadway, devops, teme, achive, whho, carrer, walking her why to the place, were ashe waanted to work*, punctuation, capitalization).

GUIDE PAPER 7a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

These stories both develop the theme of hope since both characters Bud and Cece go to New York to get a new job but Radio Girl was a more uplifting text when Manhattan Transfer: A Novel was more focused on depicting reality.

For example the text radio girl states "this was a moment I would always remember, the beginning of my rise to radio stardom" which shows a more uplifting and happy tone since she's ready to start a new life in new york and a new journey.

However, in Manhattan Transfer: A Novel it states "it's looks that count in this city" which shows a tone that displays the reality in looking for a job in york at that time. Again in Radio Girl it states "I licked my thumb and rubbed the scuff marks off my shoes, nodded at the doorman, and pushed through the revolving door" which shows that she is not so dressed as sharply as the man implied you need to be in Manhattan Transfer which means that that text depicts more life like annd relatable scenes of that time period.

Back in the other text it says "I'm goin' to slip you a bit of advice, feller, and it won't cost you nutten. You go an' git a shave and a haircut and brush the hayseeds out o' yer suit a bit before you start lookin" which shows that not anybody could get a job in New York as implied in Radio Girl which shows that this text depicts getting jobs in New York in a more realistic way.

Therefore, the two texts both depict getting new jobs and exploring but one in a more realistic way.

GUIDE PAPER 7b

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*both develop the theme of hope since both characters Bud and Cece go to New York to get a new job but Radio Girl was a more uplifting text when Manhattan Transfer: A Novel was more focused on depicting reality*). The response demonstrates a literal comprehension of the texts (*not anybody could get a job in New York*). The response partially develops the topic of the essay with the use of some textual evidence (“*this was a moment I would always remember, the beginning of my rise to radio stardom*”; “*it's looks that count in this city*”; “*I licked my thumb and rubbed the scuff marks off my shoes, nodded at the doorman, and pushed through the revolving door*”; “*I'm goin' to slip you a bit of advice, feller, and it won't cost you nutten. You go an' git a shave and a haircut and brush the hayseeds out o' yer suit a bit before you start lookin'*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*For example, However, Back in the other text, Therefore*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*uplifting, relatable, realistic*). The response provides a concluding statement that follows generally from the topic and information presented (*Therefore, the two texts both depict getting new jobs and exploring but one in a more realistic way*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*the displays the reality, annd, punctuation, capitalization*).

GUIDE PAPER 8a

Additional

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from **both** stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from **both** stories to support your response

Both stories have a theme that is developed differently.

In both stories, the theme is trying to get a job. In "Radio Girl" it states, "I couldn't wait to get started." This shows the narrator excited to get a job in New York. In "Manhattan Transfer" it says "I want to get to the center of things." This shows Bud wants to go to the businesses to find a job.

The author of Radio Girl develops the theme by showing her getting ready for an interview. In "Radio girl" it states, "Along with my working paper." This tells us she was applying for a job because she has her resum. In Manhattan Transfer they develop the theme by having him ask how to get to the jobs.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both stories have a theme that is developed differently* *In both stories, the theme is trying to get a job*). The response demonstrates a literal comprehension of the texts (*This shows the narrator excited to get a job in Newyork; This shows Bud wants to go to the businesses to find a job; This tells us she was applying for a job because she has her resum*). The response partially develops the topic of the essay with the use of some textual evidence ("I couldn't wait to get started."); ("I want to get to the center of things."); *Along with my working paper.*"; *having him ask how to get to the jobs*). The response exhibits some attempt at organization (*In both Stories, This shows, This tells us*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*developo, resum, punctuation*).

GUIDE PAPER 9a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

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In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

In "Excerpt from Radio Girl" and "Excerpt from Manhattan Transfer: A Novel" both stories share a similar theme.

→ In "Excerpt from Radio Girl," all Cece wanted to do was get to 485 Madison Avenue in Manhattan and the offices of CBS.

→ In "Excerpt from Manhattan Transfer: A Novel," Bud is trying to find a job after he has moved.

→ In conclusion, both Bud and Cece want to get to a place that is new and exciting, while it also may be scary.

GUIDE PAPER 9b

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*both stories share a similar theme*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence (*all Cece wanted to do was get to 485 Madison Avenue in Manhattan and the offices of CBS and Bud is trying to find a job after he has moved*). The response exhibits some attempt at organization (*In [...] and In conclusion*). The response establishes but fails to maintain a formal style. The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, both Bud and Cece want to get to a place that is new and exciting, while it also may be a bit scary*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 10a

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

In "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan*" both have a them of working hard to accomplish a goal. In each author develops this theme differently by having "Excerpt from *Radio Girl*:" practice for the job and "Excerpt from *Manhattan*:" he goes to the city to look for a job. And they both are also developed differently because if they both have something kind of incommen they don't always got to be the same as the other person.

GUIDE PAPER 10b

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*both have a them of working hard to accomplish a goal*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*having “Excerpt from Radio Girl” practice for the job and “Excerpt from Manhattan” he goes to the city to look for a job*) The response exhibits little attempt at organization. The response lacks a formal style. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*if they both have something Kind of incommen they don’t always got to be the Same as the other person*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*have a them, diffrently, incommen, got to be the same, punctuation, capitalization*).

GUIDE PAPER 11

Additional

39

The stories “Excerpt from *Radio Girl*” and “Excerpt from *Manhattan Transfer: A Novel*” both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

A similar theme shared by both stories is "you can come up from nothing, and end famous." A way to explain how the author develops the themes differently is "Came down from upstate. I walked fifteen miles this morning."

The man made a whistling sound through his eyeteeth. "Comin' to the big city to look for a job, eh?"

Bud nodded." This proves that Bud came from nothing. proof that Cece came from nothing is "I'd never been across the Hudson by myself before, and the freedom of it made me feel like one snappy piece of work." This proves that Cece came up from nothing because although she lives right next to it, she has never been across the hudson river.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*A similar theme shared by both stories is "you can come up from nothing, and end famous. "*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*"Came down from upstate. I walked fifteen miles this morning. "* *The man made a whistling sound through his eyeteeth. "Comin' to the big city to look for a job, eh?" Bud nodded.* and *"I'd never been across the Hudson by myself before, and the freedom of it made me feel like one snappy piece of work.*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*This proves that Cece came up from nothing because although she lives right next to it, she has never been across the hudson river*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (punctuation, capitalization).

GUIDE PAPER 12

39

The stories “Excerpt from *Radio Girl*” and “Excerpt from *Manhattan Transfer: A Novel*” both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

In both stories the people both used ferry's as transportation they also both went to cities in both stories in the text, it says; How fur is it into the city where the ferry lands? The text also says; unique New York?

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In both stories the people both used ferry's as transportation*). The response demonstrates little understanding of the texts (*they also both went to cities in both stories*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (“*How fur is it into the city where the ferry lands.*” and “*unique New York.*”). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise for the texts and task. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*ferry's*, *unique*, punctuation, capitalization).

GUIDE PAPER 13

39

The stories "Excerpt from *Radio Girl*" and "Excerpt from *Manhattan Transfer: A Novel*" both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

The theme of the Z.

Storys are people like radios. I know this because in the story they like radios. also in the other story they didn't like radios at first but then they liked radios.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*The theme of the storys are people like radios. I know this because in the story they like radios. also the other story they didnt like radios at first but then they liked radios*)

GUIDE PAPER 14

Additional

39

The stories “Excerpt from *Radio Girl*” and “Excerpt from *Manhattan Transfer: A Novel*” both share a similar theme. What is the similar theme in both stories? How does each author develop this theme differently? Use details from both stories to support your response.

In your response, be sure to

- identify a similar theme shared by both stories
- explain how each author develops this theme differently
- use details from both stories to support your response

the theme was that both were getting stuck together. they are both related because they thought that it was the most heftic. the author developed the stories because he thought that it would be totally okay to do it. the story was relates to the Manhattan sweets. they also thought that they could get it to get going onto the next thing.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*the theme was that both were getting stuck together. they are both related because they thought that it was the most heftic. the author developed the stories because he thought that it would be totally okay to do it. the story was relates to the Manhattan sweets. they also thought that they could get it to get going onto the next thing*).