

New York NYSTP 2017 Grade 5 English Language Arts

Exam Materials
Pages 2 - 48

Answer Key Materials
Pages 49 - 50

Rubric Materials
Pages 51 - 175

Name: _____



New York State Testing Program

2017 Common Core English Language Arts Test Book 1

Grade 5

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Released Questions

Book 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

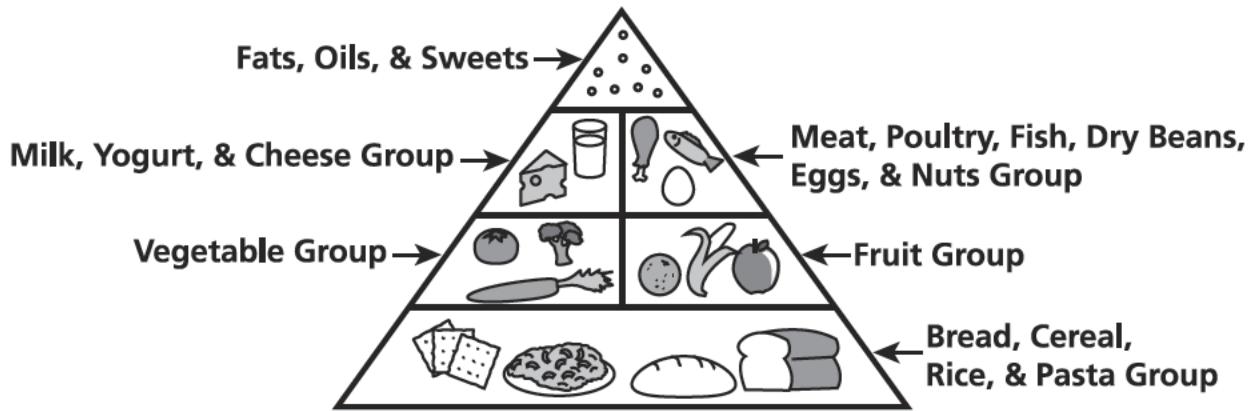
Read this story. Then answer questions 1 through 7.

Excerpt from *Trading Places*

by Claudia Mills

- 1 Todd was lying on the family room floor doing math homework, when he heard his mother, back from her shift at the Crafts Cottage. She was later than usual, so she must have stopped on the way home to get groceries. Todd hoped so. Groceries were one of life's good things.
- 2 Math homework was another. Todd knew other kids thought it was strange to like having math homework, but he did. He loved questions that had answers, problems that had solutions, twenty of them, all on one page. He loved looking at a neat page of calculations and knowing that he had them all one hundred percent right.
- 3 His mother came into the family room and clicked off the TV. Todd looked at Amy, so lost in her book that she didn't seem to register their mother's presence in the room. But their father, dozing on the couch with the remote in his hand, came awake with a guilty startle.
- 4 "David. Todd. Amy." Quiet voices could sound so much more menacing than shouting ones. "I need you to come into the kitchen. Now."
- 5 Amy put her book down then, and the three of them straggled into the kitchen. If they had had tails like Wiggy, the tails would have been tucked between their legs.
- 6 "Look at this place," Todd's mother said.
- 7 It was bad: newspapers in an untidy heap on the table, dirty dishes everywhere, an empty milk carton standing on the counter next to spilled cereal left over from breakfast, and two sacks of groceries his mom had just carried in from the car.
- 8 "I want this cleaned up. I want these groceries put away. I want a decent meal with every part of the food pyramid represented on the table in sixty minutes. Call me when it's ready. I'm going to be upstairs soaking in a hot tub."

GO ON



9 Then she was gone.

10 Once his first spasm of remorse had passed, Todd actually felt relieved. It was so much better to be doing something rather than nothing, to be solving a problem rather than pretending it didn't exist. He opened the dishwasher and started loading dirty dishes into it, as Amy and their father took the groceries out of the paper sacks and put them on the pantry shelves and in the fridge.

11 "How does the food pyramid work?" their father broke the silence to ask.

12 "You're supposed to eat a lot of grains and cereals," Todd explained. They had studied the food pyramid at school last year. "They're on the bottom of the pyramid, the wide part. And hardly any fats and sugars. They're the little point at the top. And eat lots of vegetables and fruits. And some protein, too."

13 "I don't think she really cares if we have the whole pyramid," Amy said. "Just so it looks sort of balanced. I mean, not just popcorn and apples."

14 "Maybe we should look in a cookbook," their father suggested.

15 There was a whole bookcase full of cookbooks against one kitchen wall. It was hard to know where to begin. Some of them were as thick as dictionaries; others had obviously unhelpful titles such as *Fifty Christmas Cookies from One Basic Dough* or *Easy Entertaining*.

16 "Here's one," Todd said. He pulled out *Thirty-Minute Meals*.

17 Their father glanced at the clock on the microwave. "Can you find one that says *Fifteen-Minute Meals*?"

18 Todd checked the shelves again. "Nope. The only other one that tells the minutes is the *Sixty-Minute Gourmet*."

19 "Okay, thirty minutes it is."

20 "Let's make something with chicken," Amy said. "I just put away a lot of chicken."

21 "How about curried chicken breasts with rice?" Todd asked. It looked good in the picture. "Do we have any rice?"

22 “Right here!” their father answered.
23 “What about fruits and vegetables?” Amy reminded them.
24 “We’ll have broccoli on the side,” their father said.
25 “Dairy products?” Todd thought the pyramid had dairy products on it somewhere.
26 “You kids can drink milk. And look, there’s some cream in the sauce. Do we have any cream?”
27 Amy checked the fridge. “We have half-and-half. That’s sort of like cream.”
28 The meal took more than thirty minutes to make. It turned out that the thirty minutes started *after* you had chosen the recipe, located the ingredients, and done whatever preliminary chopping you had to do, which for curried chicken breasts was a lot. Still, forty-five minutes later, their father sent Amy upstairs to summon their mother for dinner.
29 When she came into the kitchen, she stared in apparent disbelief. “You even fixed broccoli,” she whispered.

GO ON

1 What do details in paragraphs 1 through 5 suggest about Amy and Todd?

- A** Todd has different interests than Amy does.
- B** Todd is more focused on school than Amy is.
- C** Todd is more interested in watching TV than Amy is.
- D** Todd has a different reaction to his mother's voice than Amy does.

2 What does the word “straggled” in paragraph 5 suggest about Todd, Amy, and their father?

- A** They are trying to keep the mother from seeing the kitchen.
- B** They are determined to finish the work in the kitchen.
- C** They want to keep close together in the kitchen.
- D** They want to avoid going into the kitchen.

3 Why does Todd and Amy's father refuse to look at the *Sixty-Minute Gourmet* cookbook?

- A** He thinks that they do not have the skills to make the recipes.
- B** He knows the family does not have the right ingredients.
- C** He knows that the recipes will take too long to make.
- D** He thinks that the mother will dislike the meal.

GO ON

4

The narrator’s description of the conversation in paragraphs 11 through 13 shows that

- A** the family has different ideas about a balanced diet
- B** Amy knows which foods her mother likes best
- C** Todd has experience with cooking
- D** the father relies on his children’s knowledge

5

The illustration **best** supports the information provided in which paragraph?

- A** paragraph 12
- B** paragraph 13
- C** paragraph 24
- D** paragraph 27

6

How does paragraph 28 relate to paragraph 8?

- A** Paragraph 28 provides further details about the problem.
- B** Paragraph 28 shows the result of the mother’s instructions.
- C** Paragraph 28 presents a summary of the tasks that are introduced.
- D** Paragraph 28 explains how the meal is unlike the mother’s request.

GO ON

7

Which theme is supported by the events in the story?

- A** Solving problems becomes easier with daily practice.
- B** Challenges can give people opportunities for learning.
- C** Doing work can help people forget their problems.
- D** Feelings of guilt may go away over time.

GO ON

Directions

Read this article. Then answer questions 8 through 14.

In 1881, Clara Barton founded the American Red Cross, an organization that helps people during times of need.

Excerpt from *Clara Barton*

by Stephen Krensky

- 1 “I was what is known as a bashful child,” Clara confessed in later years. This was not surprising considering that she was surrounded by her family and had little contact with strangers. But shyness was not considered a virtue. In the hope of correcting this deficiency, her parents decided to send her to a nearby boarding school. It was quite a change. At home, she had been the only student, learning from her brothers and sisters. Now there were 150 students filling several schoolrooms. And almost all of them were bigger and older than she was.
- 2 Clara was good at her studies, but speaking up with dozens of eyes staring at her was unnerving. She grew pale and lost weight. At the end of her first term, her parents, her teachers, and her family doctor held a meeting. They decided it would be best for Clara to return home.
- 3 But home had changed. Her family was moving down the hill to a 300-acre farm. The new house needed to be fixed, and Clara pitched in to help. Among other things, she learned how to hang wallpaper and make her own paints.
- 4 Some cousins came to live with the Bartons as well. Clara’s big sisters had stayed at the old house, which made the change feel even more dramatic. On the bright side, Clara’s cousins were closer to her own age. “From never having had any playmates, I now found myself one of a very lively body of six—three boys and three girls . . .”
- 5 Clara and her cousins explored the new farm thoroughly, learning the best spot to cross the streams and where to find the tastiest chestnuts. They played hide-and-seek and balanced on poles in the millstream. Clara’s parents, worried that she was becoming too much of a tomboy, forbade her from learning to ice skate. But it was a little late to rein Clara in now. She enlisted the boys to teach her secretly at night. They pulled her along, one on each side, which was fine, as long as the ice was smooth. But, as Clara remembered, “at length we reached a spot where the ice had been cracked and was full of sharp edges.” Here, she fell repeatedly, injuring herself seriously enough that her parents soon found out. They were not pleased, and Clara endured several weeks of their disappointment before life went on as before.
- 6 In warmer weather, she continued to practice riding—now with her own horse. Riding became second nature to her, and she remembered the skill well later in life. But not every advance was planned or predictable. In 1832, when she was 11, her brother David was helping

GO ON

to build a new family barn. He was working on the ridgepole¹ when a plank snapped beneath him and he fell to the ground. At first he seemed to be largely unharmed by the accident, but his internal injuries turned out to be serious.

7 No one had to tell Clara what she should do next, and she didn't need to ask. She simply knew it in herself. She took care of David day and night, rarely leaving his side. And he grew just as attached to her in return. Clara learned to administer his medicine and manage his treatment with great aplomb.² Among her many duties was applying the leeches that were supposed to suck the bad blood out of David's body.

8 For two years, Clara tended to her brother, leaving him for only half a day in all that time. He recovered at last, no thanks to the leeches, due to rest and the ability of his body to heal over time.

9 Clara's devotion was not unheard of in the Barton family. Her great aunt Martha Ballard, who died a few years before Clara's birth, had been a well-respected midwife. She had delivered babies and treated illnesses across a wide swath of the wilderness of Maine. Caring for her brother had given Clara a special satisfaction. It was something she would always remember.

10 As delighted as Clara was to see David recover, she had trouble simply returning to a life of her own. The freedom to do as she pleased was no substitute for the feeling of usefulness she had felt nursing her brother back to health. She felt anxious and unsettled and cast about for some meaningful way to fill her time.

11 For the moment, she stayed busy doing chores around the farm and helping to look after her sister Sally's children. As time passed, though, she roamed farther from home, coming to the aid of poor families in the nearby countryside. Some had illnesses that she tended to. Others had money troubles, and she tried to point these families in a direction where they could get assistance.

¹ **ridgepole:** the horizontal beam that runs along the peak of a roof; the upper ends of the rafters are attached to it

² **aplomb:** confidence and skill

8 How do paragraphs 1 through 4 support a main idea of the article?

- A** by describing how well Clara did at school
- B** by showing how Clara's parents made decisions
- C** by showing Clara's behavior around other people
- D** by providing details about Clara's cousins

9 Why did Clara return from boarding school?

- A** The people who cared for Clara were concerned about her health.
- B** Clara was younger and smaller than most of the other students.
- C** The teachers thought Clara could learn more at home.
- D** Clara was unhappy because she missed her family.

10 Read this sentence from paragraph 5.

But it was a little late to rein Clara in now.

What does the phrase “to rein Clara in” suggest?

- A** Clara was too old to play with her cousins.
- B** Clara was often outside after dark.
- C** Clara was determined to learn new things in the country.
- D** Clara was unable to ride horses.

GO ON

11 What do paragraphs 5 and 6 show about Clara?

- A** Clara is active and adventurous.
- B** Clara is obedient and intelligent.
- C** Clara is quiet and cooperative.
- D** Clara is creative and serious.

12 Why is paragraph 9 important for the article?

- A** It explains why Clara was a good caretaker to her brother.
- B** It shows a result of Clara's caretaking skills.
- C** It suggests why Clara's great aunt inspired her.
- D** It connects Clara and her desire to care for people to her great aunt.

13 How did Clara's relationship with her brother David most affect her life?

- A** By doing chores for David, Clara realized she enjoyed living at home.
- B** By caring for David when he was injured, Clara developed a desire to help others.
- C** By giving David his medicine, Clara learned about effective medical treatments.
- D** By being home when David fell to the ground, Clara felt responsible for his injuries.

GO ON

14

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

- A** Clara learned how to ride horses at a young age.
- B** Clara had a great aunt who was a skilled midwife.
- C** Clara was seriously hurt while ice skating with her cousins.
- D** Clara remembered how good it felt to care for her brother.

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Coach Motivates Her Girls, Both On and Off the Court

by Martha Irvine

- 1 The coach leans forward, her hands pressed on a table in a room off the gymnasium. A basketball game is about to start. She is silent for a minute or two. Her players shift uncomfortably.
- 2 When Dorothy Gaters finally speaks, her message is familiar and firm. As usual, it's about fundamentals.
- 3 "Move your big feet." "Box out." "No fouls."
- 4 If they don't do that, she doesn't hesitate to take it up a notch on the court.
- 5 "You're embarrassing yourselves!" she tells them. She is the same, even when they're winning handily.
- 6 Gaters later explains: "Sloppy play is never enjoyable. Sometimes I'll be like, 'I hope this game is over soon. I can go home and watch some real basketball.'"
- 7 That candor¹ might be hard for the members of the girls' basketball team at John Marshall Metropolitan High School to hear. But they listen. They know this is a woman who can take them places.
- 8 For 40 years, Gaters has brought respect and pride to a West Side Chicago neighborhood that has seen more than its share of hard times. They understand this and also how much Gaters cares about them and their futures. And that's whether they end up playing basketball after high school or not.
- 9 "Just do something. So that you can be self-supportive, help your family, and set an example for those who are going to follow you," the coach tells her players. They call her Ms. Gaters or often just "G."
- 10 This current crop of players helped Gaters reach her 1,000th career win in November. The victory placed her among an elite group of coaches at any level of basketball.
- 11 Gaters' attention to detail and her competitiveness have led her teams to eight Illinois state titles and 23 city titles.

¹ **candor:** the quality of being open, sincere, and honest

- 12 A few of her players have gone on to play professionally, including Cappie Pondexter, a WNBA All Star and Olympic gold medalist.
- 13 "She's the first coach who really taught me the game of basketball," says Pondexter, whom Gaters first saw play in a YMCA recreational league and then helped hone² her talent. "I credit it all to her, my humble beginnings."
- 14 Pondexter starred at Rutgers University, but she is far from the only one Gaters helped get to college. And that is among the coach's proudest accomplishments.
- 15 In fact, her players must regularly bring in academic progress reports or report cards for her to check.
- 16 "School before basketball," says Tineesha Coleman, a junior who hopes to play in college.
- 17 When asked what Gaters is like, former player Rhonda Greyer, now 33, ponders the question.
- 18 "She's a sweetie pie," Greyer says, quickly adding, "Off the court. OFF the court!"
- 19 She laughs, as does Pondexter when recalling the seemingly endless laps her team ran on the track above Marshall practice Gym 12. The gym has since been named for Gaters.
- 20 "I wasn't a troubled kid. My problem was focusing on basketball so much," Pondexter says, remembering how Gaters would call her mother if Pondexter skipped class. In her case, the punishment would be to lose gym time.
- 21 But though Gaters is tough, it is a tough love, her former players say. They recall a coach who occasionally took them to movies or out for burgers and fries.
- 22 They note how Gaters has quietly provided a coat, clothing or shoes for a player who needs them.
- 23 Gaters started coaching in 1975, and understands how one can learn and succeed, in big ways. The Mississippi native grew up in Chicago. She says she took on the Marshall girls' team, fresh out of DePaul University, because "no one else wanted to do it."
- 24 Gaters liked basketball, even played a bit herself. But she didn't know much about coaching, so she watched the boys' coaches carefully and took in any games she could find.
- 25 She won her first state championship in 1982.
- 26 Now, tucked amid the memorabilia³ in her office is a photo of Gaters shaking the hand of President Bill Clinton at the White House. She was honored for her work with young people in 1998. Another photo shows her being inducted into the Women's Basketball Hall of Fame. In 2009, the Naismith Memorial Basketball Hall of Fame recognized Gaters with one of its lifetime achievement awards for high school coaches.

² **hone:** make something better

³ **memorabilia:** things collected as souvenirs

GO ON

- 27 The 68-year-old coach says she thinks about retiring. But some are doubtful she'll leave anytime soon.
- 28 Assistant coach Gwen Howard smiles and rolls her eyes playfully at the thought of the coach retiring.
- 29 "Please! I think this lady would do this forever if she could."

GO ON

29

What does “take it up a notch” mean as it is used in paragraph 4?

- A** to make more interesting
- B** to become more forceful
- C** to complete another level
- D** to make another play

30

Read this sentence from paragraph 7.

That candor might be hard for the members of the girls’ basketball team at John Marshall Metropolitan High School to hear.

What idea does this sentence help to support?

- A** that Gaters can be considered impolite
- B** that Gaters speaks very softly at times
- C** that Gaters demands a lot from her players
- D** that Gaters is impatient with her players

GO ON

31

Read this sentence from paragraph 7.

They know this is a woman who can take them places.

How does the author **best** support this point?

- A** by explaining how Gaters helps many of her players attend college
- B** by describing the long hours of practice Gaters makes her players perform
- C** by providing examples of how Gaters helps players in need
- D** by providing examples of the basketball tips Gaters teaches her players

32

Read this sentence from paragraph 21.

But though Gaters is tough, it is a tough love, her former players say.

Which point in the article does this detail **best** support?

- A** Gaters has a very strong desire to win so can get upset easily.
- B** Gaters is unlikely to retire because she enjoys coaching.
- C** Gaters cares about every aspect of her players' lives.
- D** Gaters is nice only after practice or games are finished.

GO ON

33

What does paragraph 26 suggest about Gaters?

- A Gaters is appreciated for her important contributions to girls basketball.
- B Gaters is considered the best high school basketball coach in the country.
- C Gaters has coached basketball almost as long as more famous coaches.
- D Gaters has been honored mainly for her work with students off the basketball court.

34

How do paragraphs 27 through 29 contribute to the article?

- A by comparing Gaters's work ethic with Howard's
- B by showing an effect Gaters has had on Howard
- C by giving an example of Gaters's desire to win
- D by suggesting how Gaters feels about her job

35

According to the article, why do so many people respect Gaters?

- A Gaters teaches her players about more than just basketball.
- B Gaters encourages her players to play college basketball.
- C Gaters teaches her players about the importance of playing basketball.
- D Gaters wants her players to concentrate on improving their basketball skills.

STOP

Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

GO ON

Directions

Read this article. Then answer questions 36 through 42.

Excerpt from *High Volume*

Hearing loss is on the rise.

Listening to MP3 players at high volumes can damage young ears.

- 1 Yahaira likes listening to rap and hip-hop music on her MP3 player, and she likes it loud! “It doesn’t have the same effect when it’s quiet,” says the 14-year-old student from New Rochelle, N.Y.
- 2 Yahaira and other teens should pay attention to a recent study that shows that hearing loss has been rising among U.S. teens. Researchers at Brigham and Women’s Hospital in Boston, Mass., found an increase of 30 percent in hearing loss since the early 1990s. About one in five teenagers now have some degree of hearing damage.
- 3 The researchers did not say why hearing loss has risen, but other experts have strong suspicions. One likely culprit, they say, is MP3 players. “These are very powerful instruments,” says Tommie Robinson Jr., a professor of pediatrics at George Washington University.

Damaged Hairs

- 4 An MP3 player can be hazardous to hearing when its decibel level is turned up too high. A decibel is a unit that indicates how loud a sound is. High-decibel sounds can damage tiny, delicate nerve endings, called hair cells, in the inner ear, according to Robert Novak, a professor of speech, language, and hearing science at Purdue University.
- 5 If a sound is loud enough, the damage can be permanent. A loud sound can shake the membrane on which the hair cells sit—“like an earthquake,” he says. That vibration can break or even uproot hair cells. “When that happens, the hair cells are finished,” he adds. Human ears cannot regrow hair cells.

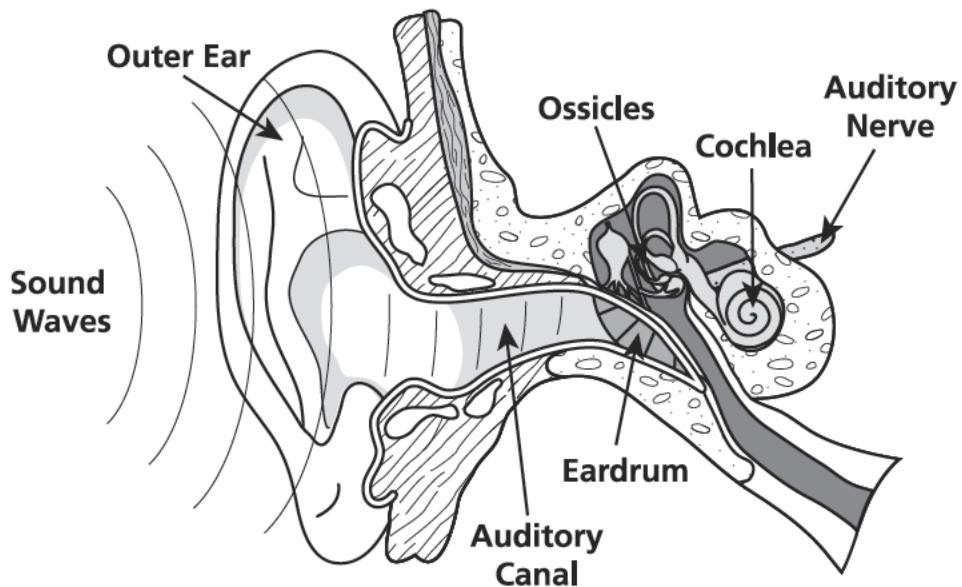
Turn It Down

- 6 What is a safe volume level on your personal stereo? Novak suggests setting it to a comfortable volume in a quiet room. From then on, don’t turn the volume above that level no matter where you are. “You should be able to hear someone talking to you at a normal conversational level from a distance of 3 feet,” says Novak. If others can hear your music, the volume is too high.
- 7 Yahaira admits that sometimes after listening to loud music, her ears make a ringing sound. That could be a sign that her habit of listening to loud music is damaging her hearing. She plans to start playing her music quieter.
- 8 “Hearing is the one sense that enables humans to most easily use language and develop speech and build relationships,” says Novak. “So we need to protect that very special sense.”

GO ON

The LOUDNESS War

- 9 The loudness of today's music may not be totally under your control. Music companies have been deliberately turning up the volume. It's a trend called the loudness war.
- 10 Play a CD from the 1980s or '90s. Then play a newly released tune. Don't touch the volume control. You'll probably notice that the new CD sounds louder than the old one. Why? Sound engineers who create CDs are using dynamic range compression, a technology that makes the quiet parts of a song louder and the loud parts quieter. The overall effect of compression is a louder recording.
- 11 Many musicians and sound engineers aren't pleased. They say that compression is driving down the quality of today's music, making it sound flat and blaring. Gary Hobish, a sound engineer, explains that music should be a combination of loudness and softness. "This is one of the things that gives our music dimension," he says. But music companies want to make music louder so it will stand out. That's important in the competition among recording companies.
- 12 What about listeners? Many people listen to music on the go in noisy places and through headphones, all of which reduce sound quality. So young listeners may not notice the poorer quality of modern recordings. "To their ears," says Hobish, "the music sounds fine because they've never compared it to anything else."



How an Ear Hears

- 13 Sound waves travel down the outer ear's auditory canal and strike the tympanic membrane (eardrum), causing it to vibrate. The vibrations are transmitted through the middle ear by three ossicles (tiny bones). The third ossicle sends waves through a fluid inside the cochlea, an organ in the inner ear. The cochlea contains about 15,000 hair cells, which respond to the waves. The hair cells relay signals by way of the auditory nerve to the brain, which interprets the signals as sounds. No sound is heard until a signal reaches the brain.

GO ON

36 What does the simile “like an earthquake” in paragraph 5 help the reader understand?

- A that volume can strongly affect parts of the ear
- B that hair cells are easily damaged
- C how our body is unable to re-grow hair cells
- D how much damage the ear can take

37 How do paragraphs 4 and 5 connect to paragraph 6?

- A Paragraphs 4 and 5 explain how hearing loss can occur, and paragraph 6 explains how to prevent it.
- B Paragraphs 4 and 5 show what damage can occur, and paragraph 6 shows how it affects people.
- C Paragraphs 4 and 5 describe how the ear can be damaged, and paragraph 6 describes how people react to the damage.
- D Paragraphs 4 and 5 explain why ears get damaged, and paragraph 6 explains why protecting hearing is important.

38 Which evidence **best** supports a claim made by the author in paragraph 4?

- A “If others can hear your music, the volume is too high.” (paragraph 6)
- B “Yahaira admits that sometimes after listening to loud music, her ears make a ringing sound.” (paragraph 7)
- C “So we need to protect that very special sense.” (paragraph 8)
- D “Music companies have been deliberately turning up the volume.” (paragraph 9)

GO ON

39

According to paragraphs 9 through 12, how is the music business today different from the business in the 1980s or 1990s?

- A** Today's music companies control the volume of music more than in the past.
- B** Today's music companies compete against each other more than in the past.
- C** Today's listeners of music like their music louder than they did in the past.
- D** Today's sound engineers make music sound clearer than it did in the past.

40

Which paragraph **best** explains how loud noises can damage our hearing?

- A** paragraph 1
- B** paragraph 5
- C** paragraph 7
- D** paragraph 13

41

Which information explained in paragraph 13 does the drawing help the reader understand?

- A** the shape of the parts of the ear
- B** the position of the parts of the ear
- C** the order in which sound waves strike the parts of the ear
- D** the size of sound waves when moving through the parts of the ear

GO ON

42

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

- A** Music is not as powerful when played at quiet volumes.
- B** Powerful instruments cause most hearing loss.
- C** Choosing to play music quietly can protect hearing.
- D** Music companies determine safe volume levels.

GO ON

Directions

Read this article. Then answer questions 43 and 44.

Excerpt from *A Home for the President*

by Patricia West

- 1 The White House has stood as an important symbol of the U.S. presidency for over two centuries. It has seen a wide range of occupants and visitors from all over the world. In spite of its endurance, the home of the U.S. presidency has changed a lot. It was not the home of every U.S. President. It was not always called the “White House.” In fact, it was not always white.

George Washington Plans a Presidential Home

- 2 When George Washington became the first President of the United States, the nation did not yet have a capital city. The government’s headquarters at that time was in New York City and later moved temporarily to Philadelphia, Pennsylvania. Several of the thirteen original states wanted the honor of hosting the capital. A compromise was worked out between the Southern states and the Northern states. In exchange for Thomas Jefferson’s support of a bill Alexander Hamilton favored, Hamilton agreed to urge his fellow Northerners in Congress to vote to put the capital in the South.
- 3 President Washington was asked to name the exact location of the new capital. He chose a 10-square-mile spot on the Potomac River. This spot had been the home of several Native American tribes. By 1791, European settlers were living there.
- 4 The first plan for the President’s House was for a huge, grayish stone building, much like a European palace. The building was designed by the distinguished Frenchman, Pierre L’Enfant. Washington rejected his plan and announced a competition calling for a new architect. James Hoban, of South Carolina, won the contest and laid the cornerstone of the President’s House in 1792.
- 5 To this day, Americans should feel indebted to George Washington. He supervised every detail of the building, which was just one-fifth the size called for in the original plan. Unfortunately, Washington was the only U.S. President who never got to live in the beautiful building.
- 6 It took eight years to build the President’s House. No one could guarantee that Congress would provide enough money for construction. It was hard to bring building materials to the swampy area. Mosquitoes buzzing everywhere in the steamy summer heat made the workers’ lives miserable.
- 7 By 1800, the President’s House was barely finished. Only six rooms were completed. Even in these rooms, the plaster walls were still damp.

GO ON

A New Home in “Wilderness City”

8 It would be misleading to say that Washington, D.C., was a grand city at the start of the nineteenth century. When President John Adams and First Lady Abigail Adams moved into their new home, Washington, D.C., was quite a mess. The unpaved streets became a sea of mud whenever it rained. Potholes and tree stumps made travel by horse and carriage dangerous. Pigs roamed the streets eating the garbage dumped there. Conditions were so rough and dirty that some people called the capital “wilderness city.” Abigail Adams had to hang laundry inside the house to dry because it would have gotten dirty all over again on an outside clothesline.

9 In spite of the hardships, the Adamses appreciated their home. Calling the house “the President’s Palace,” President Adams wrote to a friend, “May none but honest and wise Men ever rule under this roof.” His wife commented that “this House is built for ages to come.”

10 A new President moved into the house in 1801. President Thomas Jefferson said that the big stone house was large enough for “two emperors, one Pope, and the Grand Lama.” Since he didn’t think that Presidents should live in a palace, he called his new home simply “the President’s House.” Jefferson had good taste, and he furnished the house beautifully. He also had three large rooms on the main floor (the Blue Room, the Red Room, and the Green Room) painted in the colors that are still used today.

11 With all that space at his disposal, Jefferson loved to entertain at home. His guests included foreign heads of state, Native Americans, and ordinary citizens.

Disaster in the President’s House

12 The next President, James Madison, was away in 1814 when he received word that the British were marching on Washington during the War of 1812.¹ First Lady Dolley Madison hurriedly packed up important state papers and sent them away. At the last minute, when British troops were storming the capital, she saved a large portrait of George Washington by ripping it from its frame. Then she fled in disguise.

13 British soldiers feasted on the food they found on the banquet table. They set the President’s House on fire, along with all the other government buildings in the city. Only a torrential rainstorm saved the house from total destruction. By the next day, all that remained standing were four soot-blackened exterior walls. The architect, James Hoban, was asked to use his original plans to rebuild the President’s House. While the Madisons lived elsewhere, the famous house was rebuilt.

¹ War of 1812: a war between the United States and Great Britain lasting from 1812 to 1815

GO ON

43

How do paragraphs 2 and 3 contribute to the development of “Excerpt from *A Home for the President*”? Use **two** details from the article to support your response.

44

How did the home of the President change from 1800 through 1814? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer question 45.

Joe Jones has been assigned to write a Friendly Letter to an author, seeking answers to four questions. When the author's response is not helpful, he has to write to the author again.

Excerpt from Your Question for Author Here

by Kate DiCamillo and Jon Scieszka

- 1 Dear Maureen O'Toole,
- 2 What the heck kind of author letter was that? I am supposed to ask the questions. You are supposed to send back the author answers. That's how the assignment goes. That is all you have to do.
- 3 There's nothing in the assignment about writing a *Perfunctory¹* Letter. But maybe I can get some extra credit because I did that, too.
- 4 So here are the questions, right off the board, just how Mrs. Bund wrote them.
 - 5 1. Why do you write books?
 - 6 2. Where do you get your ideas?
 - 7 3. What got you started writing?
 - 8 4. Your question for author here.
- 9 Please send some good author answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and my dad will ground me and I will miss my baseball team playoffs and have to do whatever they say for the next week.
- 10 I'm not kidding,
- 11 Joe Jones
- 12 *Dear Joe Jones,*
- 13 *No one gets credit for writing Perfunctory Letters. They are an insult to the human spirit. What we humans crave is connection. Perfunctory Letters work counter to that.*
- 14 *But I digress; I digress!*

¹ **perfunctory:** lacking in interest or enthusiasm

GO ON

- 12 *You have posed some questions. And you want some answers, answers that will result in you receiving a grade higher than a C-. I don't know if I can help you, Joe, because I don't feel like answering questions. The older you get, the more questions you get asked, and the more weary you become of answering the questions and the more elusive the answers—any answer, every answer—seem.*
- 13 *What I would like to do is ask a question. I would like to ask you a question. So, let's make a deal, Joe. I'll ask you a question and you answer it. And then, if I feel like it, I'll answer one of your questions. How does that sound?*
- 14 *Here's my first question for you: Are you afraid of thunderstorms?*
- 15 *Yours cordially and only somewhat perfunctorily and more than a little curiously,*
- 16 *Maureen O'Toole*
- 17 *P.S. I'm no fool, Joe. I'm betting good money that you haven't read one single book I've written. Prove me wrong.*
- 18 *Maureen O'Toole,*
- 19 *Aw, come on. It's bad enough I have to do this lame assignment. Now I have to write extra? I thought authors were supposed to like getting letters from their kid fans.*
- 20 *But if I don't get these answers, I am hosed. That's what my dad says. Hosed. I don't know what that really means. Like, what does a hose have to do with anything? But I do know it means no TV, no computer time, no baseball, no comics, no music, no phone, no hanging out with my friend James. Basically it means nothing that is really the good part of living.*
- 21 *Why would they do that to me? Do people just get meaner when they get older?*
- 22 *Okay, here's my answer. I am kind of afraid of thunderstorms. Not the rain part. That sounds great on the roof. It's the part between the flash of lightning and the BAM of thunder. It's waiting for the BAM that weirds me out. You just don't know when it's going to happen.*
- 23 *So please send me some author answers. As soon as you can.*
- 24 *Really,*
- 25 *Joe Jones*
- 26 *P.S. I didn't get a chance to read any of your books yet. I actually picked you mostly to annoy Jennifer, because she is all crazy about your books and always talking about the horses or the princesses or whatever is in them. I usually only read history books that really tell you something. And books that are funny.*
- 27 *Dear Joe,*
- 28 *Thank you for answering my question. I, too, like the sound of the rain on the roof. I also like the lightning. It's like some great cosmic flashlight. It makes me think that someone is searching for me. And I don't mind the BAM of thunder because that makes me think that, perhaps, I have been found. That's the way a good book makes me feel, as if I have been found, understood, seen.*
- 29 *Oh, I'm sneaky, Joe. Right there, in the first paragraph, I have answered your first question. And you know what that means: Now I get to ask you another question. Are you ready?*

GO ON

30 *What's in your sock drawer besides socks?*
31 *That's the question. Answer it and I'll answer another question of yours. Quid pro quo.*
32 *Amusing myself*
33 *and delighted to be a part of your "lame assignment"*
34 *I remain,*
35 *Maureen*
36 *P.S. "Whatever is in them" is a truly alarming phrase to use in reference to my books. But, as an interesting aside, I am happy to inform you that none of my books (not one) features princesses or horses. Toads, tidal waves, arachnid revolutions, yes. Princesses, no. Horses, no. Do your research, Joe.*
37 *P.P.S. Yes. People do get meaner as they get older.*

GO ON

Planning Page

You may PLAN your writing for question 45 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

45

What is a theme of the “Excerpt from Your Question For Author Here”? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
 - explain how the theme is developed in the story
 - use details from the story to support your response

GO ON

STOP

Book 3



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 46 and 47.

In 1888, Sky, a member of the Apache Nation, has jumped off a train in Alabama so he can return home rather than be taken to an area reserved for Native Americans. He becomes very ill and is found by a young African-American girl. Her family takes him in and nurses him back to health, even though hiding him from the authorities is against the law. Now that he is well, the family knows that they should turn Sky over to Mr. Wratten, the lawman who has been searching for him.

Excerpt from *Run Away Home*

by Patricia C. McKissack

- 1 I hadn't been truthful with Sky. And it was bothering me. We were going to do him harm and turn him into Mr. Wratten as soon as he was well. After another week passed, Sky was fine, but none of us wanted to see him leave.
- 2 I helped Mama take down the quilts that had made the sickroom, wash them, and put them away until they were needed again. Sky had slept outside all week, where he seemed to be most comfortable. He'd found a piece of hickory and was using Papa's tools to make a bow and arrows.
- 3 Although Sky never spoke the words thank you, he expressed his gratitude in so many thank-you ways. If a fence needed mending, he mended it. If Big Two needed feeding, he fed him. If a hole needed digging, he dug it. This pleased Papa. But Sky flat out would not do a chore that he considered woman's work. I couldn't get over the way he watched me struggling with a bucket of water and wouldn't offer to help, saying, "Less water would make it easier to carry."
- 4 "That is his way," Mama told me when I complained. "We can't expect him to change who he is to suit us. That's what's wrong with those schools that try to de-Indian his people."
- 5 In spite of herself, Mama had grown fond of Sky, too, and Sky was slowly allowing himself to smile more—and even talk more, too.
- 6 One day, while he was working on his bow and Buster lay between us, his tail thump, thump, thumping against the wooden floor, Sky turned to me and said, "Yes."
- 7 "Yes? Yes what?"
- 8 "Girls can have their ears pierced."
- 9 We both laughed. I couldn't be sure, but I felt that Sky was giving me permission to ask him a few things. And so I did.
- 10 Since the first night I'd seen the Apaches, I'd been curious about the woman who had risen to defend Geronimo.

GO ON

- 11 “Who is Lozen?” I asked.
- 12 “Lozen,” he began, still filing away on the wooden bow, “is sister of Victorio.” I had heard Mr. Wratten talk about Victorio, so at least I knew who he was. “She is a war woman,” Sky continued, “one who is equal to anyone in battle. She fought with her brother until he was killed, then she rode with Geronimo and she has great powers. I rode with her against the Mexicans and the whites. She was with us when we surrendered.”
- 13 Lozen reminded me of a story Papa had told me about Harriet Tubman, a slave woman who had been a conductor on the Underground Railroad. Papa said she stood no taller than me, but she was strong and brave. She even served as a spy for the Union Army during the war.
- 14 Suddenly Buster took off down the path, chasing some critter he had no plans to hurt. “Most people don’t understand him, because he’s so wild,” I said.
- 15 “There is a difference between what is wild and what is free,” Sky said softly.
- 16 I knew he was thinking about his own people. They had been called wild because they fought so hard to stay free. A terrible war had been fought so we black people could be free. That should have included Indians, too. Now that I had gotten to know Sky, it bothered me that we were doing what all the others had done to his people. I didn’t like it, but my word is out to Mama.
- 17 My mind returned to Lozen, and I imagined myself riding with her, the wind at my back, the sun in my face.
- 18 “What time of year is this?” Sky had to ask me three times to bring me out of my wonderful daydream. “Your mind is in too many places,” he said.
- 19 “There you go, sounding just like Papa,” I said. “It is June of 1888,” I added. Clearly that meant nothing to him. Looking for a better way to answer, I decided to show him the farm. He had seen it, but not through my eyes.
- 20 First we went to the kitchen garden where Mama had set out turnips, collards, beans, corn, tomatoes, okra, sweet potatoes, goobers, and peppers. “We’ll eat out of this garden all summer, then we’ll can or dry a lot of it come fall.”
- 21 “What’s a goober?” he asked.
- 22 “Goobers are peanuts, and just wait ‘til you taste them.” Sky knew a lot of the foods I named, and even told me how his mother had used peppers and corn to make his favorite dishes.
- 23 Next we visited the orchards, where I showed him peach, apple, and pecan trees. “My grandpa planted these trees when he got this land. Papa says you don’t plant a pecan tree for yourself, but for your grandchildren, because it takes near about fifteen years for it to bear nuts.”

GO ON

46

How are the narrator and Sky alike? Use **two** details from the story to support your response.

47

What does the narrator think of Sky's view of women? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer questions 48 and 49.

On a May afternoon in Siberia, Yuri Khudi and his sons, members of the nomadic Nenets people of northern Russia, were hunting along the bank of the Yuribey River when they discovered something amazing.

Excerpt from *Baby Mammoth Mummy: Frozen in Time!*

by Christopher Sloan

- 1 As Yuri and his sons stood around the little body lying on the sandbar, they were shocked by what they had found: a perfectly preserved baby woolly mammoth. It was frozen solid.
- 2 These animals disappeared from this part of the world about 11,000 years ago, but mammoth bones and tusks are a relatively common find in Siberia. It's so cold in this Arctic region of Russia that the frozen soil, called permafrost, has acted as a giant freezer, preserving the carcasses of many animals that lived there long ago. As the top layer of permafrost begins to thaw in the spring, the bony remains of mammoths often appear as if they have burst from the frozen ground. But Yuri and his sons had never seen anything like this before—a baby woolly mammoth with all of its flesh in place. It looked like it could have died yesterday. They didn't dare touch it.
- 3 Mammoths play a powerful role in Nenets mythology. The story goes that woolly mammoths are giant beasts herded by gods of the underground. If the animals come to the surface and see sunlight, they die. Some Nenets say that mammoths will bring bad luck or even death to the people who touch their remains.
- 4 So it was with both fear and respect that Yuri Khudi and his sons looked at the baby mammoth. Uncertain what to do, they left the mammoth exactly where they found it and returned to camp. Yuri decided to seek the advice of Kirill Serotetto, a trusted friend who had lots of experience in the Arctic as an expedition outfitter and knew the value of mammoth bones. To get to Yar Sale, where Serotetto lived, Yuri rode his snowmobile 90 miles (145 km) to Novyy Port then boarded a helicopter to Yar Sale.
- 5 After hearing Yuri's story, Serotetto rushed him to the director of the museum, who notified the local police. Yuri had stumbled onto something big. Hours later, Yuri, Serotetto, and a few policemen were flying toward the place where Yuri had made his discovery. Finally, they landed near the site. The baby mammoth was gone!

GO ON

- 6 Yuri's stomach dropped. He was afraid no one would believe him now. Without a body there was no reason for the police to stick around, so they flew back to Yar Sale. Serotetto stayed behind with his friend to investigate further.
- 7 Yuri knew that prehistoric animal remains, especially tusks, were valuable and could fetch a lot of money from fossil collectors or carvers. After making some inquiries, he and Serotetto learned that Yuri's cousin had snatched up the baby mammoth and carted it off on his sled to Novyy Port. There he had traded the valuable find to a store owner in exchange for two years' worth of food and some equipment.
- 8 Yuri and Serotetto had to move fast if they were going to save this precious treasure. By the time they arrived in Novyy Port, the little mammoth was propped up in the store and was already causing a stir. People were taking pictures of it with their cell phones. Yuri's heart sank when he saw that stray dogs in town had already gnawed off the baby's tail and most of one ear. But the rest of the body was still in perfect condition. They had to get the mammoth to a safe location fast! Serotetto, with the help of the local police chief, explained the importance of the find to the owner. Finally, after much discussion, he agreed to give up the mammoth.

SAFE AND SOUND

- 9 At last the baby mammoth was in the hands of museum staff at Yar Sale. Now they needed to find a place where she would be preserved and taken care of. The calf was packed onto a helicopter and flown to the Shemanovsky Museum in Salekhard, a regional capital of Siberia. The director there immediately called Bernard Buigues, a French explorer who had become an expert in mammoths and who had established a center for preserving mammoth remains in the Siberian town of Khatanga. When Bernard heard the exciting news, he offered to organize an international team of experts to study the baby mammoth. The team would include researchers from Russia, the United States, and Japan.
- 10 It would take several weeks for the team to assemble in Salekhard. To keep the carcass frozen, it was placed in a freezer. Bernard was the first member to arrive. When he saw the baby mammoth, he was struck by how tiny she was—only 33 inches (84 cm) high and 110 pounds (50 kg) in weight. “I was fascinated by her lifelike expression. Her smiling mouth, her front legs seemingly in motion—it was as if she had been enjoying herself.” He couldn’t wait for the rest of the team to meet her.

GO ON

48

What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from *Baby Mammoth Mummy: Frozen in Time!*”? Use **two** details from the article to support your response.

49

What is a main idea of the article “Excerpt from *Baby Mammoth Mummy: Frozen in Time!*”? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 50 and 51.

In September of 1995, Dr. Johan Reinhard and his climbing partner, Miguel Zarate, climbed a peak of the volcano Nevado Ampato. While climbing, they found pieces of pottery, wood, grass, and other materials that told them that over 500 years earlier the Incas had been on this part of the mountain.

Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*

by Johan Reinhard

- 1 I stopped to take notes while Miguel continued along the ridge. He whistled, and I looked up to see him with his ice ax raised.
- 2 When I reached him, he pointed without saying a word: Even from 40 feet away, it was possible to see reddish feathers sticking out near the top of the ridge. We had both seen feathers like this on Inca statues at other sites, and so we knew instantly they would most likely be from a feathered headdress.
- 3 Although the feathers were only about 10 feet down from the top, the slope was steep and slippery—a mix of gravel and sand over ice. A slip would have meant certain death. Miguel weighed far less than I did, so I tied a long sling onto him and held him as he climbed down to uncover a statue made of a rare seashell, with a reddish feathered headdress. Nearby, also covered with gravel, were two more statues, one gold and one silver.
- 4 Their textiles were so well preserved, they looked new.
- 5 The feathers that had been exposed were still in good condition. This meant that the gravel in which the statues had been buried had fallen away only days before. Indeed, the statues could have fallen farther down the slope at any moment.
- 6 Back on the summit ridge, we saw stones that had formed a corner of a building. Most of the structure had fallen down one of two naturally formed gullies that dropped 200 feet to the inside of the crater. From the ridge we could not see where these led. So I wrapped two stones in yellow plastic that I had carried in case we needed to mark our way. I threw a stone down each of the gullies, thinking “It’ll be a miracle if we ever see them again.”
- 7 We then climbed down off the ridge and scrambled our way around beneath it. We soon spotted yellow plastic below us where the rocky slope met the ice pinnacles where we had been climbing to the summit only a few hours before.

GO ON

- 8 A little farther we saw what looked to us like a mummy bundle lying on the ice.
- 9 It seemed so unlikely to find a mummy out in the open, we literally couldn't believe our eyes. Miguel said, "Maybe it's a climber's backpack."
- 10 Only half joking, I replied, "Maybe it's a climber."
- 11 As we drew closer, I knew from the stripes on the cloth that it was probably a mummy bundle. This would mean only one thing: The Incas had performed a human sacrifice on the ridge top. The bundle containing the victim had been buried in the structure that had collapsed when part of the summit ridge crashed into the crater.
- 12 I knew that even a partially frozen body would be invaluable¹ for science. A frozen body is like a time capsule, which allows scientists to look back into the past and find out things difficult to know otherwise—such as what foods were eaten, what diseases and bacteria existed, who was related to the mummy, where it came from, and much more.
- 13 I grew more excited as I remembered that only three frozen mummies had been recovered in all of South America.
- 14 Descending toward it, we found fragments of a torn textile. A seashell, two cloth bags containing food offerings (maize kernels and a maize cob), llama bones, and pieces of Inca pottery were strewn about on the slope above the bundle.
- 15 After I photographed these items, Miguel used his ice ax to cut loose the bundle from the ice.
- 16 He turned it on its side for a better grip. Both of us were momentarily stunned as the body turned.
- 17 We looked straight into the face of a young girl.
- 18 She was the first *frozen* female mummy found in South America!
- 19 Her dried-out features made me fear that we had arrived too late. However, the bundle weighed about 90 pounds, which meant the body was still frozen. A dried-out mummy would have weighed much less.
- 20 I wondered what to do next. If we left the mummy behind in the open, the sun and volcanic ash would cause further damage. Climbers might find her and take her and the other artifacts as souvenirs or to sell. The ground was frozen rock hard, and it was impossible to bury the mummy. A heavy snowfall could cover the summit and make recovery impossible....
- 21 Thoughts rushed through my mind. It could take weeks, if not months, to get a government permit that would allow me to return and recover the mummy. Obtaining the funding to organize a scientific expedition could take even longer.
- 22 I decided that we should try to carry the mummy and the statues down the mountain.

¹ **invaluable:** extremely valuable

50

According to “Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*,” why is the discovery of the mummy significant? Use **two** details from the article to support your response.

GO ON

Planning Page

You may PLAN your writing for question 51 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 13 and 14.



GO ON

51

In “Excerpt from *Baby Mammoth Mummy: Frozen in Time!*” and “Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*,” what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from **both** articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from **both** articles to support your response

GO ON

STOP

**THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2017 English Language Arts Tests Map to the Standards
Released Questions Available on EngageNY**

Grade 5	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Book 1											
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading			0.60			
2	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.4	Reading			0.54			
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.1	Reading			0.89			
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.1	Reading			0.44			
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.7	Reading			0.85			
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.5	Reading			0.59			
7	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.2	Reading			0.73			
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading			0.55			
9	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading			0.61			
10	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.4	Reading			0.59			
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading			0.79			
12	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading			0.42			
13	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading			0.79			
14	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading			0.73			
29	Multiple Choice	B	1	CCSS.ELA-Literacy.L.5.5b	Reading			0.48			
30	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.1	Reading			0.55			
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.8	Reading			0.43			
32	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.8	Reading			0.50			
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading			0.49			
34	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.5	Reading			0.57			
35	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading			0.44			
Book 2											
36	Multiple Choice	A	1	CCSS.ELA-Literacy.L.5.5a	Reading			0.60			
37	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.5	Reading			0.68			
38	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.8	Reading			0.45			
39	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading			0.44			
40	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.1	Reading			0.74			
41	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.7	Reading			0.54			
42	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.2	Reading			0.60			
43	Constructed Response		2	CCSS.ELA-Literacy.RI.5.5	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2			1.33		0.67

Released Questions Available on EngageNY

Grade 5	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
	44	Constructed Response		2	CCSS.ELA-Literacy.RI.5.1	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.29	0.64	
	45	Constructed Response		4	CCSS.ELA-Literacy.RL.5.2	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2, CCSS.ELA-Literacy.L.5.3, CCSS.ELA-Literacy.L.5.4		1.55	0.39	
Book 3											
	46	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.16	0.58	
	47	Constructed Response		2	CCSS.ELA-Literacy.RL.5.4	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.23	0.61	
	48	Constructed Response		2	CCSS.ELA-Literacy.RI.5.4	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.28	0.64	
	49	Constructed Response		2	CCSS.ELA-Literacy.RI.5.2	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.21	0.60	
	50	Constructed Response		2	CCSS.ELA-Literacy.RI.5.8	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2		1.16	0.58	
	51	Constructed Response		4	CCSS.ELA-Literacy.RI.5.9	Writing to Sources	CCSS.ELA-Literacy.L.5.1, CCSS.ELA-Literacy.L.5.2, CCSS.ELA-Literacy.L.5.3, CCSS.ELA-Literacy.L.5.4		1.78	0.44	

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

2-Point Rubric—Short Response

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

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

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

New York State Grade 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4	3	2	1	0*
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	W.2 R.1–9	<p>Essays at this level:</p> <ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s) <p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection</p>	<p>Essays at this level:</p> <ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s) 	<p>Essays at this level:</p> <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) 	<p>Essays at this level:</p> <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) 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
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 R.1–8	<p>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>—sustain the use of varied, relevant evidence</p>	<p>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>—sustain the use of relevant evidence, with some lack of variety</p>	<p>—develop the topic with some textual evidence, some of which may be irrelevant</p> <p>—use relevant evidence with inconsistency</p>	<p>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>—use relevant evidence with inconsistency</p>	<p>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</p> <p>—provide no evidence or provide evidence that is completely irrelevant</p>
WORD CHOICE: the extent to which the essay uses grade-appropriate words and phrases	W.2 L.3 L.6	<p>—skillfully link ideas using grade-appropriate words and phrases</p> <p>—link ideas using grade-appropriate words and phrases</p> <p>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</p> <p>—provide a concluding statement that follows clearly from the topic and information presented</p>	<p>—inconsistently link ideas using words and phrases</p> <p>—link ideas using words and phrases</p> <p>—use grade-appropriate precise language and domain-specific vocabulary</p> <p>—provide a concluding statement that follows from the topic and information presented</p>	<p>—inconsistently use appropriate language and domain-specific vocabulary</p> <p>—inconsistently use appropriate language and domain-specific vocabulary</p> <p>—provide a concluding statement that follows generally from the topic and information presented</p>	<p>—lack the use of linking words and phrases</p> <p>—use language that is imprecise or inappropriate for the text(s) and task</p> <p>—provide a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>—exhibit no use of linking words and phrases</p> <p>—use language that is predominantly incoherent or copied directly from the text(s)</p> <p>—do not provide a concluding statement</p>
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	<p>—demonstrate grade-appropriate command of conventions, with few errors</p> <p>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>	<p>—are minimal, making assessment of conventions unreliable</p>	

- 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

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

Possible Exemplary Response:

Paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" by explaining the compromise that led to the choice of location for the White House and some information about the location chosen. The government headquarters had been in New York and Philadelphia but a compromise between Thomas Jefferson and Alexander Hamilton led to Congress agreeing for a more southern location. President Washington chose the final location on the Potomac River.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

These paragraphs contribute because they show how they decided on the location of the White House. "The government's headquarters at the time was in New York City and later moved temporarily to Philadelphia, Pennsylvania." This quote shows that they needed a place for the government to work. Secondly the passage states that "President Washington was asked to name the exact location of the new capital." It shows that George Washington chose where the White House would stand. Therefore, paragraphs 2 and 3 are key information when you want to know how the location of the White House was chosen.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" (*These paragraphs contribute because they show how they decided on the location of the White House*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The government's headquarters at the time was in New York City and later moved temporarily to Philadelphia, Pennsylvania" and "President Washington was asked to name the exact location of the new capital"). This response includes complete sentences where errors do not impact readability.

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

Paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President". I say this because it starts off by talking about the first president and how he decided on a capital city. For example, in Paragraph 3 it states that "President Washington was asked to name the exact location of the new capital." Also in Paragraph 2 it states that "The nation did not yet have a capital city!"

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" (*because it starts off by talking about the first president and how he decided on a capital city*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"president Washington was asked to name the exact location of the new capital"* and *"The nation did not yet have a capital city"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

Paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President". It did because both paragraphs tell us "President Washington was ask to name the exact location of the new capital" which is where, later on, they will make the home for the Presidents. In addition, it says "Several of the thirteen states wanted the honor of hosting the capital" so maybe they like a house where some of the presidents had lived to honor them.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" (*which is where, later on, they will make the home for the Presidents and maybe they like a house where some of the presidents had lived to honor them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"President Washington was ask to name the exact location of the new capital"* and *several of the thirteen states wanted the honor of hosting the capital"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 43 How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

Paragraphs 2 and 3 contribute to the development of the story because it is telling us about our first president of the United States who is trying to find a good place for the White House. Also trying to name the exact location of the new White House.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" (*because it is telling us about our first president of the United States who is trying to find a good place for the White House*); however, the response only provides one concrete detail from the text for support (*name the exact location of the new White House*). This response includes complete sentences where errors do not impact readability.

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

~~To find out why and where the white house was built~~

To find out why and where the white house was built

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President" (*To find out why and where the white house was built*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 43 How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

When George Washington became the first president of the United States, the nation did not yet have a capital city. The government's headquarters at that time was in New York City and later moved temporarily to Philadelphia, Pennsylvania. Several of the thirteen original states wanted the honor of hosting the capital. A compromise was worked out between the Southern states and the Northern states. President Washington was asked to name the exact location of the new capital. He chose a 10-square-mile spot on the Potomac River. This spot had been the home of several Native American tribes. By 1791, European settlers were living there.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*When George Washington became the first president of the United States, the nation did not yet have a capital city*); however, the response does not provide a valid inference from the text to explain how paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President". This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

If George Whashington didn't plan to make
the house grayish then it wouldn't be
white after the british set it on fire.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*If George Whashington didn't plan to make the house grayish then it wouldn't be white after the british set it on fire*).

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from A Home for the President"? Use two details from the article to support your response.

It took eight years to build the president's house. No one could guarantee that congress would provide enough money for construction.
It was hard to bring building materials to the swampy area.

By 1800 the president House was barely finished Only six rooms were completed E.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It took eight years to build the president's house. No one could guarantee that congress would provide enough money for construction. It was hard to bring building materials to the swampy area. By 1800 the president House was barely finished Only six rooms were completed E.*).

EXEMPLARY RESPONSE

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

Possible Exemplary Response:

From 1800 through 1814, the home of the President changed dramatically. By 1800, only six rooms were completed and the area of Washington, D.C. was considered “quite a mess” with unpaved streets populated by farm animals and garbage. President Thomas Jefferson furnished the house “beautifully” with three large rooms (Blue, Red, and Green) that remain today. The most drastic change occurred in 1814 when the British set the house on fire. All that remained were “four soot-blackened exterior walls.” James Hoban rebuilt the house.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

- 44 How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

The President's home changed from the 1800 through the 1814 because different Presidents made it look better and better. In the text it states that President Thomas Jefferson had good taste, and he furnished the house beautifully. He also had three large rooms on the main floor painted in the colors that are still used today.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the home of the President changed from 1800 through 1814 (*different Presidents made it look better and better*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*President Thomas Jefferson had good taste, and he furnished the house beautifully and He also had three large rooms on the main floor painted in the colors that are still used today*). This response includes complete sentences where errors do not impact readability.

- 44 How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

The presidents house changed a lot from 1800-1814. According to the text in the year 1801 thomas Jefferson moved in to the house and refurnished it very nicely. We still use the colors of some rooms, such as the red, blue and green rooms. In 1812 the british invaded the presidents house and burned it down. The president ordered a rebuild using James Hoban's original plans.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the home of the President changed from 1800 through 1814 (*The presidents house changed a lot from 1800-1814*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in the year 1801 thomas Jefferson moved in to the house and refurnished it very “nicely; We still use the colors of some rooms, such as the red, blue and green rooms; In 1812 the british invaded the presidents house and burned it down. The president ordered a rebuild using James Hoban’s original plans*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

The home for presidents changed by color, and decorations. I know this because according to the passage it says "He also had 3 large rooms on the mainfloor the Blue room, the Red room, the Green room." This shows that he painted and changed the house colors after everyone had already did what they wanted. It also says "Jefferson had good taste, so he furnished the house beatifully." This means that he furnished the house with his own stuff and decorated it the way he wanted and changed things he didn't like.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how the home of the President changed from 1800 through 1814 (*The home for presidents changed by color, and decorations and he furnished the house with his own stuff and decorated it the way he wanted and changed things he didn't like*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("He also had 3 large rooms on the mainfloor the Blue room, the Red room, the Green room" and "Jefferson had good taste. So he furnished the house beatifully"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

Firstly, the name of the President's house changed. Originally, it was called "the President's Palace". Then, it became "the President's House". Now, it is called "The White House". Secondly, its architectural features changed. It used to be grey and stone, now it is white stone. It also changed because many different presidents have lived in it.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the home of the President changed from 1800 through 1814 (*the name of the President's house changed*); however, the response only provides one concrete detail from the text for support (*Originally, it was called "the President's Palace". Then, it became "the President's House"*). This response includes complete sentences where errors do not impact readability.

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

The home of the President changed from 1800 through 1814 because at first it took eight years to build the president's house because no one could guarantee that congress would provide enough money for construction by 1800 the president's house was barely finished At the last minute, when british troops were storming the capital, she saved a large portrait of George Washington by ripping it from its frame.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*at first it took eight years to build the president's house because no one could guarantee that congress would provide enough money for construction by 1800 the president's house was barely finished At the last minute, when british troops were storming the capital, she saved a large portrait of George Washington by ripping it from its frame*); however, the response does not provide a valid inference from the text to explain how the home of the President changed from 1800 through 1814. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

In 1800, the President's house only had 6 rooms when George Washington was President. By when Thomas Jefferson became President, there was a Green Room, Red Room, and Blue Room.

Score Point 1 (out of 2 points)

The response provides a sufficient number of concrete details from the text for support as required by the prompt (*In 1800, the President's house only had 6 rooms when George Washington was President. By when Thomas Jefferson became President, there was a Green Room, Red Room, and Blue Room*); however, the response does not provide a valid inference from the text to explain how the home of the President changed from 1800 through 1814. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

The presidents home changed because when the us had their first president it was peace full but when they had James Madison evrything was a disaster.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The presidents home changed becuse when the us had their first presidant it was peace full but when they had James Madison evrything was a disaster*).

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

I that the president did good at the
begin he wasn't doing the rite
thing but whe the story finishe
for 1000 he wasn't doing the
right thing but in the 1814
ha was staring to gchange.

Score Point 0 (out of 2 points)

This response is unintelligible (*I that the president did good at the begins he wasrn't doing the rite thing but whe the story finishe for 1000 he wasn't doing the right thing but in the 1814 ha was staring to gchange*).

EXEMPLARY RESPONSE

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

Possible Exemplary Response:

A theme developed in “Excerpt from ‘Your Question For Author Here’” is the human desire for connection.

This theme is expressed in paragraph 10 by the character Maureen O’Toople, who writes that, “No one gets credit for writing Perfunctory Letters. They are an insult to the human spirit. What we humans crave is connection.” Joe writes to Maureen with a set of questions he has been assigned. He has read none of her books and has no interest in her at all. He only picked her to annoy a classmate who loves this author. However, when he sends the author a list of questions that he explains are only for a grade, the author surprises him by asking him questions. She asks him how he feels about lightning, a question that surprisingly gets a genuine response from Joe. As their communication continues, their growing relationship demonstrates their mutual desire to bond.

Without realizing it, Joe has been tricked by the author into responding in a way that creates a real connection. Joe responds to Maureen by saying, “I am kind of afraid of thunderstorms. Not the rain part. That sounds great on the roof. It’s the part between the flash of lightning and the BAM of thunder. It’s waiting for the BAM that weirds me out. You just don’t know when it’s going to happen.” Joe admits a fear of storms. Joe’s genuine response is the opposite of how he began, which was a communication focused solely on getting a grade, not on connecting with someone.

Maureen O’Toople responds to Joe’s honesty in a way that reveals something of her inner self as well. In addition to answering Joe’s first author question, she provides her own answer to her question about thunderstorms. She writes, “I too, like the sound of the rain on the roof. I also like the lightning. It’s like some great cosmic flashlight.” Though O’Toople initially mocked Joe’s letter by calling it a “Perfunctory Letter”, her honest response to Joe’s feelings about thunderstorms demonstrates her desire to connect meaningfully with Joe.

Through their correspondence, both the author Maureen O’Toople and the young student Joe Jones illustrate the theme of human connection in the passage “Excerpt from “Your Question For Author Here”.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The theme of "Excerpt from 'Your Question For Author Here'" is that no matter what you get, you have to keep trying to achieve your goal. In the story, Joe never stopped trying even though he could have because he was determined to get a better grade.

The theme of this passage is to always keep trying even if things went wrong before. In the passage, Joe got a bad grade on a previous assignment. The passage reads, "Please send me some good answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and dad will ground me and I will miss my baseball team playoffs." Clearly, Joe was freaked out. Everyone pressuring him to better, so he had

GUIDE PAPER 1b

to be persistent to get an answer from the author.

The theme is further developed later in the story because it explains what Joe is going through and how he tries to fix it. For example, Joe says, "So please send me some authors answers. As soon as you can." Joe had to beg because he needed some answers badly. Even though Maureen was being stubborn, Joe kept trying. Finally, the author rewards Joe's hard work when she answers Joe's questions. The author says, "That's the way a good book makes me feel, as if I have been found, understood, seen." If Joe had not kept pushing, the author probably would not have given him any answers. Not only that, but Joe would not have learned anything interesting about Maureen O'Toole.

In conclusion, the theme of "Excerpt from 'Your Question for Author Here'" is to keep trying no matter what. Joe never gave up even though so much was happening and kept trying just to be better. In the end, he succeeded and got the answers he needed for his assignment.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The theme of "Excerpt from "Your Question for Author Here" is that no matter what you get, you have to keep trying to achieve your goal. In the story, Joe never stopped trying even though he could have because he was determined to get a better grade*). The response demonstrates insightful comprehension and analysis of the text (*Clearly, Joe was freaked out. Everyone pressuring him to do better, so he had to be persistent to get an answer from the author; Joe had to beg because he needed some answers badly; If Joe had not kept pushing, the author probably would not have given him any answers. Not only that, but Joe would not have learned anything interesting about Maureen O'Toole*). The response develops the topic with relevant, well-chosen details from the text ("Please send me some good answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and dad will ground me and I will miss my baseball team playoffs"; "So please send me some authors answers. As soon as you can."); "That's the way a good book makes me feel, as if I have been found, understood, seen."). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*In the passage, The passage reads, Clearly, For example, Even though, Finally, The author says, Not only that, In conclusion, In the end*). The response uses grade-appropriate stylistically sophisticated language and domain-specific vocabulary (*determined, pressuring, beg, stubborn*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, the theme of "Excerpt from 'Your Question for Author Here" is to keep trying no matter what. Joe never gave up even though so much was happening and kept trying just to be better. In the end, he succeeded and got the answers he needed for his assignment*). The response demonstrates grade-appropriate command of conventions, with few errors (*achieve, succeeded, Everyone pressuring him do better*).

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The passage "Your Question For Author Here" demonstrates the theme of people giving you a tough time because they want you to succeed. The passage shows that the adults in Joe's life care about him to do his best by giving him a tough time.

The author Maureen wanted Joe to succeed, so she treated him harder. In her first letter, Maureen doesn't answer Joe's questions since he copied them off of the board from Mrs. Bund. Maureen gave Joe a brutal time for this, but also gave him advice that made him learn and think about himself. Next, she asked Joe about thunderstorms. By answering her question, Joe received more information about Maureen and learned to apply himself.

Joe's parents pushed him to do his best too. Joe was afraid his dad would punish him after his mom yells at

him for doing poorly on his assignment. In the text it says, "Please send some good author answers or Mrs. Bunt will give me another C- and then my mom will freak out again and say I'm not applying myself and my dad will ground me and I will miss my baseball team playoffs". His mom will yell at him but also tell the things she thinks he should be doing. Moms want the best for their kids even if they yell. Similarly, Joe's dad will punish him and make his life hard by grounding him. Joe's dad also wants him to earn a grade better than a C-. This shows that both of Joe's parents give Joe a tough time because they want him to apply himself and do better in school.

To conclude, giving Joe a hard time made him realize that he could do better. This shows the theme of "Your Question For Author Here", which is that people give you tough love because they want you to succeed.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The passage "Your Question For Author Here" demonstrates the theme of people giving you a tough time because they want you to succeed. The passage shows that the adults in Joe's life care about him to do his best by giving him a tough time*). The response demonstrates insightful comprehension and analysis of the text (*Maureen gave Joe a brutal time for this, but also gave him advice that made him learn and think about himself; By answering her question, Joe received more information about Maureen and learned to apply himself; His mom will yell at him but also tell the things she thinks he should be doing. Moms want the best for their kids even if they yell; This shows that both of Joe's parents give Joe a tough time because they want him to apply himself in school*). The response develops the topic with relevant, well-chosen details from the text (*he copied them off of the board from Mrs. Bund, she asked Joe about thunderstorms, "Please send some good author answers or Mrs. Bund will give me another C- and then my mom will freak out and say I'm not applying myself and my dad will ground me and I will miss my baseball team playoffs*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*In her first letter, but also, Next, In the text it says, Similarly, This shows that, To conclude*). The response uses grade-appropriate precise language and domain-specific vocabulary (*brutal, tough love*). The response provides a concluding statement that follows clearly from the topic and information presented (*To conclude, giving Joe a hard time made him realize that he could do better. This shows the theme of "Your Question For Author Here", which is that people give you tough love because they want you to succeed*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

In "Excerpt from 'Your Question For Author Here'" the theme is put more effort into your work.

In his first letter, Joe does not put effort into his work. One reason why this is the theme is because in paragraph 6 it states, "... Mrs. Bond will give me another C- and then my mom will freak out again..." This shows that Joe received at least one C- in the past for not putting in enough effort. A second reason is Joe's list of questions. Joe copied Mrs. Bond's list of questions directly from the board. This is proved in paragraph 5, which says, "4. Your question for author here". If Joe was putting effort into his work, he would have at least written his own question. Another reason is that in paragraph 10 Maureen writes, "no one gets credit for writing perfunctory letters." Perfunctory means "lacking in interest or enthusiasm." This shows that Maureen thinks Joe is lacking in interest or enthusiasm, and not putting effort into his work.

GUIDE PAPER 3b

As the passage goes on, Joe is rewarded for putting more effort into his work. In Maureen's first letter, she asks Joe her own question. In paragraph 14 she writes, "Here's my first question for you: Are you afraid of thunderstorms?" This question is extra work for Joe. Joe does not want to do it. This is proved in paragraph 19 when Joe writes, "Aw, come on. It's bad enough I have to do this lame assignment." Even though he doesn't want to do it, Joe answers Maureen's question about thunderstorms anyway. Joe says, "I am kind of afraid of thunderstorms." When he says this, Maureen answers Joe's first question on his list. Maureen writes back, "Right there, in the first paragraph, I have answered your first question." Because Joe answered Maureen's extra question even though he didn't want to, he got what he wanted. This shows that putting more effort into your work can pay off for you in the long run.

In conclusion, the theme of the "Excerpt from 'Your Question For Author Here'" is to put more effort into your work.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In "Excerpt from 'Your Question For Author Here'" the theme is put more effort into your work*). The response demonstrates insightful comprehension and analysis of the text (*This shows that Joe received at least one C- in the past for not putting in enough effort; If Joe was putting effort into his work, he would have at least written his own question; This shows that Maureen thinks Joe is lacking in interest or enthusiasm, and not putting effort into his work; Even though he doesn't want to do it, Joe answers Maureen's question about thunderstorms anyway; Because Joe answered Maureen's extra question even though he didn't want to, he got what he wanted*). The response develops the topic with relevant, well-chosen details from the text and sustains the use of varied, relevant evidence ("... Mrs. Bund will give me another C- and then my mom will freak out again..."; *Joe copied Mrs. Bund's list of questions directly from the board*; "4. Your question for author here."; *no one gets credit for writing perfunctory letters.*"; *Perfunctory means "lacking in interest or enthusiasm"*; "*Here's my first question for you: Are you afraid of thunderstorms?*"; "*Aw, come on. It's bad enough I have to do this lame assignment.*"; "*I am kind of afraid of thunderstorms.*"; "*Right there, in the first paragraph, I have answered your first question.*"). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In his first letter, one reason, A second reason, in paragraph 6 which states, Another reason, This shows that, In conclusion*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, the theme of the "Excerpt from 'Your Question For Author Here'" is to put more effort into your work*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

In the following paragraph I will tell you the theme of the "Excerpt from "Your Question for Author Here!"

The theme of this story is, don't judge a book by its cover. In paragraph 26 it states that Joe wrote that he picked Maureen O'Toole to annoy Jennifer. She is always talking about the horses or princesses or whatever is in the books. The theme is developed in the story because in the first letter Joe is mad because he was suppose to ask the questions and O'Toole was supposed to send back author answers. Instead the author asked the questions. So in the beginning of the story Joe is pretty mad at Maureen O'Toole. Then in the 2nd letter Maureen O'Toole writes (stated in paragraph 12) that the more older you get the wierier you get about answering questions. Then in the same letter she wrote that she could ask a question and get an answer from Joe then she will answer one of his questions, stated in paragraph 13. In

GUIDE PAPER 4b

paragraph 14 her question is, "are you afraid of thunderstorms?" Then in the 3rd letter paragraph 22 Joe writes that he likes the sound of the rain but just doesn't like the lightning BAM part. That is when Maureen O'Toole learns more about Joe. Finally, in the 4th letter paragraph 28 it states Maureen likes the sound of the rain and also likes the lightning BAM part. In the 3rd and 4th letter they both learn a little bit about each other. Joe judged Maureen's books as like princesses and horses but then he learns that her books can be about toads, tidal waves, arachnid revolutions.

In this essay you learned about the theme from the "Excerpt from 'Your Question for Author Here!'"

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the following paragraph I will tell you the theme of the "Excerpt from 'Your Question for Author Here!'" The theme of this story is, don't judge a book by its cover*). The response demonstrates grade-appropriate comprehension and analysis of the text (*in the first letter Joe is mad because he was suppose to ask the questions and O'Toole was supposed to send back author answers and Joe judged Maureen's books as like princesses and horses but then he learns that her books can be about toads, tidal waves, arachnid revolutions*). The response develops a topic with relevant facts and details from the text (*Joe wrote that he picked Maureen O'Toole to annoy Jennifer. She is always talking about the horses or princesses or whatever is in the books and Joe writes that he likes the sound of the rain but just doesn't like the lightning BAM part. That is when Maureen O'Toole learns more about Joe*). The response exhibits clear organization, and links ideas using grade appropriate words and phrases (*Instead, Then, Finally*). The concluding statement follows from the topic and information presented (*In this essay you learned about the theme from the "Excerpt from 'Your Question for Author Here. '"*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*developed, O'Toole was suppose, more older*).

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
 - explain how the theme is developed in the story
 - use details from the story to support your response
- These must be used for a good essay/answer*

In "Excerpt from Your Question For Author Here", there were some different themes. The one I noticed was learning more about the other person. For example, Maureen wanted to learn about Joe and Joe wants to learn more about Maureen.

Throughout the story, the theme is developed at first Maureen and Joe didn't know anything about each other. As they were waiting for letters however, they began to know more about each other. First, Joe was talking to Maureen. Maureen learned that Joe plays baseball and maybe doesn't do so great in school. "Please send some good author answers or Mrs. B and will give me another C and then my mom will break our again and my dad won't approve myself and my dad will ground me and the miss my baseball team playoffs and I will have to do whatever they say for the next week." Alex ate cake

that his parents don't like it when he gets a C- in the second letter Joe learns about Maureen. He learns that she doesn't like to answer questions, she wants to ask questions to Joe also so that she can learn more about him. In the third and fourth letters they learn that they are different from each other. Joe is a little bit scared of thunder, but Maureen is not scared at all. "I also like the lightning. It's like a great cosmic flashlight. It makes me think someone is searching for me. And I don't mind the BAM of thunder because it makes me think that perhaps I have been found." So as you can see that is USO ON theme of the story.

Form 13

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Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*there were some different themes. The one I noticed was learning more about the other person*). The response demonstrates grade-appropriate comprehension and analysis of the text (*At first, Maureen and Joe didn't know anything about each other. As they were writing the letters however, they began to know more about each other. First, Joe was talking to Maureen. Maureen learned that Joe plays baseball and maybe doesn't do so great in school and Joe learns that she doesn't like to answer questions, she want to ask questions to Joe also, so that she can learn more about him*). The response develops a topic with relevant facts and details from the text (*"Please send some good author answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and my dad will ground me and I miss my baseball team playoffs and I will have to do whatever they say for the next week" and "I also like the lightning. It's like a great cosmic flashlight. It makes me think someone is searching for me. And I don't mind the BAM of thunder because it makes me think that perhaps I have been found."*). The response exhibits clear organization, and links ideas using grade appropriate words and phrases (*For example, At first, Also, as you can see*). The response uses grade appropriate precise language. The concluding statement follows generally from the topic and information presented (*So, as you can see that is the theme of the story*). The response demonstrates grade-appropriate command of conventions.

GUIDE PAPER 6a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The theme of "Excerpt from 'Your Question For Author Here'" is that you only get something you want if you aim for it.

The theme is developed in this story because Joe had an assignment hand in. He wanted a good grade. So he did his assignment with Maureen. According to the text it says by writing to her. They asked each other questions about what their interest. Even though Joe didn't want to do his assignment and called it lame he still did it because he was aiming for a grade higher than a C- and he knows that if he wants that grade he has to work hard for it.

GUIDE PAPER 6b

According to the text it says "Please send some good authors answers or Mrs. Bund will give me another C-". And by using this piece of evidence you can infer that Joe is aiming for what he wants and not just sitting there doing nothing.

In conclusion the theme of this story is that you can only get the thing you aim for if you work hard.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of "Excerpt from 'Your Question For Author Here'" is that you only get something you wan't if you aim for it*). The response demonstrates grade-appropriate comprehension and analysis of the text (*Even though Joe didn't wan't to do his assignment and called it lame he still did it because he was aiming for a grade higher than a C- and he knows that if he wants that grade he has to work hard for it and you can infer that Joe is aiming for what he wants and not just sitting there doing nothing*). The response is partially developed with the use of some textual evidence (*"Please send some good authors answers or Mrs. Bund will give me another C-"*). The response exhibits clear organization, and links ideas using grade appropriate words and phrases (*According to the text it says and In conclusion*). The response uses grade appropriate precise language and domain-specific vocabulary (*aiming for a grade and using this piece of evidence you can infer*). The concluding statement follows from the topic and information presented (*In conclusion the theme of this story is that you can only get the thing you aim for if you work hard*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Quetion, wan't, Accoring, intrest*).

GUIDE PAPER 7a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

A theme of the story is there's more to things than to ask questions about somethings you don't really know about. The theme in the story is developed in the story by Joe learning a lesson and messing up at first. One detail is Joe writes his letter boring and Maureen OToole tells him to entertain and make his letter more interesting. Another detail is Maureen ~~says~~ writes that humans like to have things they can connect to, one another. Another detail is Maureen writes "the older you get, the more questions you get asked, and the

GUIDE PAPER 7b

more weary you become of answering the questions and the more elusive the answers. That teaches Joe that authors have to answer lots of questions and the more interesting they get, the more they want to answer them. The last reason is Maureen writes in the end of one of her letters is "I'm betting good money that you havn't read one single book I've written." Then Joe writes that he only chose Maureen was to annoy his sister.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*A theme of the story is there's more to things than to ask questions about somethings you don't really know about*). The response demonstrates a literal comprehension of the text (*The theme is developed in the story by Joe learning a lesson and messing up at first*). The response is partially developed with the use of some textual evidence ("the older you get, the more questions you get asked, and the more weary you become of answering the questions and the more elusive the answers"). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*One detail, Another detail, the last reason*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*there's more to things than to ask questions about somethings, Joe writes his letter boring, he only chose Maureen was to annoy his sister*).

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- ✓ identify a theme of the story
- ✓ explain how the theme is developed in the story
- ✓ use details from the story to support your response

The theme of the story is there is no such thing as perfect questions. For example I thought authors were supposed to like getting letters from kid fans. Another example, what's in your sock drawer besides socks?

The theme is developed in the story by the author asking 50e questions that was not author like, for example, Are you afraid of thunderstorms? Another example, what's in your sock drawer besides socks?

In conclusion, that is the theme in the story and how it developed in the story.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The theme of the story is there is no such thing as perfect questions*). The response demonstrates a literal comprehension of the text (*The theme is developed in the story by the author asking Joe questions that was not author like*). The response is partially developed with the use of some textual evidence (*Are you afraid of thunderstorms and what's in your sock drawer beside socks*). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*For example, Another example, In conclusion*). The response provides a concluding statement that follows generally from the task and purpose (*In conclusion, that is the theme in the story and how it developed in the story*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*there is no such thing as perfect questions and the author asking Joe questions that was not author like*).

GUIDE PAPER 9a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

In the text "Excerpt from 'Your question for Author Here'" the theme is a question must always have an answer. This theme is developed in the story because they asked a question but they didn't want to answer it so Maureen and Joe started taking turns asking questions. For instance, I don't feel like answering questions, I'll ask you a question and you answer it. And then, IF I feel like it, I'll answer one of your questions. This demonstrates what is a theme of the "Excerpt from 'Your question for Author Here'".

GUIDE PAPER 9b

Score Point 2 (out of 4 points)

This response introduces a topic in a matter that follows generally from the task and purpose (*In the text “Excerpt from “Your Question For Author Here” the theme is a question must always have an answer*). The response demonstrates a literal comprehension of the text (*This theme is developed because they asked question but they didn’t want to answer it*). The response is partially developed with the use of some textual evidence (*I dont feel like answering questions. I’ll ask you a question and you answer it. And then, If I feel like it, I’ll answer one of your questions*). The response exhibits little attempt at organization and lacks the use of linking words and phrases. The response provides a concluding statement that follows generally from the task and purpose (*This demenstrates what is a theme of the “Excerpt from ‘Your Question For Author Here.’ ”*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*they asked question but they didn’t want to answer it so Maureen and Joe started taking turns asking questions and This demenstrates what is a theme*).

GUIDE PAPER 10a

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to:

- ✓• identify a theme of the story
- ✓• explain how the theme is developed in the story
- ✓• use details from the story to support your response

I think never stop asking questions because of Maureen questions. One reason is you can get the answer you been looking for. Another reason is you can have a relationship by asking questions. The final reason is you can find what you are deep in side.

One reason is you can find the answer you been looking for. One reason it supports the theme is Maureen ask if Joe's father was afraid of thunder, and Joe's father told him he is afraid of the thunders noise. Another reason is Maureen learned that writing a perfunctory letter give and get you no credit. The final reason is find what you been looking for.

GUIDE PAPER 10b

Another reason is you can find a friend by asking questions. One reason the supports that is Maureen and Joe's father became friend because of the questions. Another reason is you can learn more about your friend then when you ask no questions at all. The final reason is you know more.

The final reason is you can learn more about your self. One reason is you get to find your personality. Another reason is you get to find what you good at. The final reason is to see and feel what you like.

To Sum it all up never stop asking questions is the theme. One reason is you can always get the answer. Another reason is you can get friend. The final reason is you get to find out who you are.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*I think never stop asking questions because of Maureen questions*). The response demonstrates little understanding of the task. The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence that is generally invalid (*Maureen ask if Joe's father was afraid of thunder, Joe's father told him he is afraid of the thunder noise and Maureen learned that writing a perfunctory letter give and get you no credit, Maureen and Joe's father became friends because of the questions*). The response demonstrates little attempt at organization. The response provides a concluding statement that follows generally from the topic and information presented (*To sum it all up never stop asking questions is the theme*). The response uses language that is imprecise for the text and task (*The final reason is you know more and The final reason is to see and feel what you like*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*you can get the answer you been looking for, writing a perfunctory letter give and get you no credit, You get to find what you good at*).

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

I think the theme of the story is to be patient Because Joe's son Rushing every time he send's a letter he keep's on saying 'what the heck and stuff like that he keep's on sending letters and complaing about answer's.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*I think the theme of the story is to be patient*). The response provides no evidence and is inaccurate (*Joe's son Rushing every time he send's a letter he keep's on saying what the heck and stuff like that he keep's on sending Letters and complaing about answer's*). The response exhibits little attempt at organization and it does not provide a concluding statement. Conventions are minimal, making an assessment of conventions unreliable.

GUIDE PAPER 12

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The theme of the Excerpt from
Your Question For Author Here is
about the person asking you some
question and you have to answer
what there asking you. and they
say how

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The theme of the Excerpt from Your Question For Author Here is about the person asking you some question and you have to answer what there asking you*). The response demonstrates little understanding of the text and provides no evidence. The response exhibits no attempt at organization and does not provide a concluding statement. Conventions are minimal, making an assessment of conventions unreliable.

GUIDE PAPER 13

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The theme of the story is there are
righing letter o each orther,

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*The theme of the story is there are righing letter o each orther*). No evidence is provided. The response exhibits no evidence of organization and no concluding statement is provided. This response identifies a main idea, not a theme. The response is minimal, making an assessment of conventions unreliable.

45

What is a theme of the "Excerpt from 'Your Question For Author Here'"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

I think the is in
an office or a school, with lots
of books and lots of paper.
There can be some paper work,
letters, writings. And there can
be some pictures or any thing
a desk has.

It is developed because in the
story it says the words books.
And Maureen was writing a
letter to Joe Jones. So yes I
think the theme I picked
could develope in the story.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task. The response provides evidence that is completely irrelevant (*in the story it says the words books. And Maureen was writing a letter to Joe Jones*). The response exhibits no evidence of organization, and provides a concluding statement that is unrelated to the topic (*So yes I think the theme I picked could develope in the story*). The response identifies elements of setting, not a theme. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

EXEMPLARY RESPONSE

46

How are the narrator and Sky alike? Use **two** details from the story to support your response.

Possible Exemplary Response:

The narrator and Sky are alike in that both are aware of how their people have struggled to be free from persecution. The narrator thinks of how “a terrible war had been fought so we black people could be free”. Sky says that he fought “against the Mexicans and the whites”. His people were “called wild because they fought so hard to be free”. Both groups wanted to be free.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and sky are alike because they have similar stories or events they tell about their own race. The narrator says that "Lozen reminded me of a story papa had told me about Harriet Tubman, a slave woman who had been a conductor on the underground railroad." They also like the same foods. The narrator tells Sky that they plant peppers and corn. "And sky even told me how his mother had used peppers and corn to make his favorite dishes," the narrator says.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how the narrator and Sky are alike (*they have similar stories or events they tell about their own race and they also like the same foods*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lozen reminded me of a story papa had told me about Harriet Tubman, a slave woman who had been a conductor on the underground railroad.*" and "*sky even told me how his mother had used peppers and corn to make his favorite dishes,*"). This response includes complete sentences where errors do not impact readability.

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and Sky are alike because they both know about types of food. The author states "Sky knew a lot of the foods I named, and even he told me how his mother had used peppers and corn to make his favorite dish." Sky knew a lot of dishes that the narrator talked about. Also the author states "Goobers are peanuts and just wait 'till you tast them." As you can see they are alike because they know about some of the same foods.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator and Sky are alike (*they both know about types of food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Sky knew a lot of the foods I named, and even he told me how his mother had used peppers and corn to make his favorite dish." and "Goobers are peanuts and just wait 'till you tast them."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and Sky are alike in many ways. For example, they both help at the house and do chores. In the text it states, "If a fence needed mending, he mended it." According to the text, "he watched me struggling with a bucket of water."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator and Sky are alike (*they both help at the house and do chores*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*If a fence needed mending, he mended it.*" and "*he watched me struggling with a bucket of water.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

46

How are the narrator and Sky alike? Use two details from the story to support your response.

because thay like to Be free
and like a lot of it.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator and Sky are alike (*thay like to Be free and like a lot of it*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and sky are alike because the both want to know about each other. One detail is the narrator asked sky "Who is lozen"? My second detail is that sky asked "Whats a goober"?

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator and Sky are alike (*both want to know about each other*); however, the details provided in the response do not support the inference (*the narrator asked sky "Who is lozen" and sky asked Whats a goober"?*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and Sky are alike because they both think that everybody should be free. I know this because the text states, "Know that I have gotten to know Sky, it bothered me that we were doing what all the others had done to those people." He obviously is filled with regret right now. Also the text says, "A terrible war was fought so we black people should be free, but that should of included the Indians as well."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator and Sky are alike (*they both think that everybody should be free*); however, the response only provides one concrete detail from the text for support (*"A terrible war was fought so we black people should be free, but that should of included the Indians as well."*). The response provides a second concrete detail from the text, but it does not support the inference (*"Know that I have gotten to know Sky, it bothered me that we were doing what all the others had done to these people"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

- 46 How are the narrator and Sky alike? Use two details from the story to support your response.

Sky is about a gril
that is in the story.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Sky is about a gril that in the story*).

46

How are the narrator and Sky alike? Use two details from the story to support your response.

The narrator and Sky is alike because they both have a similar meaning in them. In the last sentence papa say's something to the narrator, that the narrator always kept in her mind. Sky also has one. The narrators is "papa say's you don't plant a pecan tree for yourself, but for your grandchildren, because it takes about 15 years for it bear nuts." Sky's theme in his mind is "There is a difference between the wild and what is free".

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The narrator and Sky is alike because they both have a similar meaning in them. In the last sentence papa say's something to the narrator, that the narrator always kept in her mind. Sky also has one. The narrators is "papa say's you don't plant a pecan tree for yourself, but for your Grandchildren, because it takes about 15 years for it bear nuts." Sky's theme in his mind is "There is a difference between the wild and what is free".*).

EXEMPLARY RESPONSE

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

Possible Exemplary Response:

The narrator thinks that Sky's view of women is surprising, confusing, nonsensical, and at odds with the person Sky seems to be. She is surprised that Sky refuses to do any chore he considers the responsibility of women. She is even more surprised that Sky sees her "struggling with a bucket of water" and instead of helping her with it, an offer that would seem to suit his polite and pleasant manner, he instead suggests she not fill the bucket so full! For Sky, not offering help not only goes against what she's learned of Sky's nature so far, but it goes against what her own culture would do. It is also clear that Sky doesn't think women should have their ears pierced, but then he changes his mind. His comments indicate that at some point, the narrator disagreed with Sky about whether girls should pierce their ears or not. The narrator and Sky's views of women differ.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

The narrator thinks of Sky's view of women as coragous because, the sentence "She is a war woman. Sky continued, one who is equal to anyone in battle" is evidence that the narrator thinks of Sky's view of women in a coragous way. The narrator also thinks of Sky's view of women as inspiring and fearless because in paragraph 12 it says, "She fought with her brother until he was killed, then she rode with Gerenimo and she has great powers. I rode with her against the mexicans and the whiles". This proves that the narrator thinks of Sky's view of women as inspiring and fearless.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the narrator thinks of Sky's view of women (*coragous* and *inspiring and fearless*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She is a war woman. Sky continued, one who is equal to anyone in battle" and "She fought with her brother until he was killed, then she rode with Gerenimo and she has great powers. I rode with her against the mexicans and the whiles"). This response includes complete sentences where errors do not impact readability.

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

The narrator thinks that Sky thinks women are not as good as men. I know this is a fact because in the article it states "But Sky flat out would not do a chore that he considered woman's work." Also it states "I couldn't get over the way he watched me struggling with a bucket of water and wouldn't offer to help, saying, "Less water would make it easier to carry." This means that Sky does not respect women's ways.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the narrator thinks of Sky's view of women (*The narrator thinks that Sky thinks that women are not as good as men*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("But Sky flat out would not do a chore that he considered woman's work." and "I couldn't get over the way he watched me struggling with a bucket of water and wouldn't offer to help, saying, "Less water would make it easier to carry.""). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

The narrator thinks Skys view of women is kind of harsh. He didn't want to do chores that he thought were for women. One detail is that Sky said he would not do chores that he considered women work. Another example is that when she was struggling with a bucket of water all he said was "less water would make it easier to carry".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the narrator thinks of Sky's view of women (*The narrator thinks Skys view of women is kind of harsh*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*sky said he would not do chores that he considered women work and when she was struggling with a bucket of water all he said was "less water would make it easier to carry"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

47

What does the narrator think of Sky's view of women? Use **two** details from the story to support your response.

The narrator thinks of Sky's view of woman as brave and strong. One detail is when in the book it says "she has great powers". Another detail from the story is when it says "She even served as a spy for the Union Army during the war!"

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the narrator thinks of Sky's view of women (*The narrator thinks of Sky's view of woman as brave and strong*); however, the response only provides one concrete detail from the text for support ("she has great powers"). This response includes complete sentences where errors do not impact readability.

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

The narrator thinks that Sky has a good view of women. According to the text, it says, "They had been called wild because they fought so hard to stay free." This shows that both women and men fought for the rights of freedom. The author also stated that, "A terrible war had been fought so we black people can be free." This shows that women can also fight for freedom.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the narrator thinks of Sky's view of women (*The narrator thinks that Sky has a good view of women*); however, the response only provides one concrete detail from the text for support (*"They had been called wild because they fought so hard to stay free."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

Here is what the narrator thinks of Sky's view on women. Paragraph 3 talks about how Sky does a lot of work except women's work like, in the text if Sky sees a girl struggling to carry a bucket of water he wouldn't even give a tip on how to make it easier. He thinks this because it talks about how Sky used to be a Native-American and it's different to be a Native-American. So he might not be used to having women do different work. This is what the narrator thinks about Sky's view on women.

Score Point 1 (out of 2 points)

This response provides some relevant concrete details from the text as required by the prompt (*Paragraph 3 talks about how Sky does a lot of work except women's work. Like, in the text if Sky sees a girl struggling to carry a bucket of water he wouldn't even give a tip on how to make easier*); however, the response does not provide a valid inference from the text to explain what the narrator thinks of Sky's view of women. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

The narrator thinks of sky's view of women
is the sky was slowly allowing himself to smile more -
and even talk more, too. Sky is sad that his
friend going to leave and not going to have any
more friends.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The narrator thinks of sky's view of women is the sky was slowly allowing himself to smile more – and even talk more, too. sky is sad that his friend going to leave and not going to have any more friends*).

47

What does the narrator think of Sky's view of women? Use two details from the story to support your response.

Sky is being so nice to everyone.
The other kids want to Sky leave

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Sky is being so nice to everyone. The other kids want to Sky leave*).

EXEMPLARY RESPONSE

48

What is the meaning of the phrase "perfectly preserved" in paragraph 1 of "Excerpt from Baby Mammoth Mummy: Frozen in Time"? Use two details from the article to support your response.

Possible Exemplary Response:

The meaning of "perfectly preserved" in paragraph 1 is that the baby woolly mammoth looks almost alive because it has "all of its flesh in place" and looks like "it could have died yesterday." It appears "perfectly preserved" because it froze in the permafrost which is like a "giant freezer" that would allow the baby woolly mammoth to appear as it did when it was alive.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

48

What is the meaning of the phrase "perfectly preserved" in paragraph 1 of "Excerpt from Baby Mammoth Mummy: Frozen in Time!"? Use two details from the article to support your response.

The meaning of "perfectly preserved" in this excerpt is that it was in great condition, even if the mammoth was extremely ancient. As evidence, paragraph 2 states, "...the bony remains of mammoths often appear... but this baby mammoth had all its flesh in place." This quote proves that the mammoth was "perfectly preserved" because it still had all its flesh. In addition, paragraph 2 also states, "It looked like it could have died yesterday." This evidence shows that the mammoth was in exceptional condition. Therefore, it was "perfectly preserved."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase "perfectly preserved" means in paragraph 1 (*it was in great condition, even if the mammoth was extremely ancient*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("...the bony remains of the mammoths often appear... but this baby mammoth had all its flesh in place." and "It looked like it could have died yesterday."). This response includes complete sentences where errors do not impact readability.

48

What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from Baby Mammoth Mummy: Frozen in Time”? Use two details from the article to support your response.

The meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from Baby Mammoth Mummy: Frozen in Time”? It means the baby mammoth was in perfectly good shape because of his flesh was in the exactly place it would be in if it didn’t die. In the text it states “It looked like it could have died yesterday.” Also in the text it states “It was frozen solid.” Even though the mammoth looked frozen solid it was still perfectly preserved.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “perfectly preserved” means in paragraph 1 (*the baby mammoth was in perfectly good shape*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*It looked like it could have died yesterday.*” and “*It was frozen solid.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

48

What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from Baby Mammoth Mummy: Frozen in Time!”? Use **two** details from the article to support your response.

Perfectly preserved means in good shape and you could still use it. I know this because in paragraph 2 it says, “- a baby wooly-mammoth with all of its flesh in place.” Also in the 2nd paragraph it says, “It looked like if it died yesterday.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “perfectly preserved” means in paragraph 1 (*in good shape and you could still use it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*a baby wooly-mammoth with all of its flesh in place.*” and “*It looked like if it died yesterday.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

48

- What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from Baby Mammoth Mummy: Frozen in Time!”? Use two details from the article to support your response.

The word perfectly preserved means is that when something is perfectly ~~showed~~ seen or a perfect picture of something because it says that the mammoth had all fur and meat on its body.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “perfectly preserved” means in paragraph 1 (*when something is perfectly seen or a perfect picture of something*); however, the response only provides one concrete detail from the text for support (*that mammoth had all fur and meat on its body*). This response includes complete sentences where errors do not impact readability.

48

- What is the meaning of the phrase "perfectly preserved" in paragraph 1 of "Excerpt from Baby Mammoth Mummy: Frozen in Time"? Use two details from the article to support your response.

The meaning of perfectly preserved means I think it means practed.
I got my answer from page 2
It has acted as a gaint
freezer preserving the carcasses

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase "perfectly preserved" means in paragraph 1 (*it means practed [protected]*); however, the response only provides one concrete detail from the text for support (*acted as a gaint freezer preserving the carcasses*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

48

What is the meaning of the phrase “perfectly preserved” in paragraph 1 of “Excerpt from Baby Mammoth Mummy: Frozen in Time!”? Use two details from the article to support your response.

By "Perfectly Preserved" they mean that the wolly mammoth is perfectly sealed shut closed

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “perfectly preserved” means in paragraph 1 (*the wolly mammoth is perfectly sealed shut closed*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes one complete sentence where errors do not impact readability.

GUIDE PAPER 7

48

What is the meaning of the phrase "perfectly preserved" in paragraph 1 of "Excerpt from Baby Mammoth Mummy: Frozen in Time"? Use two details from the article to support your response.

According to the passage, the Mammoth Mummy wast a frozen in the time because she frozen and did not eat many food because she wast frozen in hard ice and the winter.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*According to the passage, the Mammoth Mummy wast a frozen in the time because she frozen and did not eat many food because she wast frozen in hard ice and the winter*).

48

- What is the meaning of the phrase "perfectly preserved" in paragraph 1 of "Excerpt from Baby Mammoth Mummy: Frozen in Time"? Use two details from the article to support your response.

The meaning of the phrase perfectly preserved is looked at in a very good way and to give a little detail to what that person had seen or what it perfectly preserved like how the story said they looked at the mammoth and perfectly preserved that and telling lots of storys about it/detail's.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The meaning of the phrase perfectly preserved is looked at in a very good way and to give a little detail to what that person had seen or what it perfectly preserved like how the story said they looked at the mammoth and perfectly preserved that and telling lots of storys about it/detail's*).

EXEMPLARY RESPONSE

49

What is a main idea of the article “Excerpt from Baby Mammoth Mummy: Frozen in Time”? Use two details from the article to support your response.

Possible Exemplary Response:

A main idea of the article “Excerpt from Baby Mammoth Mummy: Frozen in Time!” is that the frozen mammoth is a very rare and valuable find. The find is valuable to the people of Siberia because Yuri's cousin steals and sells it to a store owner for two years' worth of food and some equipment. If the baby mammoth weren't extremely rare and valuable, Yuri and Serotetto would not have worked so hard to get the mammoth back. In addition, when a French explorer, Bernard Buigues hears of the find, he rushes to put together an international team of experts eager to study the find.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy. Frozen in Time!"? Use two details from the article to support your response.

The main idea of the article is that mammoths are one of the important animals in the world. One reason why this is because mammoths played a powerful role in Nenets mythology. Another reason is mammoths and their tusks are valuable and could fetch a lot of money from fossil collectors or carvers. This was because it is a prehistoric animal.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea of the article is (*mammoths are one of the important animals in the world*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*mammoths played a powerful role in Nenets mythology* and *mammoths and their tusks are valuable and could fetch a lot of money from fossil collectors or carvers*). This response includes complete sentences where errors do not impact readability.

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy, Frozen in Time!"? Use two details from the article to support your response.

The main idea of the article is yuri and his sons found a baby woolly mammoth. One detail is "but yuri and his sons had never seen anything like this before - a baby woolly mammoth with all of its flesh in place". The other detail is "it's so cold in this Arctic region of Russia that the frozen soil called permafrost has acted as a giant freezer, preserving the carcasses of many animals that lived there long ago".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea of the article is (*yuri and his sons found a baby woolly mammoth*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("but yuri and his sons had never seen anything like this before - a baby woolly mammoth with all of its flesh in place" and "it's so cold in this Arctic region of Russia that the frozen soil called permafrost has acted as a giant freezer, preserving the carcasses of many animals that lived there long ago"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy, Frozen in Time!"? Use **two** details from the article to support your response.

The main idea in this article is about mammoths and facts about them. In the text it says "mammoths play a powerful role in Nenets mythology." Another evidence is "mammoth bones and tusks are relatively common find in Siberia."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea of the article is (*mammoths and facts about them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*mammoths play a powerful role in Nenets mythology*" and "*mammoth bones and tusks are relatively common find in Siberia*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy: Frozen in Time!"? Use two details from the article to support your response.

The main idea of this aritical "Excerpt from Baby Mammoth Mummy Frozen in time" is about a boy named yuri and his sons find a frozen mammoth they didnt know if it was alive or not so they got help for it and saved its life

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text, and is partially inaccurate (*a boy named yuri and his sons find a frozen mammoth they didnt know if it was alive or not so they got help for it and saved its life*); however, the response does not provide a valid inference from the text to explain what the main idea of the article is. This response includes complete sentences where errors do not impact readability.

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy: Frozen in Time!"? Use two details from the article to support your response.

The main idea is a baby Mammoth Mummy that was frozen solid and was really valuable.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea of the article is (*a baby Mammoth Mummy that was frozen solid and was really valuable*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes one complete sentence where errors do not impact readability.

GUIDE PAPER 6

49

What is a main idea of the article "Excerpt from Baby Mammoth Mummy: Frozen in Time!"? Use two details from the article to support your response.

It is that all of animals disappeared from this part of the world about 11,000 years ago but, mammoth bones and tusks are a relatively common find in Sibeeri. Mammoth play a powerful role in Nenets mythology.

Score Point 1 (out of 2 points)

This response provides two concrete details from the text for support as required by the prompt (*all of animals disappeared from this part of the world about 11,000 years ago but, mammoth bones and tusks are a relatively common find in Sibeeri and Mammoth play a powerful role in Nenets mythology*); however, the response does not provide a valid inference from the text to explain what the main idea of the article is. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

49

What is a main idea of the article "Excerpt from *Baby Mammoth Mummy: Frozen in Time!*"? Use two details from the article to support your response.

a frozen mummy is not real

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*a frozen mummy is not real*).

49

What is a main idea of the article "Excerpt from *Baby Mammoth Mummy: Frozen in Time!*"? Use two details from the article to support your response.

I do not no

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I do not no*).

EXEMPLARY RESPONSE

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

Possible Exemplary Response:

According to "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," the discovery of the mummy is significant because it is rare source of scientific knowledge. The author describes a frozen body as a "time capsule" showing what foods were eaten, diseases and bacteria existed, where the mummy came from, and other information. Only three mummies had ever been found in South America and never a female, making the newly discovered mummy precious.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

The discovery of the mummy is significant because scientists need proof to figure out about the past and this mummy is someone from long ago. The text states, "She was the first frozen female mummy found in South America!" For example, "I knew that even a partially frozen body would be invaluable for Science."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the discovery of the mummy is significant (*scientists need proof to figure out the past and this mummy is someone from long ago*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She was the first frozen female mummy found in South America!" and "I knew that even a partially frozen body would be invaluable for Science."). This response includes complete sentences where errors do not impact readability.

50

According to "Excerpt from Discovering the Inca Ice Mummy: My Adventures on Ampato," why is the discovery of the mummy significant? Use two details from the article to support your response.

The discovery of the mummy was so significant because they were just climbing up a mountain then they saw something. They wanted it for scientist reasons. A partially frozen body would be invaluable." She said excited. She remembered that "only three frozen mummies had been recovered in all of South America".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the discovery of the mummy is significant (*They wanted it for scientist resons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("A partially frozen body would be invaluable" and "only three frozen mummies had been recovered in all of South america"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

It's significant because the mummy can show you some of the past. What they ate and who are they related to.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the discovery of the mummy is significant (*the mummy can show you some of the past*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*what they ate and who are they related to*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

50

According to "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," why is the discovery of the mummy significant? Use two details from the article to support your response.

The discovery of the mummy is significant because in ~~one~~ paragraph 18 is said the mummy was the first african frozen female mummy in africa. Also in paragraph 20 it Said that the mummy was good enough to be sold.

Score Point 1 (out of 2 points)

The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the mummy was the first frozen female mummy in africa* and *the mummy was good enough to be sold*); however, the response does not provide a valid inference from the text to explain why the discovery of the mummy is significant. This response includes complete sentences where errors do not impact readability.

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

The discovery of the mummy is significant because it was the first female mummy they had ever found in the south for example in the text it states, "She was the first frozen female mummy found in South America. Another example is How ever, the bundle weighted about 90 pounds, which meant the body was still frozen."

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support ("She was the first frozen female mummy found in South America). The response provides an inference, but it is invalid and repeats the information in the provided concrete detail (*it was the first female mummy they had ever found in the south*). The response provides a second concrete detail, but it is irrelevant (*the bundle weighted about 90 pounds, which meant the body was still frozen*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

First women mummy in South America
"first frozen female mummy found in South
America,

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support ("first frozen female mummy found in South America); however, the response does not provide a valid inference from the text to explain why the discovery of the mummy is significant.

GUIDE PAPER 7

- 50 According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

The ground was frozen hard
and it was impossible to bury the
Mummy.

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*The ground was frozen hard and it was impossidte to bury the Mummy*).

50

According to "Excerpt from *Discovering the Inca Ice Maiden: My Adventures on Ampato*," why is the discovery of the mummy significant? Use two details from the article to support your response.

from the article it says "How ever the bundle weighed about 90 pounds. If we left the mummy be hind in the open the sun and volcanic ash would cause futher damage."

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*from the article it says "How ever the bundle weighed about 90 pounds. If we left the mummy be hind in the open the sun and volcanic ash would cause futher damage."*).

EXEMPLARY RESPONSE

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from **both** articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from **both** articles to support your response

Possible Exemplary Response:

In both of the excerpts “Excerpt from Baby Mammoth Mummy: Frozen in Time!” and “Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato”, the discovery of a frozen mummy leads its discoverers into unique challenges.

In “Excerpt from Baby Mammoth Mummy: Frozen in Time!” the discoverer Yuri faced the challenge of deciding what to do with a baby mammoth mummy and then getting it to researchers. First, he drives 90 miles to his friend, Serotetto, who knows about mammoth bones. Serotetto calls the local police and it’s decided to collect the baby mammoth for research purposes. Before they can return, Yuri’s cousin steals and sells the baby mammoth to a store owner. Finding it in the store, Yuri notices that the mummy is damaged. As the text says, “stray dogs in town had already gnawed off the baby’s tail and most of one ear.” Yuri has to convince the store owner to give up the baby mammoth. Finally, Yuri helicopters his find to a museum in Salekhard for safe keeping. Despite the obstacles, Yuri put the potential scientific value of the mummy ahead of its value to his cousin or the storekeeper. He left it in the capable hands of a team of scientists.

In “Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato,” the discoverers Dr. Johan Reinhard and Miguel are challenged with figuring out how to get the frozen mummy to a safe storage site in time. The finders should have gotten a permit from the government and returned to transport the mummy later, but doing so could take weeks, if not months. Funding for a scientific expedition would take even longer. By then, the mummy could have been destroyed. According to the passage, “the sun and volcanic ash would cause further damage”. It was also not possible to bury the mummy because the ground was frozen hard. Later snowfall would make finding and recovering the mummy impossible. They decide that preserving the mummy is more important than the risk of its destruction or loss on Nevado Ampato, or the penalty of breaking the law. In the end, the finders decide to carry the mummy down the mountain.

In both excerpts, the discoverers overcome their challenges and decide to do what is best for science.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

51

3

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- ✓ describe the challenges the discoverers faced
- ✓ explain how the challenges affected their decisions about what to do with the mummies
- ➡ use details from both articles to support your response

DO NOT WRITE BEYOND THIS AREA

People always face challenges in life that they have to sooner or later face. These challenges affect their decisions, making it harder or easier. In two articles, the boys have a challenge that affects their decision in many ways.

In the article, "Baby Mammoth Mummy: Frozen in Time," Yuki and his sons have to face a challenge. They weren't sure if they should take the baby mammoth. Serotello and the boys are scared of touching it because legends say that touching remains of mammoths bring bad luck or even death. On paragraph 3 it says, "Some Nenets say that mammoths bring bad luck or even death to the people who touch their remains." So Yuki's fear and nervousness

GUIDE PAPER 1b

changes his decision.

According to "Discovering the Inca Ice Maiden: My adventures on Ampato," the challenge the two boys face is that they are not sure if they should take the frozen mummy or leave it on the mountain. In the text it says, "I wondered what to do next. If we left the mummy behind in the camp, the sun and volcanic ash would cause further damage. The boys are hesitating of what to do and are thinking of the consequences that can occur."

Regarding, the challenge Yuki and his sons face their final decision, was that they decided to leave the mammoth alone to tell Serotetto about it. When they all came back, the mammoth was gone. Their decision had a terrible consequence. The challenge they faced affected their decision because their fear of bad luck caused them to leave the mammoth ^{alone}. Apparently, Yuki's cousin took the baby mammoth into the camp. The other 2 boys also faced a challenge, they weren't sure if they should take the mummy. The challenge was confusing and affected their decision by causing the boy to take the mummy ^{because} he rethought the consequences and chose his final decision.

To conclude, the boys from both stories faced difficult challenges that affected their final decisions. They thought about the consequence to help them with their choice. People all around the world face challenges, some more confusing than others, but they all have a choice.

GO ON

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*People always face challenges in life that they have to sooner or later face. These challenges affect their decisions, making it harder or easier. In two articles, the boys have a challenge that affects their decision in many ways*). The response demonstrates insightful comprehension and analysis of the texts (*So Yuki's fear and nervousness changes his decision; The boys are hesitating of what to do and are thinking of the consequences that can occur; Their decision had a terrible consequence. The challenge they faced affected their decision because their fear of bad luck caused them to leave the mammoth alone; The challenge was confusing and affected their decision by causing the boy to take the mummy because he rethought the consequences and chose his final decision*). The response develops the topic with relevant, well-chosen details from the texts ("Some Nenets say that mammoths bring bad luck or even death to the people who touch their remains"; "I wondered what to do next. If we left the mummy behind in the open, the sun and volcanic ash would cause further damage"; they decided to leave the mammoth alone and to tell Serotetto about it. When they all came back, the mammoth was gone; Yuki's cousin took the baby mammoth into the camp). The response exhibits clear, purposeful organization, skillfully linking ideas using grade appropriate words and phrases (*In the article, According to, Regarding, To conclude*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*fear and nervousness, terrible consequence*). The response provides a concluding statement that follows clearly from the topic and information presented (*To conclude, the boys from both stories faced difficult challenges that affected their final decisions*). The response demonstrates grade-appropriate command of conventions, with few errors.

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

Both Dr. Jahan and Yuri face great discoveries but hard times. Dr. Jahan found the first female mummy in South America and Yuri and his son found a lively preserved mammoth. They each wanted to take good care of the ancient findings.

Dr. Jahan and Yuri each find a preserved object that they face challenges to help take care of. According to "Mammoth Mummy", Yuri faces the challenge of going to Yan Dale to see Kivill Serotetto, a trusted friend of Yuri who had experience in the Arctic cold as an expedition outfitter and knew the value of mammoth bones. However, in the text, Yuri would have to drive a snowmobile 90 miles, and board a helicopter to Yan Dale. This was one of the challenges that Yuri faced. When Yuri got to Serotetto, they and a few policemen went to the site where Yuri found the preserved mammoth.

But when they got there, the mammoth was gone! Another challenge Yuni faced was finding the baby mammoth. In the test, Yuni and Scratches learned that Yuni's cousin sold the mammoth to a store owner for two years' worth of food and equipment. Finally, the last challenge Yuni faced was getting the baby mammoth back and taken to a safe place. When the mammoth was back with Yuni, he gave it to a museum in Svalbard. The mammoth was handled by a French expert which resembled a twin to help the mammoth. All the challenges made Yuni feel that the mammoth was an animal that should be taken care of, not sold. Yuni noticed that the mammoth was an ancient creature that made our history exciting.

In "Inca Ice Maiden" Dr. Johnson faced challenges in finding the female mummy. According to the test, one challenge that Dr. Johnson faced was climbing up the volcanic mountain. The author tells us that one slip on the mountains would have caused certain death. In the test, another challenge was climbing down the naturally-formed craters. It was rocky and dangerous. Finally, the last challenge Dr. Johnson faced was to remove the mummy from the ice and carry it back down the mountain. Even after it wasn't easy with such slippery terrain. However, from the challenges that Dr. Johnson faced, he thought of all the things that could be learned from a female mummy. These are the challenges each explorer faced.

Score Point 4 (out of 4 points)

The response clearly introduces a topic in a manner that follows logically from the task and purpose (*Both Dr. Johan and Yuri face great discoveries but hard times. Dr. Johan found the first female mummy in South America and Yuri and his sons found a lively preserved mammoth. They each wanted to take good care of their ancient findings*). The response demonstrates insightful comprehension and analysis of the texts (*All the challenges made Yuri feel that the mammoth was an animal that should be taken care of, not sold. Yuri noticed that the mammoth was an ancient creature that made our history exciting; I can infer it wasn't easy with such slippery terrain. However, from the challenges that Dr. Johan faced, he thought of all the things that could be learned from a female mummy*). The response develops the topic with relevant, well-chosen details from the texts and sustains the use of varied, relevant evidence (*Yuri faces the challenge of going to Yar Sale to see Kirill Serotetto, a trusted friend of Yuri who had experience in the Artic cold as an expedition outfitter and knew the value of mammoth bones; Yuri would have to drive a snowmobile 90 miles, and board a helicopter to Yar Sale; When Yuri got to Serotetto, they and a few policemen went to the site where Yuri found the preserved mammoth. But when they got there, the mammoth was gone!; when the mammoth was back with Yuri, he gave it to a museum in Salekhard; climbing up the volcanic mountain; climbing down the naturally formed craters; Remove the mummy from the ice and carry it back down the mountain*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate works and phrases (*According to, However, in the text, Another challenge, Finally*). The response uses grade-appropriate, stylistically sophisticated language (*great discoveries, ancient findings, slippery terrain*). The response provides a concluding state that follows from the task and purpose (*These are the challenges each explorer faced*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In both excerpts "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from discovering the Inca Maiden: My Adventures on Ampato" the discoverers face challenges and these challenges affect their decisions about what to do with the mummies.

In "Excerpt from Baby Mammoth Mummy: Frozen in Time" the challenge that the discoverer faced was that he didn't want to touch the mammoth because it was apparently bad luck or could bring death so they didn't have to touch it and when the man called a scientist

GUIDE PAPER 3b

to come and check it out. The scientist wanted to show other people but Yuri's cousin had stolen it to sell it for money and just leave things for himself, but then he gave it back. This challenge affected his decision because if they didn't get the mummy back no one would of had believed him and if Yuri's cousin didn't give it back it would of have been a waste of time to the people who the person scientist had called.

In the excerpt "Discovering the ice Inca maiden: My adventures on Ampato" the challenge that the discoverer faced was that he didn't know what to do with the mummy because if he left the mummy there it could completely dry out or someone can steal it and sell it, this challenge affected him because if he didn't think about all the bad things that could happen it would of had been no use, and since he thought about this he carried the mummy down with him.

In conclusion, both discoverers faced challenges and these challenges affected their decisions in the future.

GO ON

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*the discoverers face challenges and these challenges affect their decisions about what to do with the mummies*). The response demonstrates insightful comprehension and analysis of the texts (*if they didn't get the mummy back no one would of had believed them and if Yuri's cousin didn't give it back it would of have been a waste a time to the people who the person/scientist had called; if he didn't think about all the bad things that could happen it would of had been no use and since he thought about this he carried the mummy down with him*). The response develops the topic with relevant, well-chosen details from the texts (*he didn't want to touch the mammoth because it was apparently bad luck or could bring death so they didn't dare to touch it and when a scientist man called to come and check it out. the scientist wanted to show other people but Yuri's cousin had stolen it to sell it for money and just stuff/things for himself, but them he gave it back; he didn't know what to do with the mummy because if he left the mummy there it could completely dry out or someone can steal it and sell it*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In the excerpt, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*apparently bad luck and completely dry out*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, both discoverers faced challenge and these challenges affected their decisions in the future*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*but them he, would of, waste a time*).

GUIDE PAPER 4a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In both "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventure on Ampato," the discoverers faced challenges and those challenges affected their decisions about what to do with the mummies a lot.

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" Yuki and his sons didn't want to do anything to change how well the mammoth was "perfectly preserved." "They didn't dare touch it." This challenge stopped them from bringing the mammoth straight to their camp or a museum. Instead, Yuki went to his friend and he got police. Yuki wouldn't have gone through all that trouble if he could touch the mammoth.

GUIDE PAPER 4b

In "Excerpt from Discovering the Inca Ice Maiden: My Adventure on Ampato," Miguel and Dr. Johan Reinhard had to face the challenge of how to get the mummy down the mountain and recover her. They knew that if they got a "government permit that would allow me to and recover the mummy." Also, if they left her there other climbers could find her and she might dry up. So, they carried her down the mountain. If they didn't have to do anything after they found her, they wouldn't of carried her down the mountain.

Discoverers face many challenges and those challenges have big affects on what they do with what they discover.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In both "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventure on Ampato," the discoverers faced challenges and those challenges affected their decisions about what to do with the mummies a lot*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Yuri and his sons didn't want to do anything to change how well the mammoth was "perfectly preserved."; Yuri wouldn't have gone through all of that trouble if he could touch the mammoth; if they didn't have to do anything after they found her, they wouldn't of carried her down the mountain*). The response develops a topic with relevant, well-chosen facts and details from the texts ("perfectly preserved", "They didn't dare touch it", *Yuri went to his friend and he got police, "government permit that would allow me to and recover the mummy, they carried her down the mountain*). The response exhibits clear organization, and links ideas using grade appropriate words and phrases (*Instead, also, so*). The concluding statement follows from the topic and information presented (*Discoverers face many challenges and those challenges have big affects on what they do with what they discover*). The response demonstrates grade-appropriate command of conventions, with few errors.

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

The discoverers faced many challenges. One challenge that the discoverer in Excerpt from Baby Mammoth Mummy: Frozen in time faced was that He had to find a way to make people believe him about the Mammoth Mummy. I know this because in Paragraph 6 it says "He was afraid no one would believe him now". One challenge that the discoverer in Excerpt from Discovering inca Ice Maiden: My Adventures on Ampato faced was what to do with the mummy. I know this because in the text it says "I wondered what to do next" This example shows that he didn't know what to do

with the Mummy.

The challenges affected their decisions about what to do with the mummies in many ways. One way is that Dr. Jahan Reinhard decided to carry the mummy down the mountin. I know this because in the text it says "I decided that we should try to carry the mummy and the statues down the mountin." Another way is how yuri got the mummy to be safe at the museum. I know this because in the text it says "At last the baby mammoth was in the hands of the museum staff."

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The discoverers faced many challenges*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*he had to find a way to make people believe him about the Mammoth Mummy; faced was what to do with the mummy; This example shows that he didn't know what to do with the mummy*). The response develops a topic with relevant, well-chosen facts and details from the texts ("He was afraid no one would believe him now", "I wondered what to do next", *I decided that we should try to carry the mummy and the statues down the mountin*", *At last the baby mammoth was in the hands of the museum staff*). The response exhibits clear organization, and links ideas using grade appropriate words and phrases (*in paragraph 6 it says, One way, Another way*). The response provides no concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (capitalization and punctuation).

GUIDE PAPER 6a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," both the discoverers Dr. Reinhard and Yuri encountered difficult challenges and decisions while on their adventures.

Firstly, in "Excerpt from Baby Mammoth Mummy: Frozen in Time!", Yuri faces the challenge of finding a baby mummy, and then having it stolen from him. For instance, the text states, "Uncertain what to do, they left the mammoth exactly where they found it..." (later) "The baby mammoth was gone!" This evidence shows that Yuri

GUIDE PAPER 6b

encountered problems on his journey. Also, in "Excerpt from Discovering the Inca Ice Maiden = My Adventures on Ampato," Dr. Reinhard finds a rare mummy on a volcano, but he was unsure whether to take it with him or not. For example, the text states, "I wondered what to do next." This shows that Dr. Reinhard encountered a challenge because he couldn't decide what to do next.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice maiden: My Adventurers on Ampato," both the discoverers Dr. Reinhard and Yuri encountered difficult challenges and decisions while on their adventures*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*This evidence shows that Yuri encountered problems on his journey and This shows that Dr. Reinhard encountered a challenge because he couldn't decide what to do next*). The response develops a topic with relevant, well-chosen facts and details from the texts [*"Uncertain what to do, they left the mammoth exactly where they found it..." (later) "The baby mammoth was gone!" and "I wondered what to do next."*]. The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*For instance, Also, For example*). The response uses grade-appropriate precise language and domain-specific vocabulary (*encountered and rare*). The response provides no concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

The challenges they faced were that they both didn't know what to do with the things they had found because they knew that they were precious to people.

For example the people didn't know what to do with the Woolly mammoth because their religion in were they found it said if touched 'the woolly mammoth would bring

GUIDE PAPER 7b

bad luck and even death!

The challenges change the way they thought because they would have taken the things to sell them and make money.
They didn't do that because it was precious to other people. It said in the second text that they didn't know what to do!

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The challenges they faced were that they both didn't know what to do with the things they had found because they knew that they were precious to people*). The response demonstrates a literal comprehension of the texts (*their religion in were they found it said* and *they would have taken the things to sell them and make money*). The response partially develops the topic with the use of some textual evidence ("the wooly mammoth would bring bad luck and even death" and "didn't know what to do"). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases (*For example* and *in the second text*). The response uses language that is imprecise (*they, the people, their religion, it said*). The response provides no concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*religion, in were*).

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

The challenges Yuri had to face in "Excerpt from Baby Mammoth Mummy: Frozen in Time" was that his cousin sold the mummy mammoth. So Yuri and his friend, Serotteto, made a decision to give the mummy to the museum, where it could be taken care of properly. As it says in paragraph 9 "At last the baby mammoth was in the hands of museum staff at Yar Sale. Now they needed to find a place where she would be preserved and taken care of.

next page →

The challenges Dr. Johan Reinhard had to face in Excerpt from Discovering the Inca Ice Maiden: My adventures on Ampato was that what to do with the mummy. If he left it the sun and volcano ash would do damage. So they decided to carry the mummy and the statues down the mountain, as it says at the two last paragraphs of the story.

Score Point 2 (out of 4 points)

This response demonstrates a literal comprehension of the texts (*his cousin sold the mummy mammoth So Yuri and his friend, Serotteto, made a decision to give the mummy to the museum, where it could be taken care of properly and what to do with the mummy*). The response partially develops the topic with the use of some textual evidence (*At last the baby mammoth was in the hands of museum staff at Yar Sale. Now they needed to find a place where she would be preserved and taken care of and If he left it the sun and volcano ash would do damage. So they decided to carry the mummy and the statues down the mountain*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*as it says, so, now*). The response provides no introductory or concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

GUIDE PAPER 9a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In "ExCerpt from baby Mammoth Mummy: Frozen in Time!" and "ExCerpt from Discovering the Inca ICE Maiden: My Adventures On Ampato". Inaddition, The discoverers Faced Some Challenges. Also, The Challenges kind of affected their decisions about What to do with the Mummies.

In "EXCerpt from baby Mammoth Mummy:Frozen in Time!" And "EXCerpt From Discovering the Inca ICE Maiden: My Adventures on Ampato". The discoverers Faced Some Challenges and they Were burrying the Mummy's Also, Toosing the

baby Mammoth In "EXCerpt from Discorverin The Inca ICE Maiden:My Adventure on ampato" it States "The ground was frozen ROCK hard, and it was impossible to burry the Mummy". Also, In "EXCerpt from Baby Mammoth Mummy :Frozen in time!" it States "The baby Mammoth was gone".

GUIDE PAPER 9b

In "EXCerpt From Baby Mammoth Mummy: Frozen in time!" and In "EXCerpt from Discovering the Inca Ice Maiden: My adventure on ampato" the discoverers challenges kind of affected their decisions about what to do with the mummies. In "EXCerpt from Discovering the Inca ICE Maiden: My adventure on ampato" it states " I decided that we should try to carry the Mummy at the statues down the Mountain." In "EXCerpt from baby Mammoth Mummy: Frozen in time! It states "He was afraid no one would believe him now".

In conclusion, This shows what challenges the discoverers faced and how it affect their decisions about what to do with the mummies.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The discoverers faced some challenges. Also, The Challenges kind of affected their decisions about what to do with the mummies*). The response demonstrates little understanding of the texts. The response partially develops the topic with the use of some textual evidence ("The ground was frozen rock hard, and it was impossible to burry the Mummy"; "The baby Mammoth was gone"; "I decided that we should try to carry the mummy at the statues down the Mountain."); *He was afraid no one would believe him now*). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases. The concluding statement follows generally from the topic and information presented (*In conclusion, This shows what challenges the Discoverers faced and how it affect their decisions about what to do with the mummies*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*discoverers, burrying, loosing, afraid*).

GUIDE PAPER 10a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

The challenges in Excerpt from Baby Mammoth Mummy: Frozen in Time! was when the people found the baby mammoth they didn't know what to do with it, because people say if you touch remaining parts of it you could die or bring bad luck. The challenges in "Excerpt from discovering the Inca Ice Maiden: My Adventures on Ampato" was when they found the mummy they couldn't believe their eyes, since mummies are rare to find, and are not mostly out in the open.

ccc

GUIDE PAPER 10b

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The challenges in "Excerpt from Baby Mammoth Mummy: Frozen in time!" was when the people found the baby mammoth they didn't know what to do with it, because people say if you touch remaining parts of it you could die or bring bad luck*). The response demonstrates little understanding of the texts. The response demonstrates and attempt to use evidence, but only develops idea with minimal, occasional evidence (*when they found the mummy they couldnet believe their eyes, Since mummy's are rare to find, and are not mostly out in the open*). The response exhibits little attempt at organization, lacking the use of linking words and phrases. The response provides no concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*could'net, are not mostly*).

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In "Excerpt from Baby Mammoth Mummy: Frozen in time" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato." They both challenged discoverer faces for example in "Excerpt from Baby Mammoth Mummy: Frozen in time" they challenge that baby woolly mammoth was frozen. In the other story "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato" they faced that they had to carry the mummy down the mountain because if they left the mummy behind in the opening, the sun and volcano ash would cause further damage. The challenges affected their decision about what to do with the mummies because in the first story they sold it but in the second story they will use it for science.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*They both challenged discovered faces*). The response demonstrates a lack of understanding of the texts (*they challeng that baby woolly mammont was frozen and they saled it*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*they had to cary the mummy down the mountain because if they left the mummy behind in the opening, the sun and volcano ash would cause farther damage*). The response exhibits little attempt at organization. The response provides no concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*challenged discovered, challeng, woolly mammont, faeeced, cary, farther, saled*).

GUIDE PAPER 12a

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

Both discoverers were really cool and surprising to me. But the changes they face is difficult and good. The difficult part was that they had to climb mountains. Also the good part was that they got a special surprise for finding those types of things. For an example in the text Baby mammoth they had won food and New gear. The other knew that the mummy was very extremely valuable and that they can earn a lot of money cause of that.

GUIDE PAPER 12b

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Both discoverers were really cool and surprising to me*). The response demonstrates little understanding of the texts (*the good part was that they got a special surprise for finding these types of things* and *The other knew that the mummy was very extremely valuable and that they can earn a lot of money cause of that*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid (*they had won food and new gear*). The response exhibits little attempt at organization. The response provides no concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Both discoverers, surprise, For an example in the text, New gear, extremely valuable, a lot, cause of that*).

GUIDE PAPER 13

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

In excerpt from baby mammoth
mummy Frozen in time and
Expert from discovering the
Inca ice maiden both storys
are alike for instance
both storys in Expert from
mammoth mummy and Expert from
Discovering the inca ice
maiden both storys show
a discovery in it for instance
one was talking about a baby
mammoth and the other one
was saying somthing about
and mummy.

Score Point 0 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*both storys are alike*). The response demonstrates no understanding of the task (*both storys show a discovery in it*). The response exhibits little attempt at organization. The response provides no evidence. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

51

In "Excerpt from Baby Mammoth Mummy: Frozen in Time!" and "Excerpt from Discovering the Inca Ice Maiden: My Adventures on Ampato," what challenges did the discoverers face? How did these challenges affect their decisions about what to do with the mummies? Use details from both articles to support your response.

In your response, be sure to

- describe the challenges the discoverers faced
- explain how the challenges affected their decisions about what to do with the mummies
- use details from both articles to support your response

Yuri's heart sank when he saw that stary dogs in town had already gnawed off the baby's tail and most of one ear. I wondered what to do next. If we left the mummy behind in the open, the sun and volcanic ash would cause further damage. Climbers might find her and take her and the other artifacts as souvenirs or to sell.

Score Point 0 (out of 4 points)

This response is totally copied from the texts with no original student writing (*yuri's heart sank when he saw that stary dogs in town had already gnawed off the baby's tail and most of one ear. I wondered what to do next; If we left the mummy behind in the open, the sun and volcanic ash would cause further damage. Climbers might find her and take her and the other artifacts as souvenirs or to sell*).