

Name: _____



New York State Testing Program

2017 Common Core English Language Arts Test Book 1

Grade 7

March 28–30, 2017

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 article. Then answer questions 1 through 7.

Excerpt from *Coral Reef: A City That Never Sleeps*

by Mary M. Cerullo

By late afternoon, the daytime fishes become less interested in feeding and start to move closer to their evening retreats. Perhaps they grow nervous as their day vision becomes less efficient at dusk. The smallest fishes start the rush hour to return to their shelters for the night. Soon others follow their example.

5 The bright colors of the diurnal¹ fishes fade fast in the twilight. Some fishes can actually adjust color cells in their skin to alter their flashy daytime look to dull, darker night shades. The gathering gloom just makes others appear darker. The best defense is to disappear entirely inside the coral reef, because now the fishes' dark outlines are silhouetted against the setting sun to predators below.

10 Parrotfishes leave their feeding grounds in single file to seek out their individual hiding places in the reef. Some parrotfishes secrete a sticky cocoon from beneath their scales to seal their scent from hungry moray eels. If any creature tries to penetrate the mucus bubble, the parrotfish wakes up and bolts from its "bedroom." Some species of wrasses² also make cocoons for the night. Others bury themselves in the sand.

15 Because fishes don't have eyelids to close, it's impossible to tell whether or not most fishes are really sleeping. Parrotfishes do seem to go into a trancelike state at night. If they are disturbed from their rest, they act dazed and confused, like humans wakened out of a sound sleep.

20 A triggerfish locks itself inside a coral cave with a tall spine on its back fin. One spine folds down over the first spine like a door latch to hold it in place. Only the triggerfish can release its trigger spine, so a moray eel can't pull it from its retreat.

¹**diurnal:** active during the daytime

²**wrasses:** marine fish of tropical and temperate seas having thick lips, strong teeth, and usually a bright coloration; many are used as food

GO ON

Shadow Patrols

Many carnivores, such as jacks, snappers, sharks, barracuda, and groupers, take advantage of the weariness and confusion of transition time on the reef. Their eyes, sensitive to dim light, are better equipped for this time of day than those of the diurnal fishes. Though twilight predators are not very good at distinguishing colors, they can detect shape, outlines, and movement well. The daytime fishes flowing back to the reef offer a constant stream of shape and movement.

Many predators that have been quietly waiting in the background all day become more active at dusk and dawn. The crepuscular³ hunters have ingenious⁴ ways of picking off their prey. A grouper leaves its den beneath a coral overhang to vacuum up prey with its cavernous mouth. By thrusting out its lower jaw, its mouth becomes big enough to swallow almost any prey. It has been rumored that giant groupers (which may weigh up to 1,000 pounds) have been known to swallow divers whole! Then, the stories go, they spit them out again because they don't like the taste of their wetsuits.

Streamlined jacks hunt in packs like jackals. They surround a school of fish, separate several from their companions, and bring them down after a high-speed chase. A lionfish may use its winglike side fins to sweep fish into a corner of the reef where they can't escape. Other times, it lies motionless and gulps fish that come too close.

Although sharks visit the coral reef at dawn and dusk, they have such an effective array of sensory devices that they can zero in on prey at any time. Their excellent sense of smell has earned sharks the nickname of "swimming noses." Sharks' lateral lines are especially sensitive to the low-frequency vibrations given off by struggling fishes. Their most impressive sense is located inside sensory pores on the snout. This sense detects the faint electric pulses generated by the beating hearts of their victims. Vision is probably their weakest sense, yet many sharks have catlike eyes with mirror cells to reflect and concentrate dim light. Some sharks' eyes are so sensitive that they can hunt by starlight on a moonless evening.

Dusk, that time between twilight and full darkness, is the spawning time for many diurnal fishes. As one scientist explains, "It gives their eggs and sperm a twelve-hour head start to escape the hungry mouths on the reef." Many daytime fishes move into deeper water, rise to the surface, or spawn during outgoing tides to let ocean currents carry their eggs and sperm to less populated areas far from the reef.

³crepuscular: active in the twilight

⁴ingenious: clever

Ghost Town

About ten minutes after sunset, an eerie quiet descends on the reef. Swaying sea fans provide the only visible movement, like tumbleweeds blowing through a ghost town in a Western movie. The coral passages are silent, deserted, and vaguely menacing. The daytime fishes have retreated to their shelters. Many large predators have headed off with the setting sun into the deeper waters beyond the reef. Others—some groupers, snappers, and reef sharks—remain hidden in the shadows where they can ambush any lone stragglers.

The quiet period lasts only about 15 to 20 minutes. Then, as abruptly as if a film director had shouted “Cut!” nocturnal creatures burst onto the set and the scene changes to night maneuvers.

55

60

GO ON

1 According to the article, why do some parrotfishes make a cocoon?

- A** to attract other fishes to their hiding place
- B** to show other fishes they are asleep
- C** to create a safe place for their eggs
- D** to hide themselves from predators

2 Why are some diurnal fishes harder to see in the evening than in the daytime?

- A** The movement on the reef blurs their shapes.
- B** Their predators can only detect outlines.
- C** The light casts shadows that hide them.
- D** Their skin color changes to blend in.

3 What statement **best** summarizes the information in lines 1 through 9?

- A** Daytime fish who live in the coral reef generally stop feeding at dusk.
- B** Fish have the natural ability to become less visible at night in the coral reef.
- C** Predatory fish hide in the coral reef so they can feed on the diurnal fish.
- D** Fish in the coral reef have remarkably better vision during the day.

4 Which sentence from the article **best** explains why some fishes may be dangerous to humans?

- A** “Though twilight predators are not very good at distinguishing colors, they can detect shape, outlines, and movement well.” (lines 25 and 26)
- B** “Many predators that have been quietly waiting in the background all day become more active at dusk and dawn.” (lines 28 and 29)
- C** “The crepuscular hunters have ingenious ways of picking off their prey.” (lines 29 and 30)
- D** “By thrusting out its lower jaw, its mouth becomes big enough to swallow almost any prey.” (lines 31 and 32)

5 What does the phrase “zero in on” in line 40 mean?

- A** to locate
- B** to look
- C** to threaten
- D** to smell

6 The author develops a central idea about how fishes adapt to their environments by focusing **mostly** on the

- A** light in the water
- B** depth of the reef
- C** currents in the water
- D** shape of the reef

GO ON

7

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

- A** “Because fishes don’t have eyelids to close, it’s impossible to tell whether or not most fishes are really sleeping.” (lines 15 and 16)
- B** “Many predators that have been quietly waiting in the background all day become more active at dusk and dawn.” (lines 28 and 29)
- C** “It has been rumored that giant groupers (which may weigh up to 1,000 pounds) have been known to swallow divers whole!” (lines 32 and 33)
- D** “Many daytime fishes move into deeper water, rise to the surface, or spawn during outgoing tides . . .” (lines 49 and 50)

GO ON

Directions

Read this article. Then answer questions 8 through 14.

Birth of the Cool

by Katy Kelly

In the 1930s, nothing said sophistication like aspic.¹ Up-to-the-minute modern hostesses engaged in a frenzy of savory jelled-salad making, all thanks to the newly perfected electric refrigerator.

Such gracious living had been a long time coming. Until the mid-1800s, Americans kept food from spoiling by storing it in streams, cellars, snow, and ice. It was a system that worked better in the cool seasons. In the heat, bacteria bloomed so rapidly that killer food poisoning was referred to as “summer complaint.”

The icebox extended shelf and human life. In common use by 1838, the wooden cabinet lined with zinc or tin and insulated with sawdust, cork, or seaweed held ice above or below the food. Water from the melting ice drained into a pan. It was an imperfect solution. Sometimes the water would overflow the damp box. A 1929 *Collier’s* magazine article noted: “Slime accumulates [in the drainpipes] constantly and should be removed with a long-handled circular brush. If your overflow pipe connects with an outside drain, be sure there is a trap to prevent poisonous gases and odors from flowing up it and 15 contaminating foods in the box.” Plus, says Pearl Buchbinder, 95, the icebox “was a good hiding place for mice.”

Cold comfort

To stock the box, city people bought ice, and country dwellers harvested it. In Robinhood, Maine, where Faith Reyher Jackson, 86, grew up, ice cutting was an all-town, all-day event, done at a neighbor’s pond in the dead of winter. “They used saws and these 20 big tongs to pull it out,” she says. Then it was hauled from home to home on a horse-drawn cart, packed in sawdust, and put in the family’s icehouse, where, she says, it lasted for months. City people depended on a delivery from the iceman. “Kids would chase him down the street, and he’d chip off a piece of ice and give it to them,” says B. J. Smith, 84, who was reared in Lima, Ohio. Customers used a card in their window to 25 place orders. The iceman, with a burlap or leather pad protecting his shoulder, would hoist a block weighing up to 100 pounds. When commercial icehouses opened in the early 1800s, they were considered a business with a future. But by the end of the century, pond ice was polluted. That, and unusually hot summers in 1889 and 1890, pushed ahead the advent of refrigerators.

¹**aspic:** a jelly made of fish or meat stock that is used to make a mold

GO ON

30 In 1911, General Electric presented a machine that compressed chemical gases to cool air. By 1920, there were some 200 different refrigerator models on the market. Even the *New Yorker* raved: “A little water is put in some mysterious place: A few minutes pass, a magic door opens, and a tray of small ice cubes appears before your startled eyes.” But such marvels were not for everybody or, in fact, almost anybody. Most machines were
35 powered by motors so large they were housed in separate rooms. That inconvenience was trumped by cost. One 1922 refrigerator ran \$714 (the equivalent of \$7,856 today). A competing invention, the Crosley Icyball, required putting part of the machine over a kerosene burner every 24 to 36 hours. But the industry’s biggest problem was the coolants that, on occasion, leaked and killed people.

40 It wasn’t until 1930, when Frigidaire began cooling with chlorofluorocarbons, that people began upgrading to refrigerators. Small, with big fans on top, the appliance changed the way America ate. Manufacturers provided books with menus for a lifestyle that included ice tongs, bridge parties, and recipes showing off all that a refrigerator could do for a single meal. (In 1929, Kelvinator suggested a raspberry cup, molded lamb, celery
45 curls, and Kelvinator fruitcake with whipped cream.) Pre-fridge, “frozen desserts and frozen salads were nonexistent or just for wealthy people,” says Sylvia Lovegren, author of *Fashionable Food: Seven Decades of Food Fads*. “All of a sudden, the middle class could have things that seemed high class a few years before.” And what could be more high class than frozen cheese salad or an icy frappé² made of condensed tomato soup?

50 By 1937, more than 2 million Americans owned refrigerators. By the mid-’50s, over 80 percent of the country had made the switch. Today, while the mechanics have remained much the same, the refrigerator has gotten ever fancier. Freon, the chlorofluorocarbon that changed the future, has been replaced with coolants that don’t eat through the ozone layer. Hydrators, automatic defrost systems, and icemakers have lured customers, but it is hard
55 to imagine any upgrade that could dazzle as much as the early promise of no ice—and no mice.

²**frappé:** an iced or chilled drink

8

How does the author support the claim that “gracious living had been a long time coming” (line 4)?

- A** by describing the excitement caused by new improvements in refrigerators
- B** by describing the menus recommended by refrigerator manufacturers
- C** by tracing the development of various methods for keeping food cool
- D** by explaining the relationship between temperature and food safety

9

Read this sentence about pond ice from lines 20 through 22.

Then it was hauled from home to home on a horse-drawn cart, packed in sawdust, and put in the family’s icehouse, where, she says, it lasted for months.

Based on the information in lines 8 through 10, which was **most likely** the reason for packing pond ice in sawdust?

- A** to keep the ice from chipping
- B** to prevent the ice from melting
- C** to keep the ice from becoming slimy
- D** to prevent the ice from becoming polluted

10

What is the meaning of the word “hoist” in line 26?

- A** lift
- B** sell
- C** carve
- D** locate

GO ON

11

According to the article, what improvements were made to resolve a safety issue in the older refrigerators?

- A lining the cabinets with zinc
- B attaching an overflow pipe
- C using sawdust as insulation
- D changing the type of coolant

12

Which quotation from the article best supports the conclusion that advances in refrigeration improved life for the average person?

- A "To stock the box, city people bought ice, and country dwellers harvested it." (line 17)
- B "When commercial icehouses opened in the early 1800s, they were considered a business with a future." (lines 26 and 27)
- C "All of a sudden, the middle class could have things that seemed high class a few years before." (lines 47 and 48)
- D "Today, while the mechanics have remained much the same, the refrigerator has gotten ever fancier." (lines 51 and 52)

13

How do lines 50 through 53 develop a central idea of the article?

- A by showing that some people considered refrigerators unnecessary
- B by explaining that refrigerators have improved very little over the years
- C by comparing refrigerators sold in the past with refrigerators sold today
- D by showing that refrigerators gained widespread acceptance over time

GO ON

14

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

- A** Refrigeration was essential for making jelled salads.
- B** “Summer complaint” was another name for food poisoning.
- C** Modern refrigerators include icemakers and defrost systems.
- D** Refrigerators gained popularity after they became small and affordable.

GO ON

Directions

Read this story. Then answer questions 29 through 35.

Excerpt From *The Great Whale of Kansas*

by Richard W. Jennings

Breaking Ground

My story begins where a sadder story might end—with the digging of a hole.

It was my eleventh birthday, and, as is the case with all my birthday celebrations, it was also Groundhog Day, an occasion that honors a creature with whom I have more than a holiday in common. The groundhog, or woodchuck, is a solitary animal who spends
5 much of his time either digging a hole or basking in the sunshine by the hole he has dug.

That's me.

I believe there is nothing, absolutely nothing, half so much worth doing as simply digging a hole. A hole is an achievement. A great hole is a great achievement.

I was going to dig a great hole.

10 My parents had given me a pond-building kit for my birthday. They ordered it from a catalog filled with color photographs of water gardens on great European estates.

“It’s a complete pond in a single, compact box,” they explained, using the exact words printed in the catalog. “It has everything you need.” And except for the tools, rocks, plants, fish, accessories, electrical power to the site, and the hole itself, it did. What I found in the
15 box was a small underwater pump, a coil of plastic tubing, and a sheet of thick, black plastic as big as my patio. There was also an instructional videotape in two languages.

Never have I enjoyed a movie so much.

I watched that video over and over again, waiting for the weather to warm up enough to break ground. Every night before going to sleep, I’d put it on and listen to the soothing voice of the narrator describe the “calm, tranquillity, and serenity of a private water garden.” In English, and again in French, he spoke of “dreaming dreams” and “soothing the soul.” Step by fascinating step, he explained how to create “an escape, a hidden world all your own.”

I couldn’t wait to get started.

25 Hour after hour, I assembled and disassembled the pump. I spread the liner across the living room carpet and walked around the edges, imagining that the plastic was water. Using colored pencils and graph paper from school, I drew page after page of miniature ponds with microscopic waterfalls.

GO ON

When winter at last retreated, I took spray paint to the brittle brown grass of my
30 backyard, a flat, vacant half-acre that sweeps like a savanna to the scrublike grove of
spiked, gnarled hedgeapple trees just this side of Brewster Higley Memorial Park. Like a
vandal or graffiti artist, I drew overlapping kidney shapes and ovals in intense neon colors
until I'd outlined my pond exactly the way I wanted it to be.

From a nearby construction site, I gathered stones for the pond's edge, scores of
35 limestone blocks, their uniformity demonstrating the maximum weight an eager boy
can carry.

Finally, one morning it was time to dig.

I approached the task like a starving man at a banquet. This was the day I had trained
for! Armed with a brand-new forged-steel shovel—a birthday gift from my aunt Nan—I
40 ripped into the earth with tireless fury, flinging dirt right and left.

As the sun rose in the sky, perspiration fell from my face. The hole grew like a
living thing.

By noon, I had created a depression in the earth that looked like the point of impact
of a meteorite. The bowl-shaped hole was roughly four feet in diameter, with gently
45 sloping sides nearly two feet deep.

At this rate, I figured, I'll be basking in tranquillity in no time at all.

But don't count your water gardens until the hole is dug. Few things happen the way you
think they will.

A sudden thunderstorm interrupted my work. Boiling across the flat Kansas prairie, it
50 sneaked up on me, announcing its arrival with a deafening crash.

Kaboom!

I knew better than to stay outside with a metal object in my hand when there was
lightning in the air. I quickly abandoned the job site.

From the safety of my house, I watched the darkened skies release their pent-up power
55 directly over my backyard. My heart quickened as sheets of rain overflowed the hole,
turning my modest work in progress into a scale model of what I hoped it would
become—the loveliest body of water in all of Melville.

Melville, Kansas.

If America were a dart board and your dart landed on Melville, you'd be the winner,
60 hands down. That's because Melville is smack dab in the middle of the United States,
exactly halfway between the great Atlantic and Pacific Oceans, a place with no coastline,
no beach, and no blue ocean views.

It wasn't always like this. In prehistoric times, the spot where Melville sits was
submerged beneath a vast inland sea. But over the course of a couple of hundred million
65 years or so, things have a way of changing. Today, luckless Melville is as dry as a bone—
the most landlocked city in America.

Clearly, it's a place that could use a few improvements.

The largest body of water in modern Melville is a man-made pond in Higley Park, the state-owned recreation area that borders my backyard. Rectangular in shape, and held
70 within its banks by enormous, quarried limestone rocks, Higley Pond was dug by bulldozers more than fifty years ago as part of a Kansas flood-control plan.

My pond, as I imagined it, although not as big as Higley Pond, would be far more attractive than that aging, government-designed lagoon.

The spring rains that had diverted me from my mission eventually ended, and the sun returned. With my nose pressed against the breakfast room windows, I found myself gazing not at the sparkling natural beauty of an elegant water garden, but at a waterlogged trap of sticky mud.
75

Reality.

I hate how it keeps getting in the way of my dreams.

GO ON

29

Read these sentences from lines 13 and 14.

“It has everything you need.” And except for the tools, rocks, plants, fish, accessories, electrical power to the site, and the hole itself, it did.

Why does the author **most likely** include this description of the pond-building kit?

- A** to maintain a humorous tone
- B** to introduce the main conflict
- C** to express the narrator’s disappointment
- D** to demonstrate the parents’ support of their son

30

Read this sentence from line 38.

I approached the task like a starving man at a banquet.

What is the **main** purpose of the comparison in this sentence?

- A** to describe the narrator’s lack of attention to detail
- B** to emphasize the depth of the narrator’s enthusiasm
- C** to show that the narrator feels weak from excitement
- D** to show that the narrator is overcome by the job at hand

GO ON

31

Read line 46.

At this rate, I figured, I'll be basking in tranquillity in no time at all.

What meaning does the phrase “basking in tranquillity” convey to the reader?

- A** The narrator expects positive recognition around town for his efforts.
- B** The narrator believes the vision of peaceful relaxation shown in the video.
- C** The narrator is unaccustomed to such difficult work and will soon need a rest.
- D** The narrator is comparing himself to a groundhog that is sitting in the sunshine.

32

Which lines **best** reveal an overall theme of the story?

- A** lines 25 through 28
- B** lines 38 through 40
- C** lines 47 and 48
- D** lines 63 and 64

33

In lines 63 through 73, how does the narrator’s description of the location and history of Melville, Kansas, contribute to the plot?

- A** It demonstrates that the new pond is better than other ponds.
- B** It reveals the foolishness of the narrator’s attempt to create a new pond.
- C** It emphasizes the importance of the new pond to the narrator.
- D** It explains the town’s need for a new pond.

GO ON

34

Which lines from the story reveal a change in the narrator’s point of view?

- A** lines 49 through 53
- B** lines 54 through 57
- C** lines 59 through 62
- D** lines 74 through 77

35

How does the narrator’s reaction to his pond first filling with water differ from his outlook at the end of the story?

- A** He is excited at first but then becomes disappointed.
- B** He is worried at first but then feels satisfied.
- C** He is scared at first and later becomes angry.
- D** He is happy at first and later feels proud.

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.

Directions

Read this article. Then answer questions 36 through 42.

Excerpt from *Fire: Friend or Foe*

by Dorothy Hinshaw Patent

Managers of some public lands now understand the importance of fire in the cycles of nature. When a lightning fire poses no danger to people or buildings, some public agencies now let it burn. Many forests that have not been allowed to burn for decades contain dangerous amounts of fuel. A lightning strike in such a forest could lead to a big, 5 hot, dangerous fire. Suppressing fire in other environments, such as grasslands, has also led to undesirable changes. The best answer to these problems appears to be to fight fire with fire. Land managers use prescribed fire, carefully planned burns that bring about desirable changes.

Wildfires usually occur in the summer or early fall, when grasslands and forests are 10 dry. But prescribed burning is more likely to be planned for less extreme conditions so the fires can be better controlled. For example, grassland burning at Aransas National Wildlife Refuge in Texas is done during the cool winter months. Prescribed burns in Montana forests are usually carried out during the spring.

The problems caused by fire suppression are huge. About 40 million acres of forests 15 across the country are at risk for dangerous fires because natural fires have not been allowed to burn for so many years.

The goals of prescribed burning are clear. A prescribed fire should burn away heavy undergrowth of brush to remove potential fuel for wildfire. When a fire has plenty of fuel, it burns hotter and travels faster, covering more territory in less time and getting out of 20 control more easily. With a moderate amount of fuel, a wildfire is less likely to burn hot enough to kill adult trees or to overrun an entire forest.

When the brush and deadwood on the forest floor burn, they release nutrients that can nourish the trees, grasses, and other forest plants. The less cluttered forest floor, with its fresh growth, provides fine habitat for wildlife such as elk and deer.

25 The increase in food for wildlife brought about by burning can also be dramatic. When shrubs are allowed to grow without fire, more and more energy goes into maintaining the old wood, and less goes into new growth. When the old wood burns, the shrub puts out many new, succulent shoots that provide food for deer and elk. In an acre of northern shrubland deprived of fire for twenty years, only thirty to forty-five pounds 30 of food for wildlife is produced yearly. After a fire, that same acre will produce at least four hundred to six hundred pounds of food in a year.

GO ON

How do land managers decide where to burn? Hundreds of thousands of acres of public lands are possible candidates. In recent years, more and more people have moved into the countryside, often right on the borders of National Forest lands. Such areas are at the top of the list for prescribed burns so that the fire hazard to people and homes is reduced.

In 1997, the U.S. Forest Service decided to burn more than 52,000 acres in its Northern Region (Montana and parts of Idaho, North Dakota, South Dakota, and Wyoming). Five million acres of northern forests evolved over the ages with fire and were burned by lightning fires about every twenty years. Such forests consisted mostly of ponderosa pines, with some larch and Douglas fir. The frequent, natural fires burned low to the ground, killing the underbrush and young firs, which produced an open forest.

More than eighty years of fire suppression has changed these forests dramatically. Now they are overcrowded with Douglas fir and prone to superhot fires that can kill older trees and sterilize the soil, making regrowth take years longer. Such hot, intense fires are also more dangerous to firefighters.

Unfortunately, many of the forests have gone so long without fire that even prescribed burning would be dangerous. Some logging or thinning of the trees would need to be done before they can be safely burned.

Native Americans once helped maintain healthy grasslands with their fires. Now managers of wildlands are doing the same thing in many parts of the country. An example is the Buenos Aires National Wildlife Refuge south of Tucson, Arizona. This refuge represents the last remnant of Sonoran savanna grasslands in the United States. Cattle once roamed across the refuge, feeding on the grasses and changing the ecosystem drastically.

Now, cattle have been barred, and the refuge is burned to get rid of weeds and shrubs like mesquite. The endangered masked bobwhite quail is being reintroduced, and habitat is being created for birds that stop there on their long migrations.

Not everyone is happy with prescribed burning. Cattle ranchers would like to return their herds to the Buenos Aires refuge, and many critics complain about the cost of reintroducing quail.

Prescribed fire in forests also has its opponents. Some believe logging can solve the problem of crowded forests, while others fear that fires will escape into populated areas. But the problem of lands damaged by leaving out fire, a major player in the natural system, will not go away. One way or another, fire will take part. A controlled burn costs money and can cause some air pollution. But fighting a wildfire is many more times as expensive and can bring long periods of smoky conditions. Controlled burns are good “preventative medicine” and can help fire return to its role of maintaining and renewing ecosystems.

36

Which words from lines 1 through 8 **best** help the reader understand the meaning of “suppressing” (line 5)?

- A** “now understand the importance of fire”
- B** “a lightning fire poses no danger”
- C** “have not been allowed to burn”
- D** “carefully planned burns”

37

Read this sentence from lines 6 and 7.

The best answer to these problems appears to be to fight fire with fire.

Which evidence from the article **best** supports this claim?

- A** “But prescribed burning is more likely to be planned for less extreme conditions so the fires can be better controlled.” (lines 10 and 11)
- B** “A prescribed fire should burn away heavy undergrowth of brush to remove potential fuel for wildfire.” (lines 17 and 18)
- C** “When the brush and deadwood on the forest floor burn, they release nutrients that can nourish the trees, grasses, and other forest plants.” (lines 22 and 23)
- D** “In recent years, more and more people have moved into the countryside, often right on the borders of National Forest lands.” (lines 33 and 34)

38

How do fires benefit wildlife?

- A** Fires help remove older trees that crowd forests.
- B** The possibility of fire limits where cattle are allowed to graze.
- C** The possibility of fire limits how close people can live to forests.
- D** Fires help create conditions that cause more food to become available.

GO ON

39

What is the meaning of “prone” (line 44) as used in the article?

- A** likely
- B** useful
- C** starting
- D** existing

40

What have managers of public lands learned from Native Americans?

- A** how fire helps maintain grassland areas
- B** the importance of protecting natural habitats
- C** how planned fires can be used to prevent large fires
- D** the role of cattle management in protecting grassland areas

41

Which sentence **best** expresses the central idea of the article?

- A** “Managers of some public lands now understand the importance of fire in the cycles of nature.” (lines 1 and 2)
- B** “How do land managers decide where to burn?” (line 32)
- C** “Unfortunately, many of the forests have gone so long without fire that even prescribed burning would be dangerous.” (lines 47 and 48)
- D** “Not everyone is happy with prescribed burning.” (line 59)

GO ON

42

How do lines 59 through 69 contribute to the discussion of prescribed burns?

- A** by describing how attitudes have changed with time
- B** by showing that the benefits outweigh the costs
- C** by proving that conflicting opinions are wrong
- D** by exposing the self-interest of opponents

GO ON

Directions

Read this article. Then answer questions 43 and 44.

Excerpt from *Weaving With Light*

by Emily Sohn

In the rugged Sierra Madre mountain range of west central Mexico, the native Huichol people live much the way their ancestors did—without electricity. That's because it's too expensive to string power lines to the remote mountain areas where they live. The lack of electricity has a direct effect on the Huichol economy.

5 To help support themselves, the Huichol create beautiful artwork, including paintings made from yarn and sculptures made from beads. They sell their art in cities hundreds of miles away from their villages. Often, they travel long distances by foot. And without electricity—at home or on the road, they can only work during daylight hours.

When it gets dark, they must stop whatever they're doing, explains Huichol
10 community leader Miguel Carillo. The sales of their artwork are essential to this economy, where farming is difficult and crops often fail.

“We can only work during the day,” Carillo tells a group of researchers as night approached. “Because now, as you see, we can't see anything, and it's still so early. Nobody can do anything. We just wait for the sun to come up again.”

15 Now, a team of scientists, designers, and architects is using new technologies to provide the Huichol with light after the sun sets—no plugs necessary. The scientists' technique involves weaving tiny electronic crystals into fabrics that can be made into clothes, bags, or other items.

By collecting the sun's energy during the day, these lightweight textiles provide bright
20 white light at night. Their inventors have named the textiles “Portable Lights.”

Portable Lights have the potential to transform the lives of people without electricity around the world, says project leader Sheila Kennedy, head of Kennedy & Violich Architecture, Ltd., in Boston, Mass.

See the light

At the core of Portable Light technology are devices called high-brightness
25 light-emitting diodes, or HB LEDs. These tiny lights appear in digital clocks, televisions, streetlights, and the blinking red lights on some sneakers.

LEDs are completely different from the light bulbs that you screw into lamps at home. Most of those glass bulbs belong to a type called incandescent lights. Inside, electricity heats a metal coil to about 4,000 degrees Fahrenheit, or 2,200 degrees Celsius. At that
30 scorching temperature, bulbs give off light we can see.

GO ON

Ninety percent of energy produced by incandescent lights, however, is heat—and invisible. With all that wasted energy, bulbs burn out quickly. They are also bulky, can get hot, and are easily broken.

35 LEDs, on the other hand, are like tiny pieces of rock made up of molecules that are arranged in a crystal structure. When an electric current passes through an LED, the crystal structure vibrates and produces light.

LEDs are tiny and extremely lightweight. There are no breakable glass parts. While the technology is still somewhat expensive, researchers are increasingly looking to LEDs for a wide variety of applications, including Portable Lights.

40 “A lot of people see LEDs as being the future of lighting,” says Casey Smith, a technologist in Bozeman, Mont., and a member of the Portable Light team. He developed much of the technology that make Portable Lights work.

The spark

The Portable Light team found a way to weave two LEDs into a plastic-coated textile. When turned on, these LEDs can make the entire piece of fabric glow.

45 Their next challenge was to figure out how to power the LEDs without electricity. The researchers knew that they wanted to tap the sun’s energy, but they couldn’t use standard solar panels such as those found on rooftops. These bulky glass panels would be too big and heavy for the Huichol to carry as they traveled through the mountains.

50 Instead, the researchers used a new type of solar panel, which is flat and flexible, like a placemat. Just 10 inches long and 5 inches wide, these panels can be easily sewn onto a piece of fabric.

Circuits connect the solar panel to a lithium ion battery—the type of battery found in laptops and cellular phones. And the battery, in turn, is connected to the two LEDs in the fabric. A tough layer of plastic protects the circuitry.

55 With just 3 hours of exposure to sunlight, the battery accumulates enough charge to power a portable light for 10 hours, Kennedy says. A membrane switch, like the soft buttons on a microwave oven, allows a user to turn the lights on or off.

60 A Portable Light weighs less than a pound and can withstand abuse because textiles are strong for their weight. Kennedy has dropped Portable Light units from as high as 30 feet off the ground without damaging them.

“With no heavy parts to break, they just float down,” she says.

GO ON

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use **two** details from the article to support your response.

44

What is the author’s central claim about LEDs? Use **two** details from the article to show how the author supports the claim.

GO ON

Directions

Read this story. Then answer question 45.

Excerpt from *The Egypt Game*

by Zilpha Keatley Snyder

All through the month of August, Melanie and April were together almost every day. They played the paper-families game and other games both in the Rosses' apartment and in Caroline's. They took Marshall for walks and to the park while Mrs. Ross was gone to her class, and almost every day they went to the library. It was in the library in August 5 that the seeds were planted that grew into the Egypt Game in September in the Professor's deserted yard.

It all started when April found a new book about Egypt, an especially interesting one about the life of a young pharaoh. She passed it on to Melanie, and with it a lot of her interest in all sorts of ancient stuff. Melanie was soon as fascinated by the valley of the 10 Nile as April had been. Before long, with the help of a sympathetic librarian, they had found and read just about everything the library had to offer on Egypt—both fact and fiction.

They read about Egypt in the library during the day, and at home in the evening, and in bed late at night when they were supposed to be asleep. Then in the mornings while 15 they helped each other with their chores they discussed the things they had found out. In a very short time they had accumulated all sorts of fascinating facts about tombs and temples, pharaohs and pyramids, mummies and monoliths, and dozens of other exotic topics. They decided that the Egyptians couldn't have been more interesting if they had done it on purpose. Everything, from their love of beauty and mystery, to their fascinating 20 habit of getting married when they were only eleven years old, made good stuff to talk about. By the end of the month, April and Melanie were beginning to work on their own alphabet of hieroglyphic for writing secret messages, and at the library they were beginning to be called the Egypt Girls.

But in between all the good times, both April and Melanie were spending some bad 25 moments worrying about the beginning of school. April was worried because she knew from experience—lots of it—that it isn't easy to face a new class in a new school. She didn't admit it, not even to Melanie, but she was having nightmares about the first day of school. There were classroom nightmares, and schoolyard nightmares and principal's office nightmares; but there was another kind, too, that had to do with an empty mailbox. 30 In the whole month of August she had had only one very short postcard from Dorothea.

GO ON

Melanie was worried, too, but in a different way. School had always been easy for Melanie; and even though she wasn't the kind who got elected class president, she'd always had plenty of friends. But now there was April to think about.

April was the most exciting friend that Melanie had ever had. No one else knew about
35 so many fascinating things, or could think up such marvelous things to do. With April, a walk to the library could become an exploration of a forbidden land, or a shiny pebble on the sidewalk could be a magic token from an invisible power. When April got that imagining gleam in her eye there was no telling what was going to happen next. Just about any interesting subject you could mention, April was sure to know a lot of weird and
40 wonderful facts about it. And if she didn't, you could always count on her to make up a few, just to keep things going.

There was only one thing that April didn't seem to know much about—that was getting along with people. Most people, anyhow. With Melanie, April was herself, new and different from anyone, wild and daring and terribly brave. But with other people she was
45 often quite different. With other kids she usually put on her Hollywood act, terribly grown-up and bored with everything. And with most grown-ups April's eyes got narrow and you couldn't believe a word she said.

Melanie had gone to Wilson School all her life, and she knew what it was like. There were all different kinds of kids at Wilson; kids who looked and talked all sorts of ways.
50 Wilson was used to that. But there were some things that Wilson kids just wouldn't stand for, and Melanie was afraid that April's Hollywood act was one of them.

And Melanie wasn't entirely just guessing about how her schoolmates would react to April. A couple of times when April and Melanie had been at the library or in the park they'd run into some of the Wilson kids that Melanie knew; and you could see right away
55 that April wasn't making the right kind of impression. And it was going to be worse at school, where every kid would feel duty bound to do his part in trimming the new kid down to size. Melanie had a feeling that April wasn't going to trim easily.

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 13 and 14.



GO ON

45

The idea of understanding other people is important in “Excerpt from *The Egypt Game*. ” Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout 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.

Excerpt from How I Lost My Station in Life

by E.L. Konigsburg

Although there were occasions, like music days, when I did not enjoy school, I always enjoyed—really, really enjoyed—being the baby of the family. There were only two of us. Although Harriett was smart and responsible, these things were expected of her, for she was the older sister. The baby of the family is never expected to do things as well as the 5 older ones do and when you are the baby of the family, they are all the older ones. The baby of the family is always in training. She gets the kind of attention that is something between being a daughter and being a household pet. And she feels slightly adorable even when she isn't. There is an *unexpected* quality to everything you do when you are the baby of the family.

10 Phoenixville was a mill town. The mill was called Ajax. I don't know what was manufactured there, but I do know that when the mill closed down, people stopped buying dresses and dry goods. My parents had to close up shop, and we had to move from over the store.

I was in the middle of fifth grade. I was in the middle of learning about decimals in 15 math and in the middle of learning about the middle of Europe in geography. Before we left, my school principal gave my mother two envelopes for my new school principal. One had my school records and the other had a "To Whom It May Concern" letter. My mother never let me see that letter because it contained my IQ and standard test scores, which were big secrets back then, especially to the person whom they most concerned—me. I 20 had overheard my mother and father whispering about that letter, and I knew they were proud of whatever it said.

We packed up the family Plymouth four-door and went west, all across the width of Pennsylvania, and moved in with Aunt Rozella in Youngstown, Ohio.

Compared to Phoenixville, Youngstown was big. Last year's geography book 25 printed **Youngstown** in boldface and gave it four lines of text. Phoenixville was not even mentioned.

Compared to our place over the store, Aunt Rozella's house was big. Aunt Rozella's husband was so successful that I was sure that if he ever appeared in a textbook, **Uncle Iz** would be printed in boldface and be given at least four lines.

GO ON

30 Although this was to be only a temporary arrangement until we could find affordable housing, I think my mother did not like being beholden to her younger sister; and I think having a whole family move in must have felt like a minor invasion to Aunt Ro. She had a big house, yes, but she had her own uses for it. There was Aunt Ro herself, Uncle Iz, Dorothy, their live-in maid, and their adorable little boy, my cousin Morley. Morley was
35 smart for his age—not smart enough to get A's in school, but only because he was too young to go.

Except for Morley, who paid attention to no one, and my father, who was on the road in the Plymouth four-door, none of us was very comfortable during the week in Aunt Ro's big house with the live-in maid.

40 Weekends were another matter. On weekends we went to Farrell, just over the state line in Pennsylvania, where my father would meet us. There we stayed with my father's sister. Aunt Wilma worked in a bakery, and she lived over the store, and her children—she had two—were older than I was, older than Harriett, and one of them was old enough to drive us from Youngstown to Farrell. At Aunt Wilma's we were much more crowded and
45 much more comfortable.

But on Mondays it was back to Youngstown.

Right across the street from Aunt Rozella's house was Warren G. Harding Elementary School, and a few blocks farther on was Rayen High, the only public high school on the entire Northside. A lot of kids from lesser neighborhoods went there. Harriett registered at
50 Rayen. Once enrolled, she could remain there even after we found affordable housing.

Warren G. Harding Elementary School, on the other hand, did not have kids from lesser neighborhoods; so when my mother marched across the street to register me for the fifth grade, she knew that I would not be there when we moved into our affordable
55 housing in a lesser neighborhood. I would be there for a few weeks at most. It was the time of year between the end of Christmas break and the start of a new semester, and both Mom and Dad had promised that by the start of the new semester, we would leave Aunt Ro's. So even though my mother knew that going to Harding would be a temporary thing, she took that "To Whom It May Concern" letter over to the principal and enrolled me in their fifth grade.

60 By this time I had observed that my cousin Morley, who paid attention to no one, needed a lot of attention himself. Furthermore, whenever attention was to be paid, he always needed to be the center of it. I had also observed that as adorable as he was, when Morley didn't get his way, he was not. Furthermore, as the new family pet, he was treated as extremely adorable even when he wasn't even slightly.

65 As long as we lived at Aunt Ro's, I would be expected to do things as well as the older ones because I was one of them now. As long as we lived at Aunt Ro's, I would have to make do with only one of my two best things; and that was getting A's.

46

How does line 46 affect the reader’s understanding of the story? Use **two** details from “How I Lost My Station in Life” to support your response.

47

Why is Morley important to the narrator’s understanding of herself? Use **two** details from the story to support your response.

GO ON

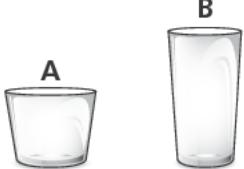
Directions

Read this article. Then answer questions 48 and 49.

Food Fakeout!

by Matthew Hutson

The craziest things can cause you to overeat or think your food is healthier than it is. Take this quiz to test your smarts.



1. Pick the glass that holds more soda.
 A B SAME

2. You're out to eat. When you order an entrée you receive a single serving.
 TRUE FALSE

3. Which has more sugar?
 TWO CHOCOLATE CHIP COOKIES
 A PACKET OF WHOLE-GRAIN FRUIT GRANOLA BARS

3. The granola bars have more sugar.
2. False
1. They hold the same amount.

THE ANSWERS ARE

So How'd You Do?

Don't worry if you didn't ace the quiz, because this story wouldn't exist if we expected you to get those questions right. They're tricky. And so are all the little things in your environment that are causing you to eat too much in one sitting or think unhealthy food is good for you. Let us explain.

Good nutrition is not only about choosing what to eat, but also about when to eat and how much to eat. So you're not just deciding between choco puffs and corn flakes. You also have to pick a bowl, decide when to stop pouring into it, and choose whether or not to add more sugar.

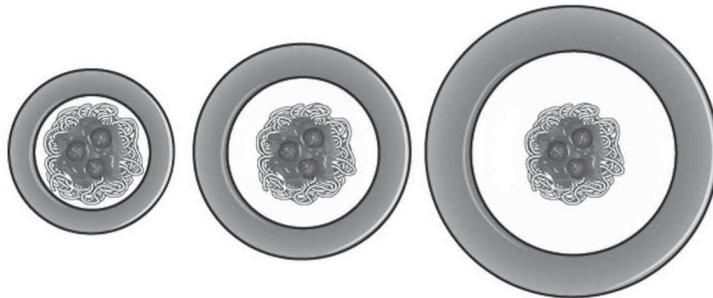
You make 200 of these food decisions a day, according to Brian Wansink, the head of Cornell University's Food and Brand Lab. You may be aware of only 25. The rest are unconscious. And almost all are influenced by sneaky factors, from the commercials you see on TV to the label on the package. Very few are influenced by actual hunger.

GO ON

15 So how can you get the power back over these decisions, so that you're making the healthiest choices possible? Read on as we explain each quiz question. You'll learn a little something about picking foods that will truly fuel your body best—and how to serve yourself a portion that won't give you a stomachache afterward.

TRICKY TRUTH #1: PLATE SIZE MATTERS

20 **What was so tricky about judging how much those glasses hold?** Short, wide things can look smaller than tall, skinny things, even if they have more volume. That means you're more likely to serve too much into a wide glass or dish.



25 Plate size matters too. With a big plate or bowl, a normal-size portion looks smaller in comparison. (See for yourself in the images above.) That means you're going to serve yourself more food to fill it up. In one experiment, people scooped—and ate—a fifth more ice cream with a 24-ounce bowl than with a 16-ounce bowl.

BE FOOLPROOF: Pay attention to portion size, and don't just load your bowl, plate, or glass to capacity. Remember, you can always get seconds if one serving doesn't fill you up!

TRICKY TRUTH #2: TOO MANY SERVINGS

30 **Now you know the truth. Your entrée can actually have up to 3.5 servings!** That's because restaurants and food companies keep making their products larger without telling you that all that food is not meant to be eaten in one sitting. Don't believe it? The biggest soda on the McDonald's menu when the chain opened in 1940 was 7 ounces. Today the restaurant's small is 16 ounces!

35 Another sneaky way we end up eating too much: Research shows that when a lot of cookies or pretzels are pictured on a package, people eat more of them, because the image guides their sense of how many it's appropriate to devour at one time.

GO ON

BE FOOLPROOF: “Always order the small when you’re out. It’s going to be big anyway,” says nutritionist Lisa Young, author of *The Portion Teller*. And at home, check the serving size on the back of the bag or box, then put 40 that much in a baggie or bowl.

TRICKY TRUTH #3: LABELS ARE TRICKY

Yes, in this comparison, the cookies actually have less sugar. But that doesn’t mean you should eat more cookies. It just means you should be careful with products that claim to be healthy, or that you associate with “healthy” brands. They may not fuel you the way you think they will. 45

This is what’s called the halo effect: When something has one good quality (“whole-grain”) or a positive rep (granola), it shines like a halo—and we think everything else about it is grand. 50

Want another example? Say you’re at a “healthy” smoothie shop and see a berry shake that’s labeled “low-fat and all-natural.” So you say, “Cool! I’ll get the extra large!” And then you order your smoothie . . . a snack that has almost a day’s worth of sugar and more calories than a fast-food meal. 55

BE FOOLPROOF: Don’t make decisions on autopilot! Sometimes just stopping to think (for example: Could this “healthy” chain restaurant’s Philly cheesesteak really be as good for me as its lean turkey sandwich?) will help. And when in doubt about those “all-natural” chips or “organic” frozen meals? Check the nutrition label. “If it’s high in calories, then chances are it’s going to be high in fat and sugar too,” says Young. 65

MORE CRAZY THINGS THAT AFFECT HOW MUCH YOU EAT!

- **LIGHTING AND NOISE.** Bright lights and loud music make you eat faster. By the time the message that you’re full gets from your stomach to your brain, you’ve already overdone it. Sit back, relax, and enjoy your meal.

- **TV AND FRIENDS.** If you’re distracted, you’ll eat more. This is partly because you won’t remember how much you’ve already had. (Patients with amnesia can eat one dinner after another if told repeatedly that it’s dinnertime.)

- **SCRAPS.** Research shows that if you eat things that leave evidence—say, chicken wings or individually wrapped candies—the remainders will remind you of how much you’ve had, and keep you from overindulging.

48

What is a central idea of “Food Fakeout!”? Use **two** details from the article to support your response.

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” add to the information in the article? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 50 and 51.

Why Most Food Labels are Wrong About Calories

by Richard Wrangham and Rachel Carmody

Food labels seem to provide all the information a thoughtful consumer needs, so counting calories should be simple. But things get tricky because food labels tell only half the story.

A calorie is a measure of usable energy. Food labels say how many calories a food 5 contains. But what they don't say is that how many calories you actually get out of your food depends on how highly processed it is.

Processed food makes you fatter

Food-processing includes cooking, blending and mashing, or using refined instead of unrefined flour. It can be done by the food industry before you buy, or in your home 10 when you prepare a meal. Its effects can be big. If you eat your food raw, you will tend to lose weight. If you eat the same food cooked, you will tend to gain weight. Same calories, different outcome.

For our ancestors, it could have meant the difference between life and death. Hundreds of thousands of years ago, when early humans learned to cook they were able to 15 access more energy in whatever they ate. The extra energy allowed them to develop big brains, have babies faster and travel more efficiently. Without cooking, we would not be human.

More processed foods are digested more completely

Animal experiments show that processing affects calorie gain whether the energy source is carbohydrate, protein or lipid (fats and oils). In every case, more processed foods give an eater more energy.

20 Take carbohydrates, which provide more than half of the world's calories. Their energy is often packaged in starch grains, dense packets of glucose that are digested mainly in your small intestine. If you eat a starchy food raw, up to half the starch grains pass through the small intestine entirely undigested. Your body gets two-thirds or less of the total calories available in the food. The rest might be used by bacteria in your colon, or 25 might even be passed out whole.

GO ON

Even among cooked foods, digestibility varies. Starch becomes more resistant to digestion when it is allowed to cool and sit after being cooked, because it crystallizes into structures that digestive enzymes cannot easily break down. So stale foods like day-old cooked spaghetti, or cold toast, will give you fewer calories than the same foods eaten piping hot, even though technically they contain the same amount of stored energy.

30 **Softer foods are calorie-saving**

Highly processed foods are not only more digestible; they tend to be softer, requiring the body to expend less energy during digestion. Researchers fed rats two kinds of laboratory chow. One kind was solid pellets, the type normally given to lab animals. The other differed only by containing more air: they were like puffed breakfast cereal. Rats eating the solid and puffed pellets ate the same weight of food and the same number of counted calories and they exercised the same amount as each other. But the rats eating the puffed pellets grew heavier and had 30% more body fat than their counterparts eating regular chow.

35 The reason why the puffed-pellet-eaters gained more energy is that their guts didn't have to work so hard: puffed pellets take less physical effort to break down. When rats eat, their body temperature rises due to the work of digestion. A meal of puffed pellets leads to less rise in body temperature than the same meal of solid pellets. Because the puffed pellets require less energy to digest, they lead to greater weight gain and more fat.

40 Our bodies work the same way. They do less work when eating foods that have been softened by cooking, mashed or aerated. Think about that when you sit down to a holiday meal or dine in a fine restaurant. Our favorite foods have been so lovingly prepared that they melt in the mouth and slide down our throats with barely any need for chewing. No wonder we adore them. Our preference is nature's way of keeping as much as possible of these precious calories.

45 **Why food labels don't tell the full story**

50 Unfortunately, of course, in today's overfed and underexercised populations nature's way is not the best way. If we want to lose weight we should challenge our instinctive desires. We should reject soft white bread in favor of rough whole wheat breads, processed cheese in favor of natural cheese, cooked vegetables in favor of raw vegetables. And to do so would be much easier if our food labels gave us some advice about how many calories we would save by eating less-processed food. So why are our nutritionist advisers mute on the topic?

55 For decades there have been calls by distinguished committees and institutions to reform our calorie-counting system. But the calls for change have failed. The problem is a shortage of information. Researchers find it hard to predict precisely how many extra calories will be gained when our food is more highly processed. By contrast, they find it easy to show that if a food is digested completely, it will yield a specific number of calories.

GO ON

Our food labeling therefore faces a choice between two systems, neither of which is satisfactory. The first gives a precise number of calories but takes no account of the known
65 effects of food-processing, and therefore mis-measures what our bodies are actually harvesting from the food. The second would take account of food-processing, but without any precise numbers.

Faced by this difficult choice, every country has opted to ignore the effect of processing and the result is that consumers are confused.

GO ON

50

According to “Why Most Food Labels are Wrong About Calories,” why is calorie counting not simple to do? 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 15 and 16.



GO ON

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar and/or different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
 - explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
 - explain how the purposes are similar and/or different
 - 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**

Grade 7	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Released Questions on EngageNY		Constructed Response Questions:	
								Multiple Choice 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	D	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.88			
2	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.68			
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.57			
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.71			
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading			0.74			
6	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.62			
7	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.52			
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.8	Reading			0.55			
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.3	Reading			0.73			
10	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading			0.89			
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.60			
12	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.58			
13	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.56			
14	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.65			
29	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.4	Reading			0.42			
30	Multiple Choice	B	1	CCSS.ELA-Literacy.L.7.5b	Reading			0.61			
31	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.4	Reading			0.41			
32	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.2	Reading			0.42			
33	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.3	Reading			0.53			
34	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.6	Reading			0.49			
35	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.3	Reading			0.63			
Book 2											
36	Multiple Choice	C	1	CCSS.ELA-Literacy.L.7.4a	Reading			0.41			
37	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.8	Reading			0.52			
38	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.1	Reading			0.63			
39	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading			0.51			
40	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.3	Reading			0.62			
41	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.2	Reading			0.69			
42	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.5	Reading			0.45			
43	Constructed Response		2	CCSS.ELA-Literacy.RI.7.1	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2			1.58		0.79

Grade 7	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Released Questions on EngageNY	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.7.8	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.57	0.79	
	45	Constructed Response		4	CCSS.ELA-Literacy.RL.7.2	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2, CCSS.ELA-Literacy.L.7.3, CCSS.ELA-Literacy.L.7.4		2.20	0.55	
Book 3											
	46	Constructed Response		2	CCSS.ELA-Literacy.RL.7.5	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.31	0.65	
	47	Constructed Response		2	CCSS.ELA-Literacy.RL.7.3	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.43	0.71	
	48	Constructed Response		2	CCSS.ELA-Literacy.RI.7.2	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.61	0.80	
	49	Constructed Response		2	CCSS.ELA-Literacy.RI.7.5	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.45	0.73	
	50	Constructed Response		2	CCSS.ELA-Literacy.RI.7.1	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2		1.40	0.70	
	51	Constructed Response		4	CCSS.ELA-Literacy.RI.7.6	Writing to Sources	CCSS.ELA-Literacy.L.7.1, CCSS.ELA-Literacy.L.7.2, CCSS.ELA-Literacy.L.7.3, CCSS.ELA-Literacy.L.7.4		2.54	0.63	

*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 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows generally from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish and maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—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.	—demonstrate grade-appropriate command of conventions, with few errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

* 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 is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

Possible Exemplary Response:

The new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy because they are more easily carried and they are transportable. The new type of solar panel is “flat and flexible, like a placemat” while standard solar panels “such as those found on rooftops” are “bulky” and “too big and heavy for the Huichol to carry as they traveled through the mountains.” The new solar panels are much smaller, “just 10 inches long and 5 inches wide,” and can be easily sewn onto a piece of fabric and are light enough for the Huichol to transport.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

The new type of solar panel is more useful for the Huichol people because it is more portable. The normal solar panels that you put on your house are big and bulky. The ones that the Huichol people have are flat and flexible. They can even be sewn onto a fabric. Making the solar panels more portable is a very good thing for the Huichol people. They often travel long distances by foot with no electricity. They also can't work when it gets dark outside because they can't see anything. Many researchers are working hard and finding ways to bring electricity to the Huichol people.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology (*because it is more portable*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The normal solar panels that you put on your house are big and bulky, They can even be sewn on to a fabric, They often travel long distances by foot with no electricity*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

The new Solar panel is better than their old ones. The reason why is because, the new solar panels are only 10 inches long and 5 inches wide. Their other solar panel were described as "Bulky glass panels were too big and heavy for the Huichol. The new solar panels can charge for 3 hours during the day, and used 10 hours during the night. This way the solar panels are easier to use.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology (*The new solar panel is better than their old ones*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the new solar panels are only 10 inches long and 5 inches wide. Their other solar panel were describes as “Bulky glass panels were too big and heavy for the Huichol and The new solar panels can charge for 3 hours during the day, and used 10 hours during the night*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

The new type of solar panels are more useful to Huichol people. This is portable and easy to charge. Other solar energy technology wasn't portable and they needed big solar panels to charge them. In conclusion, the new solar panels are more useful to the Huichol people.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology (*This is portable*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*easy to charge* and *other solar energy technology wasn't portable and they needed big solar panels to charge them*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

They are useful because before, they only worked in daytime until the sun came down. They are also light weight and portable to carry around and dont break easily.

Score Point 1 (out of 2 points)

This response provides some relevant information from the text (*they only worked in daytime until the sun came down* and *They are also light weight and portable to carry around and dont break easily*); however, no valid inference from the text is provided to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

It is described as “The spark” because it was a jump in the lifestyle of the Huichol people. Now they had light after sunset and also they were small and portable so they fit on pieces of clothing.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology (*so they fit on pieces of clothing*); however, this response only provides one relevant detail from the text for support (*they were small and portable*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

It is described as a extremely
lightweight bright light also portable.

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*It is described as a extremely lightweight bright light also portable*). While the response provides some information from the text, no valid inference from the text to explain how the new type of solar panel described in the section titled “The spark” is more useful for the Huichol people than previous versions of solar energy technology is provided.

GUIDE PAPER 7

43

How is the new type of solar panel described in the section titled “The spark” more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

In the rugged Sierra Madre mountain range of west central Mexico the Native huichol people live much the way their ancestors did – without electricity. that's because It's too expensive to string power lines to the remote mountain areas where they live. the lack of electricity has a direct effect on the Huichol economy.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally copied from an unrelated section of the text (*In the rugged sierra madre mountain range of west central mexico the Native huichol people live much the way their ancestors did – without electricity. that's because It's too expensive to string power lines to the remote mountain areas where they live. the lack of electricity has a direct effect on the Huichol economy*).

GUIDE PAPER 8

Additional

43

How is the new type of solar panel described in the section titled "The spark" more useful for the Huichol people than previous versions of solar energy technology? Use two details from the article to support your response.

Most of those glass bulbs belong to a type called incondescent lights inside the electricity heat lamp metal coil to about 4,000 degrees fahrenheit or 2,200 degrees celcius. Ninety percent of energy produced by incondescent light however is heat invisible.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Most of those glass bulbs belong to a type called incondescent lights*).

EXEMPLARY RESPONSE

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

Possible Exemplary Response:

In the article “Weaving With Light,” the author makes a central claim that light-emitting diodes, or LEDs, are the “future of lighting” because they are better than other alternative lighting. LEDs are “tiny and extremely lightweight” and “there are no breakable glass parts.” The author supports this claim, in part, by highlighting the disadvantages of alternative lighting, such as incandescent lights, which waste energy, are “bulky, can get hot, and are easily broken.” The author also supports this claim by discussing how LEDs are ideal for supporting Portable Lights, which she claims “have the potential to transform the lives of people without electricity around the world.” Because LEDs are tiny, lightweight, and do not include breakable parts, they can be used to create Portable Lights such as those created for the Huichol people. The Portable Lights consist of a small, flexible solar panel that connects to a lithium ion battery which is, in turn, connected to two LEDs in fabric such as clothes, bags, or other items. Since the LEDs are lightweight, they can be easily transported up mountains, and since they are durable, unlike incandescent lights which easily break, they are perfect for weaving into fabrics. The author makes a strong argument for the use of LEDs in the future. Their lightweight and durable features make them a clear improvement to other available and, as some argue, outdated forms of lighting.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author's central claim about LEDs are that they are a simpler and better light source for anything and can be helpful. Incandescent lights are bulky, not, easily broken, and wastes a lot of energy. LEDs are tiny, lightweight, and have no breakable glass parts. Also, LEDs can be easily sewn unto fabrics to light dark areas. Finally, since LEDs are solar powered, it only takes three hours to get enough energy for ten hours. These new forms of technology can be the future of lighting.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author's central claim about LEDs is (*they are a simpler and better light source for anything and can be helpful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*LEDs are tiny, lightweight, and have no breakable glass parts; LEDs can be easily sewn into fabrics to light dark areas; LEDs are solar powered, it only takes three hours to get enough energy for ten hours*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The authors claim about LEDs is that it could be the "future of lighting". The tiny lights could appear anywhere, such as on digital clocks, televisions and streetlights. LEDs are really small and extremely lightweight. LEDs are very useful. Even though they are small, you can still get a lot of use out of them.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author's central claim about LEDs is (*Even though they are small, you can still get a lot of use out of them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The tiny lights could appear anywhere such as on digital clocks, televisions and streetlights and LEDs are really small and extremely lightweight*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author's central claim about LEDs, is that it's better then a regular light bulb. For example it say's that LED's can connect to fabrics. Also It's portable. That's the authors central claim about LEDs.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author's central claim about LEDs is (*it's better than a regular light bulb*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*LED's can connect to Fabrics and It's portable*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

That there better than regular lights, and
Saves more energy

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the author's central claim about LEDs is (*That there better than regular lights*); however, this response only provides one relevant detail from the text for support (*saves more energy*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author's central claim is to try and get the Huchiol to get light at least so they can work in the drak and not have to stop

Score Point 1 (out of 2 points)

The response provides one concrete detail from the text for support (*to try and get the Huchiol to get light at least so they can work in the drak*); however, no valid inference from the text is provided to explain what the author's central claim about LEDs is. This response includes one complete sentence where errors do not impact readability.

GUIDE PAPER 6

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author's central claim about LEDs are tiny pieces of rock made up of molecules. Another thing is that they are tiny and extremely lightweighted.

Score Point 1 (out of 2 points)

The response provides one concrete detail from the text for support (*they are tiny and extremely lightweighted*); however, no valid inference from the text is provided to explain what the author's central claim about LEDs is. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author supports the claim by try to make the Leds work with out electricity for the light buld to work up to 10 hours.

Score Point 0 (out of 2 points)

This response is totally unintelligible (*The author supports the claim by try, to make the Leds work with out electricity for the light buld to work up to 10 hours*).

GUIDE PAPER 8

Additional

44

What is the author's central claim about LEDs? Use two details from the article to show how the author supports the claim.

The author's central claim about LEDs is These tiny lights appear in digital clock, television streetlights, and the blinking red lights on some sneakers. Another example is

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The author's central claim about LEDs is These tiny lights appear in digital clock, television streetlights, and the blinking red lights on some sneakers. Another example is*).

EXEMPLARY RESPONSE

45

The idea of understanding other people is important in “Excerpt from *The Egypt Game*.” Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Possible Exemplary Response:

In the story “Excerpt from *The Egypt Game*,” the idea of understanding people is important because it shows that when people are understood, they can be accepted. This idea is developed throughout the story. In the first three paragraphs, readers are introduced to two very close friends, Melanie and April. All through the month of August, the girls spend almost every day together. Through frequent trips to the library, they develop a shared interest in learning about ancient Egypt. Through this shared interest, readers understand the close bond that the girls have developed and recognize that Melanie is able to see a side of April that April doesn’t share with all people.

Beginning in paragraph 4, the author describes what both girls worry about as the beginning of the school year approaches. April is nervous about facing “a new class in a new school.” Melanie, on the other hand, is worried about April’s lack of ability to get along with other kids, kids who were different from her. According to Melanie, April would put on a “Hollywood act” around new people which didn’t always make “the right kind of impression.” However, Melanie knew that this wasn’t what April was really like. According to paragraph 6, “April was the most exciting friend that Melanie had ever had. . . .With April, a walk to the library could be a magic token from an invisible power.” Because Melanie had spent so much time with April, and had really gotten to know her as a person, she was able to overlook her “Hollywood act” and understand who she really was as a person. However, Melanie worried that if other kids at her school didn’t understand April like she did, they wouldn’t accept her.

Throughout the story, the reader is able to explore the idea of understanding others through Melanie and April’s friendship. Melanie’s understanding of April is important because it allows her to see past her “Hollywood act” and accept her for who she really is as a person.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

In "Excerpt from The Egypt Game," it is important to understand other people because it allows you to help them and respect/befriend them. This idea is developed in the story when Melanie understands April's fear of school and tries to find a way to help her.

It is important to understand other people because it allows you to help them, respect them, and befriend them. When Melanie became April's friend, she realized how April reacts to others. According to the excerpt, "There was only one thing that April didn't seem to know much about — that was getting along with people. But with other people she was often quite different. With other kids she usually...[acts] terribly grown-up and bored with everything.... There were some things that Wilson kids just wouldn't stand for, and Melanie was afraid that April's... act was one of them." This means that Melanie understands that it is hard for April to be herself and make friends with others. However, she understands that the kids in her, and her friend's future school, may not tolerate April's behavior, thus starting a possible conflict that Melanie needs to avoid.

GO ON

GUIDE PAPER 1b

The idea of understanding others is developed in the story when Melanie understands April's fear of going to a new school. Both Melanie and April understand how hard the first day in a new school can be. The excerpt states, "April was worried because she knew from experience - lots of it - that it isn't easy to face a new class in a new school. She didn't admit it -- but she was having nightmares about the first day of school. But there were some things that Wilson kids just wouldn't stand for, and Melanie was afraid that April's... act was one of them." This quote shows that Melanie understands April's fear of going to a new school since it is not easy to deal with. Even though she knows April's interests, she knows April's unfriendly act around others and fears that April's behavior will not be tolerated in the school because Melanie understands her schoolmates. Because of this, Melanie can see a huge conflict in April's life when entering the new school for the first time.

In conclusion, it is important to understand others for the benefits of helping them, respecting them (and getting respected in return), and befriending them. This is developed in the story when Melanie understands that the personalities of April and the schoolmates can cause a problem. Understanding others can allow Melanie to find a way to help April and to make more friends, even though Melanie already has a lot of friends.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In “Excerpt from The Egypt Game,” it is important to understand other people because it allows you to help them and respect/befriend them. This idea is developed in the story when Melanie understands April’s fear of school and tries to find a way to help her.*). This response demonstrates insightful analysis of the text (*It is important to understand other people because it allows you to help them, respect them and befriend them; This means that Melanie understands that the kids in her and her friends future school, may not tolerate April’s behavior, thus starting a possible conflict that Melanie needs to avoid; The idea of understanding others is developed in the story when Melanie understands April’s fear of going to a new school; This quote shows that Melanie understands April’s fear of going to a new school; Even though she know’s April’s interests, she knows April’s unfriendly act around others and fears that April’s behavior will not be tolerated in the school*). The topic is developed with the sustained use of varied, relevant evidence from the text (*According to the excerpt, “There was only one thing that April didn’t seem to know much about – that was getting along with people. But with other people she was often quite different. With other kids she usually...[acts] terribly grown-up and bored with everything....There were some things that Wilson kids just wouldn’t stand for, and Melanie was afraid that April’s...act was one of them.”; The excerpt states, “April was worried because she knew from experience-lots of it- that it isn’t easy to face a new class in a new school; But there were some things that Wilson kids just wouldn’t stand for, and Melanie was afraid that April’s...act was one of the.”*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*because it allows you to, According to the excerpt, This means that, Both, The excerpt states, but there were, This quote shows that, Because of this, In conclusion*). A formal style is established and maintained through the use of grade-appropriate and stylistically sophisticated language with a notable sense of voice (*respect/befriend, find a way to help her, may not tolerate April’s behavior, starting a possible conflict, unfriendly act, school mates, personalities of April*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented [*In conclusion, it is important to understand others for the benefits of helping them, respecting them (and getting respect in return), and befriending them. This is developed in the story when Melanie understands that the personalities of April and the schoolmates can cause a problem*]. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

In "Excerpt from *The Egypt Game*", the author gives us a tale of two best friends who live in Egypt. But their Egyptian days are coming to an end as school arrives. While both girls have their fears of the first day of school, they are widely different. This excerpt has shown the reader why understanding people is important through the development of the story.

The development of the story is the supplement to this central theme. The development first starts off with April and Melanie both loving Egypt and wanting to know more about it. They then talk about each girls' fears about going to school, like the text says, "April

and Melanie were spending some bad moments worrying about the beginning of the school." April is scared of going to a new class in a new school because of experience. Melanie is scared about April's "Hollywood act" whenever they meet Wilson kids. Like the text says, "She (April) didn't admit it, not even to Melanie but she was having nightmares." Melanie doesn't know this or her experience. She thinks April does it for no reason. This is why we need to understand each other, to stop jumping to conclusions and making assumptions. Understanding people is a way to show trust, and show your vulnerability. To show you are trustworthy.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*This excerpt has shown the reader why understanding people is important through the development of the story; The development first starts off with April and Melanie both loving Egypt and wanting to know more about it*). This response demonstrates insightful analysis of the text (*They then talk about each girls' fears about going to school; April is scared of going to a new class in a new school because of experience; This is why we need to understand each other, to stop jumping to conclusions and making assumptions*). The topic is developed with relevant evidence from the text [*"April and Melanie were spending some bad moments worrying about the beginning of the school."*; *"She (April) didn't admit it, not even to Melanie but she was having nightmares."*]. Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*But, While both, This excerpt, first starts off with, because of, whenever, This is why*). A formal style is established and maintained through the use of grade-appropriate and domain-specific vocabulary (*But their Egyptian days are coming to an end when school arrives, a tale of two best friends, fears of the first day, widely different*). The concluding statement follows from the topic and information presented (*Understanding people is a way to show trust, and show your vulnerability. To show you are trustworthy*). The response demonstrates grade-appropriate command of conventions, with few errors (*jumpin*).

GUIDE PAPER 3a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

In "Excerpt from The Egypt Game" the characters understand each other and other people. Being able to understand others is very important to the story.

Being able to understand other people is important to the story because it helps to create friendships. Also, it makes you understand what a person is or isn't able to do. Line 57 states, "Malania had a feeling that April wasn't going to trim easily." It's important to the story because it shows how well you could know someone.

Throughout the story, this idea is developed by both girls forming a bond through mutual interests and knowing one another's personality.

GUIDE PAPER 3b

Lines 9-10 state, "Melanie was soon as fascinated by the valley of the Nile as April had been." Through this, their bond grew and they understood each other.

April did not get along with others. Since Melania understood the characters of the students at Wilson school as well as April's, it was easy for her to know how they would fit well. Also, understanding April, Melania knew how to work a friendship with her.

Overall, understanding others is an important thing in the story. It helped develop a friendship and helped Melanie to predict others interpretation of April.

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 the Egypt Game” the characters understand each other and other people.*). This response demonstrates insightful analysis of the text (*Being able to understand other people is very important to the story because it helps to create friendships. Also it makes you understand what a person is or isn’t able to do; it shows how well you could know someone; Being able to understand others is very important to the story; Throughout the story, this idea is developed by both girls forming a bond through mutual interests and knowing one another’s personality; understanding April, Melanie knew how to work a friendship with her*). The topic is developed with relevant evidence from the text (“*Melanie had a feeling that April wasn’t going to trim easily.*”; “*Melanie was soon as fascinated by the valley of the Nile as April had been*”; *April did not get along with others*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*because, Also, Throughout the story, Since, Overall*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary with a notable sense of voice. The concluding statement follows from the topic and information presented (*Overall, understanding others is an important thing in the story. It helped develop a friendship and helped Melanie to predict others interpretation of April*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension (*Excerpt, important, friendship*).

GUIDE PAPER 4a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

To general, understanding others is very important. In the Excerpt from *The Egypt Game*, it is conveyed numerously throughout the story between two characters, April & Melanie. First of all, in order for you to be a stable person is to understand others. Melanie And April do this with one another while sharing common(s) interest(s), such as Egypt. For example, "...April found a new book about Egypt, an especially easy interesting one... She passed it on to Melanie... Melanie was soon fascinated..." (Lines 7-9) Melanie understood April's interest of Egypt, and started becoming fascinated. This shows their very sturdy relationship between themselves through understanding. Then, personality

GUIDE PAPER 4b

comes into play, April acts differently around Melanie because they got used to and understand each others personality and qualities. "With Melanie, April was herself, new and different from everyone..." (Lines 213-44) Melanie understands April's traits and accepts them. However, she acts differently around others because she isn't understood by others.

As you can see, understanding someone is the key to being a good friend to someone. April and Melanie both understood each other which created their balanced friendship between them.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In general, understanding others is very important. In the “Excerpt from The Egypt Game,” it is conveyed numerously throughout the story between two characters, April & Melanie*). The response demonstrates grade-appropriate analysis of the text (*in order for you to be a stable person is to understand others. Melanie And April do this with one another while showing common(a) interest(s) such as Egypt; This shows their very sturdy relationship between themselves, through understanding; Then personality comes into play. April acts differently around Melanie because they got used to and understand each others personality and qualities*). The topic is developed with relevant details from the text (“...April found a new book about Egypt, on especially easy interesting one...She passed it on to Melanie...Melanie was soon fascinated...”; “With Melanie, April was herself, new and different from everyone...”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In general, First of all, in order for you, For example, Then, As you can see*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*conveyed, showing common interest, fascinated, sturdy relationship, personality comes into play*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*As you can see, understanding someone is the key to being a good friend to someone. April and Melanie both understood each other which created their balanced friendship between them*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension (*each others, throughout*).

GUIDE PAPER 5a

Additional

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Understanding people is important in "Excerpt from *The Egypt Game*." This idea is developed throughout the story.

Understanding other people is important to the story because it builds up the points of views of the characters. It also helped them find a common interest. For example Melanie understood April which helped her create a point of view on how school will go for her. According to the text "April didn't seem to know much about — that was getting along with people." The text also states that "with other kids she usually put on her Hollywood act, terribly grown-up and bored with everything... Melanie had a feeling that

April wasn't going to trim easily." As you can see, Melanie understood April and was able to learn about her personality and have a point of view on her first day of school. April and Melanie also understand each other when they help each other in the mornings and discuss what they found out.

In conclusion, understanding people is important in this excerpt. This idea is developed throughout the story using the point of view of the characters and the common interest they share and understand each other on which is egypt.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Understanding people is important in "Excerpt from The Egypt Game" and This idea is developed throughout the story*). The response demonstrates grade-appropriate analysis of the text (*Melanie understood April which helped her create a point of view on how school will go for her; Melanie understood April and was able to learn about her personality and have a point of view on her first day of school*). The topic is developed with relevant facts and details from the text ("April didn't seem to know much about – that was getting along with people."); "with other kids she usually put on her Hollywood act, terribly grown-up and bored with everything... Melanie had a feeling that April wasn't going to trim easily"). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*This, It also, which, According to, also, was able to, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*builds up the points of view, common interest, personality*). The response provides a concluding statement which follows from the topic and information presented (*In conclusion, understanding people is important in this excerpt. This idea is developed throughout the story using the point of view of the characters and the common interest they share and understand each other on which is egypt*). The response demonstrates grade-appropriate command of conventions, with few errors that do not hinder comprehension (*excerpt, egypt*).

GUIDE PAPER 6a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

How would you feel if someone didn't understand you? Well, in the "Excerpt from The Egypt Game", it's the opposite. This excerpt shows how important understanding is and the idea of understanding is built on friendship. Understanding others is important to the "Excerpt from The Egypt Game", because the Wilson kids don't actually understand or know April like Melanie did. As an example, in lines 43-44, it states "With Melanie, April was herself, new and different from anyone wild and daring and terribly brave! This shows how Melanie . . .

GUIDE PAPER 6b

Understood April so well that she saw a different side of her. Also, in lines 45-46 "It states" with other kids she usually puts on her Hollywood act, terribly grown-up and bored with everything. This shows that April was afraid to show who she really is due to the fact people wouldn't understand her. In conclusion, understanding people helps others know them.

The idea of understanding people is shown through April's and Melanie's friendship. One example is in lines 50-51 it states "There were just some things Wilson kids wouldn't stand for and Melanie was afraid that April's Hollywood Act was one of them." This shows that Melanie understood April and the Wilson kids so she wanted to protect her in a way. Also in lines 57 it states that "Melanie had a feeling that April wasn't going to give easily." This shows that April would end up showing herself to others like she shows herself to Melanie. In conclusion friendship develops the idea of understanding people. In conclusion, understanding a person helps knowing people.

GUIDE PAPER 6c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*This Excerpt it show how important understanding is and the idea of understandment is built on friendship. Understanding people is an important aspect of friendship*). The response demonstrates grade-appropriate analysis of the text (*This shows how Melanie understood April so well that she saw a different side of her; This shows that April was afraid to show who she really is due to the fact people wouldn't understand her; This shows that Melanie understood April and the Wilson kids so she wanted to protect her in a way*). The topic is developed with relevant facts and details from the text (“*with Melanie, April was herself, new and different from anyone wild and daring and terribly brave.*”; *with other kids she usually puts on her Hollywood act, terribly grown-up and bored with everything*; “*There were Just some things Wilson kids wouldn't stand for and Melanie was afraid that April's Hollywood Act was one of them*”; “*Melanie had a feeling that April wasn't going to trim easily*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*This shows, Also, In conclusion*). A formal style is established and maintained and a concluding statement follows generally from the topic and information presented (*In conclusion friendship develops the idea of understandning people. In conclusion, understaning a person helps knowing people*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*This Excerpt it show how, understandment, The idea of her understand people, understaning*).

GUIDE PAPER 7a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Today, I read a passage called "Excerpt from the Egypt Game." This story is about how in the summer, a girl named Melanie met her new best friend, April and these two get obsessed with the history and people of Egypt. April gets worried because she's starting new classes at Melanie's school. Melanie is also scared but only because she doesn't know how her classmates will react to April.

While I was reading this passage, I felt like understanding people was very important to the story. I started believing this more towards the end of the story,

when readers learn that around other people, April puts on this Hollywood Act where acts grown up and tired.

Melanie does mention that her classmates don't really stand for people that do the "Hollywood Act." When I saw that Melanie mentioned that, that is where I

GUIDE PAPER 7b

got the whole idea of understanding people.

In conclusion, understanding people is a very big part in this story. From April and Melanie understanding the people of Egypt to Melanie's classmates understanding April. Overall, I enjoyed reading this passage because it was fiction but still dealt with real life problems.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*I felt like understanding people was very important to the story*). The response demonstrates a literal comprehension of the text (*This story is about how in the summer a girl named Melanie met her new best friend, - April and these two get obsessed with the history and people of Egypt; When I saw that Melanie mentioned that, that is where I got the whole idea of understanding people*). The topic is partially developed with the use of relevant evidence, with some inconsistency (*April puts on this Hollywood Act where acts grow up and bored; her classmates don't really stand for people that do the "Hollywood Act"*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*Today, This, While, that is where I, In conclusion*). This response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, understanding people is a very big part in this story. From April and Melanie understanding the people of Egypt to Melanie's classmates understanding April*). The response demonstrates grade-appropriate command of conventions, with few errors (*where acts*).

GUIDE PAPER 8a

Additional

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Yes understanding people is important. You have to look at their feelings. Not just yours. Like April did. Even Melanie.

April was scared about her new class. She didn't even meet the people yet. They could be a really good friend. On line 26 it mentions "that it isn't easy to face a new class in a new school." April doesn't understand the people or kids. Melanie really didn't understand April. She always thought she would be bad in front of her friends. On line 57 it mentions "Melanie had a feeling that April wasn't going to trim easily." She never asked April if she could not do all the embarrassing stuff in front of her friends. Then April would have stopped. But Melanie never asked and kept on worrying about

April going to her school.

This is why you should always understand other people and your friends.

Trust in your friends. And if you do trust in your friends that when they're your real

friends. Never be scared of a new class in a new school. You could always make new friends

like you did in your other schools.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Yes understanding people is important. You have to look at their feelings. Not just yours. Like April did. Even Melanie*). The response demonstrates a literal comprehension of the text (*April was scared about her new class. She didn't even meet the people yet; April doesn't understand the people or kids. Melanie really didn't understand April; She never asked April if she could not do all the embarrassing stuff in front of her friends*). The topic is partially developed with the use of relevant evidence, with inconsistency ("that it isn't easy to face a new class in a new school."); "Melanie had a feeling that April wasn't going to trim easily."). The response exhibits some attempt at organization, with inconsistent use of transitions (*On line, Then, This is why*). This response provides a concluding statement or section that follows generally from the topic and information presented (*This is why you should always understand other people and your friends. Trust in your friends. And if you do trust in your friends that when they're your real friends*). The response demonstrates emerging command of conventions, with some errors (*embarrassing, wasn't, Wever*).

GUIDE PAPER 9a

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Understanding people is important in "Excerpt from *The Egypt Game*. The understanding of other people is important the story because this helps the characters in the story develop.

The understanding of other people is important to the story "*The Egypt Game*" because, it helps but sometime doesn't help the characters develop. The text states, "But there were somethings that the Wilson kids just wouldn't stand for, and Melanie was afraid that April's Hollywood Act was one them." This shows that the kids at Wilson would not want to

GUIDE PAPER 9b

understand April's hollywood act. This helps develop the story because this shows that April has a hard time try to connect with friend, but also has trouble trying to making friends. She has trouble making friend because of her "Hollywood Act".

The Shows how the understanding of other people is important to the story. It also shows how this idea develop the story it self.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Understanding people is important in “Excerpt from The Egypt Game. The understanding of other people is important the story because this helps the characters in the story develop*). The response demonstrates little comprehension of the text (*The understanding of other people is important to the story “The Egypt Game” because it helps but sometime doesn’t help the characters develop; This shows that the kids at Wilson would not want to understand April’s hollywood act; She has trouble making friend because of her ‘Hollywood Act’*). The topic is partially developed with the use of relevant evidence, with inconsistency (“*But there were somethings that the Wilson kids just wouldn’t stand for and Melanie was afraid that April’s Hollywood Act was one them*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*because, The text states, But, This shows*). This response provides a concluding statement or section that follows generally from the topic and information presented (*The shows how the understanding of other people is important to the story. It also shows how this idea develop the story it self*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*somethings, The shows, trying to making, how this idea develop the story it self*).

GUIDE PAPER 10

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

To understand other people is important to the story because to understand the people says to you what their life is school zilpha keatley snyder writer the story, this idea is developed throughout the the story is to tell more about the story and say more the story, melanie had a feeling that feeling that April wasn't going to trim easily, this is because

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*To understand other people is important to the story and this idea is developed throughout the the story is to tell more about the story and say more the story*). The response demonstrates little understanding of the text (*because to understand the people says to you what their life in school*). This response demonstrates an attempt to use minimal evidence, some of which is generally invalid or irrelevant (*Melanie had a feeling that feeling that April wasn't going to trim easily*). The response exhibits some attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*To understand other people, say more the story, the people says to you*).

GUIDE PAPER 11

Additional

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

In "Excerpt from The Egypt Game" it is important to understand other people and develop an idea.

Understanding other people is important because you can know what they are trying to say or do. For example April and Melanie use hieroglyphics to write each other secret messages to each other.

On the other hand developing an idea is important because you can visualize them going to the library and having fun.

In concluding having and understanding and idea about the story can help you read better.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not follow logically from the task and purpose (*In "Excerpt from the Egypt Game" it is important to understand other people and develop an idea*). The response demonstrates little understanding of the text (*Understanding other people is important because you can know what they are trying to say or do; developing an idea is important because you can visualize them going to the library and having fun*). This response demonstrates an attempt to use minimal evidence, some of which is generally invalid or irrelevant (*April and Melanie use hieroglyphics to write each other secret messages to each other*). The response exhibits some attempt at organization; however, it provides a concluding statement that is illogical (*In concluding having and understanding and idea about the story can help you read better*). The response demonstrates emerging command of conventions, with some errors (*vizulize; concluding having and understanding and idea*).

GUIDE PAPER 12

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

I read an excerpt from "The Egypt Game". It's important to understand people in the story because people might something completely opposite of the other person. The ideas is formed from people who don't want to share the things they're hiding.

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 read an excerpt from "The Egypt Game". It's important to understand people in the story because people might something completely opposite of the other person*). The response demonstrates little understanding of the text (*The ideas is formed from people who don't want to share the things they're hiding*). This response provides no evidence. The response exhibits little attempt at organization, and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 13

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

TO UNURSTAD THE CAKERT
BETTR

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the text and task (*TO UNURSTAD THE CAKERT BETTR*). No evidence is provided. This response exhibits no evidence of organization. This response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 14

Additional

45

Understanding people is important in "Excerpt from *The Egypt Game*." Why is understanding other people important to the story? How is this idea developed throughout the story? Use details from the story to support your response.

In your response, be sure to

- explain why understanding other people is important to the story
- explain how this idea is developed throughout the story
- use details from the story to support your response

Why was April acting weird
with other people but not Melanie?

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the text and task (*Why was April acting weird with other People but not Melanie?*). No evidence is provided. This response exhibits no evidence of organization. This response is minimal, making assessment of conventions unreliable.

EXEMPLARY RESPONSE

46

How does line 46 affect the reader’s understanding of the story? Use two details from “How I Lost My Station in Life” to support your response.

Possible Exemplary Response:

Line 46 in the story “How I Lost My Station in Life” states “But on Mondays it was back to Youngstown.” This line affects the reader’s understanding of the story by reinforcing the idea that the narrator and her family plan to make Youngstown their permanent home, despite the fact that they are so uncomfortable staying at their Aunt Ro and Uncle Iz’s house. In lines 37 through 45, the narrator contrasts how she and her family feel staying in Youngstown and how they feel staying at her Aunt Wilma’s on weekends across the state line in Pennsylvania. “. . . none of us was very comfortable during the week in Aunt Ro’s big house with the live-in maid . . . At Aunt Wilma’s we were much more crowded and much more comfortable.” Even though the family was happier staying in Pennsylvania, on Mondays the narrator and her family would reluctantly return to Youngstown. The ideas in Line 46 are also reinforced by the narrator’s discussion of attending school in Youngstown, which shows that the family is making Youngstown their permanent home: “Once enrolled, she could remain there even after we found affordable housing” (line 50).

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1a

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

In line 46, it says, "But on Mondays, it was back to Youngstown." This affects the readers understanding of the story because the main protagonist or Narrator means this is a negative matter. Like they do not want to go back to Youngstown with their Aunt Rozella. They do not want to go there because, it says, "None of us was very comfortable during the week in Aunt Ro's big-house, with the live-in Maid." therefore the narrator did not want to go to their Aunts house, which made them hesitant to stay at Aunt Wilma's house because they felt more comfortable. Weekends were another matter. On weekends we went to Farrell, just over the state line in Pennsylvania, where my father would meet us. There we stayed with my father's Sister, Aunt Wilma. Worked in a bakery. This shows the uncomfortability of living at Aunt Rozella's house, and the comfortability of staying at Aunt Wilma's. This is why this can affect the readers understanding of the story.

GUIDE PAPER 1b

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how line 46 affects the reader's understanding of the story (*because the main protagonist or Narrator means this in a negative matter*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("None of us was very comfortable during the week in Aunt Ro's big-house, with the live-in-Maid." Therefore the Narrator did not want to go to their Aunts house and "Weekends were another Matter. On weekends we went to Farell, just over the state line in Pennsylvania, where my father would meet us. There we stayed with my fathers sister. Aunt Wilma worked in a bakery." This shows the uncomfortability of living at Aunt Rozella's house and the comfortability of staying at Aunt Wilmas). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

How does line 46 affect the reader's understanding of the story is because of the way it was written, it shows that the family didn't want to go back to Aunt Rozella's house.

Two evidences to support my claim is : "At Aunt Wilma's we were much more crowded and much more comfortable," and "none of us was very comfortable during the week in Aunt Ro's big house with the live-in maid." These two evidences shows some clues of which the family didn't like living with Aunt Rozella, and wouldn't go back if they have had other options at the time.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how line 46 affects the reader's understanding of the story (*because of the way it was written, it shows that the family didn't want to go back to Aunt Rozella's house*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("At Aunt Wilma's we were much more crowded and much more comfortable," and "none of us was very comfortable during the week in Aunt Ro's big house with the live-in maid."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

Line 46 in the story helps the reader achieve better understanding of the story. It creates a sense of dread and disappointment. At Aunt Wilma's the family is far more comfortable, than at Aunt Ro's. "She had a big house, yes, but she had other uses for it." The narrator informs the reader that the spacious house that Aunt Ro has is vastly different from the comfortable home of Aunt Wilma. "At Aunt Wilma's we were much more crowded and much more comfortable." That's how line 46 gave us more insight into the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how line 46 affects the reader's understanding of the story (*It creates a sense of dread and disappointment*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*At Aunt Wilma's the family is far more comfortable, than at Aunt Ro's; "She had a big house, yes, but she had other uses for it."; "At Aunt Wilma's we were much more crowded and much more comfortable."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

Line 46 affects the readers understanding of the story because it gives a feeling that this family has to move a lot. The family was already at the narrators aunt's house for the weekends but every Monday they would have to go back to Youngstown.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how line 46 affects the reader's understanding of the story (*because it gives a feeling that this family has to move a lot*); however, this response only provides one concrete detail from the text for support (*The family was already at the narrators aunt's house for the weekends but every Monday they would have to go back to Youngstown*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

It affects the reader's understanding, because the reader now knows that the family travels a lot. Every week they switch states and switch houses.

Score Point 1 (out of 2 points)

This response provides some relevant information from the text (*Every week they switch states and switch houses*); however, no valid inference from the text is provided to explain how line 46 affects the reader's understanding of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

The line 46 affects the understanding of the story because now we know that she is going to be uncomfortable.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how line 46 affects the reader's understanding of the story (*because now we know that she is going to be uncomfortable*); 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

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

The line 46 affect the story because the setting affect it more. The story was more talking about the setting or the story.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The line 46 affect the story because the setting affect it more. The story was more talking about the setting or the story*).

GUIDE PAPER 8

Additional

46

How does line 46 affect the reader's understanding of the story? Use two details from "How I Lost My Station in Life" to support your response.

It is probably touching he/she in the heart.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It is probably touching he/she in the heart*).

EXEMPLARY RESPONSE

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Possible Exemplary Response:

In the story “How I Lost My Station in Life,” Morley is important because he helps the narrator develop a deeper understanding of herself and her role in the family, and also because he is the cause as to why the narrator is no longer viewed or treated as the “baby” of the family. By observing Morley’s behavior and his interactions with others, she is able to see her previous standing as the “baby” of the family from a different perspective. She realizes that her own position in the family is changing given her new situation living with her aunt and uncle.

In the first paragraph of the story, the narrator relishes in her role as “the baby”: “I always enjoyed—really, really enjoyed—being the baby of the family. . . . The baby of the family is never expected to do things as well as the older ones do . . . The baby of the family is always in training. She gets the kind of attention that is something between being a daughter and being a household pet. And she feels slightly adorable even when she isn’t.” In the final paragraphs of the story, after closely observing her cousin, the narrator makes the difficult realization that things have changed for her. Jealous of her cousin, who always needed to be the center of attention and who “was treated as extremely adorable even when he wasn’t even slightly,” the narrator quickly realizes that she “would be expected to do things as well as the older ones because [she] was one of them now.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important to the narrator's understanding of herself because he makes her realize what being the older one in the family feels like. A quote that supports this is, "There is an unexpected quality to everything you do when you are the baby of the family." This shows that the narrator is used to and loves the feeling of being the baby of the family. Another quote that supports the claim is, "Furthermore, as the new family pet, he was treated as extremely adorable even when he wasn't even slightly." This quote shows that because Morley is the baby of his family, he always needs all of the attention.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why Morley is important to the narrator's understanding of herself (*because he makes her realize what being the older one in the family feels like*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("There is an unexpected quality to everything you do when you are the baby of the family." and "Furthermore, as the new family pet, he was treated as extremely adorable even when he wasn't even slightly."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important for me understanding because it shows the narrator how much she got used to being a baby, and how much she loved it. "... I had observed that my cousin Morley, who paid attention to no one, needed a lot of attention himself." You can sense a bit of hatred and jealousy when the narrator says this. "I always enjoyed - really, really enjoyed - being the baby of the family."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why Morley is important to the narrator's understanding of herself (*because it shows the narrator how much she got used to being a baby, and how much she loved it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*... I had observed that my cousin Morley, who paid attention to no one, needed a lot of attention himself.*" and "*I always enjoyed – really, really enjoyed – being the baby of the family*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important to the narrator's understanding of herself because the narrator used to be the "baby" of the family. But now Morley is the baby of the family and the narrator saw where she used to stand in her family. The narrator also has the role of one of the older siblings that she never used to have.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why Morley is important to the narrator's understanding of herself (*because the narrator used to be the "baby" of the family*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*But now Morley is the baby of the family and the narrator saw where she used to stand in her family and The narrator also has the role of one of the older siblings that she never used to have*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important to the narrator's understanding of herself, because Morley is smart just like her, and he/she is his/her cousin.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text that explains why Morley is important to the narrator's understanding of herself (*morley is smart just like her*); however, the response only provides one relevant detail from the text for support (*he/she is his/her cousin*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley was important to the narrator because the article said "their adorable little boy, my cousin Morley." And it said "Morley was smart for his age-not smart enough to get A's in school."

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 ("*their adorable little boy, my cousin Morley.*" and "*Morley was smart for his age- not smart enough to get A's in school.*"); however, the response does not provide a valid inference from the text to explain why Morley is important to the narrator's understanding of herself. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important because it shows the narrator that she/he is more comfortable when being the younger child. The narrator feels much less comfortable when he is with Morley because he/she now becomes one of the big kids with more responsibility.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text that explains why Morley is important to the narrator's understanding of herself (*because it shows the narrator that she/he is more comfortable when being the younger child*); however, the response only provides one relevant detail from the text for support (*The narrator feels much less comfortable when he is with Morley because he/she now becomes one of the big kids with more responsibility*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Morley is important to the narrator's understanding of herself because the narrator talks different about her... and says different things.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Morley is important to the narrator's understanding of herself because the narrator talks different about her and says different things*).

GUIDE PAPER 8

Additional

47

Why is Morley important to the narrator's understanding of herself? Use two details from the story to support your response.

Because Morley is like one of the main characters so it is important to the narrators understanding of herself.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Because Morley is like one of the main characters so it is important to the narrators understanding of herself*).

EXEMPLARY RESPONSE

48

What is a central idea of “Food Fakeout!”? Use two details from the article to support your response.

Possible Exemplary Response:

The central idea of the article “Food Fakeout!” is that it can sometimes be tricky and difficult to make healthy decisions about what and how much to eat. For example, as the section “Tricky Truth #1: Plate Size Matters” states, we can sometimes be deceived into serving ourselves too much food or drink based on the size of the container. According to this section, “With a big plate or bowl, a normal-size portion looks smaller in comparison That means you’re going to serve yourself more food to fill it up.” In addition, we often end up with an unhealthy understanding of serving size based on the serving size provided at restaurants or the amount of food pictured on a food package. In the section “Tricky Truth #3: Labels are Tricky,” the author describes “the halo effect” which means that “when something has one good quality (‘whole-grain’) or a positive rep (granola), it shines like a halo—and we think everything else about it is grand.” These are just several examples of how we can easily be deceived into making poor choices about our eating habits.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

A central idea of "Food Fakeout" is to be careful and wary of what and how you eat because there are many deceitful factors Out there that can lead you into eating in an unhealthy fashion. This can be supported by line 22 which states, "With a big plate or bowl, a normal-size portion looks smaller in comparison"; this shows one of the deceiving factors that could lead you to eat too much. The passage goes on to inform the reader on some methods to use in order to escape the deceit by stating in line 26 thus; "Pay attention to portion size, and don't just load your bowl, plate, or glass to capacity". This quote shows the reader a method of overcoming the trickiness of plate or glass size and food portion.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that identifies a central idea of "Food Fakeout!" (*to be careful and wary of what and how you eat because there are many deceitful factors Out there that can lead you into eating in an unhealthy fashion*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("With a big plate or bowl, a normal-size portion looks smaller in comparison" and "Pay attention to portion size, and don't just load your bowl, plate, or glass to capacity"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

The central idea of "Food Fakeout" is about people eating more than the proportion they are suppose to eat and a better way to balance your food. In the text it states "Good nutrition is not only about choosing what to eat, but also about when to eat and how much to eat." This explains that just eating right doesn't help but also the time to eat and how much we eat matters. In the text it also states "Today the restaurants small is 16 ounces". This explains that the amount restaurants are serving is to much.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that identifies a central idea of "Food Fakeout!" (*people eating more than the porportion the are suppose to eat and a better way to balance your food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Good nutrition is not only about choosing what to eat, but also about when to eat and how much to eat." and "Today the restaurants small is 16 ounces". *This explains that the amount restaurants are serving is to much*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

The central idea of Food Fakeout is to just basically be smart about how you eat and to be foolproof. I can prove this because in the text it states "Sometimes just stopping to think (for example: could this "healthy" chain restaurants Philly cheesesteak really be as good for me as it's lean turkey sandwich) will help". It also says "It just means you should be carefull with products that claim to be healthy, or that you associate with healthy brands."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that identifies a central idea of "Food Fakeout!" (*just basically be smart about how you eat and to be foolproof*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"Sometimes just stopping to think (for example: could this "healthy" chain restaurants Philly cheesesteak really be as good for me as it's lean turkey sandwich) will help"* and *"It just means you should be carefull with products that claim to be healthy, or that you associate with healty brands."*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

The central idea of "Food Fakeout" is about little things that are causing you to eat to much in one sitting or think unhealthy food is good for you. "Good nutrition is not only about choosing what to eat, but also about when to eat and how much to eat".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text that identifies a central idea of "Food Fakeout!" (*little things that are causing you to eat to much in one sitting or think unhealthy food is good for you*); however, the response only provides one concrete detail from the text for support (*"Good nutrition is not only about choosing what to eat, but also about when to eat and how much to eat"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

48

What is a central idea of "Food Fakeout!"? Use two details from the article to support your response.

What another example say you're at a healthy smoothiel shop and see a berry shake that's labeled low-fat and all-natural! So you say cood.

Score Point 1 (out of 2 points)

This response provides one concrete detail from the text for support (*What another example say you're at a healthy smoothiel shop and see a berry shake that's labeled low-fat and all-natural so you say cood*); however, the response does not provide a valid inference from the text that identifies a central idea of "Food Fakeout!". This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

the central idea is that when someone goes to a fast food place they see the food and they buy something with high calories, for example lightny and Noise make you eat faster.

Score Point 1 (out of 2 points)

This response provides one concrete detail from the text for support (*Lightny and Noise Make you eat faster*); however, the response does not provide a valid inference from the text that identifies a central idea of "Food Fakeout!". This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

The central idea of "Food Fakeout"

↳

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The central idea of "Food Fakeout" is*).

GUIDE PAPER 8

Additional

48

What is a central idea of "Food Fakeout"? Use two details from the article to support your response.

The central idea of food fake is that the image of the container may be have a large length but width would be more size.

Score Point 0 (out of 2 points)

This response is unintelligible (*The central idea of food fake is that the image of the container may be have a large length but width would be more size.*).

EXEMPLARY RESPONSE

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” add to the information in the article? Use two details from the article to support your response.

Possible Exemplary Response:

The section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” adds to the information in the article because it provides additional examples of how our environment and perceptions can influence our eating choices. For example, the first bullet states that “bright lights and loud music make you eat faster” and recommends to “sit back, relax, and enjoy your meal.” The second bullet cautions against eating in front of the television, stating that “if you are distracted, you’ll eat more” because you “won’t remember how much you’ve already had.” Finally, the third bullet recommends eating foods that leave evidence (e.g., wrappers) so that you have reminders of how much you’ve eaten and so that you don’t overindulge. These are all examples of how perceptions can influence our eating choices.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

The section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the article’s information by backing it up with more reasons that we eat too much without knowing. In the article “Bright lights and loud music make you eat faster.” Another evidence is “If you’re distracted, you’ll eat more.” This shows that we sometimes eat more than we need to, without knowing.

Score Point 2 (out of 2 points)

This response provides a valid inference to explain how the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article (*by backing it up with more reasons that we eat too much without knowing*). The response provides a sufficient number of details from the text for support as required by the prompt (“*Bright lights and loud music make you eat faster.*” and “*If you’re distracted, you’ll eat more.*”). The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

49

How does the section "More Crazy Things that Affect How Much You Eat!" in "Food Fakeout!" supports the information in the article? Use two details from the article to support your response.

The section "More Crazy Things that Affect How Much You Eat" supports the information in the article by letting the reader know how their surroundings can effect how much they are consuming. For Example, "Bright lights and loud music makes you eat faster". Also, in the section "Tv And Friends" it is telling you how being distracted, will let you eat more. This evidence supports the answer because it is telling us all about the effect places have on us eating.

Score Point 2 (out of 2 points)

This response provides a valid inference to explain how the section "More Crazy Things that Affect How Much You Eat!" in "Food Fakeout!" supports the information in the article (*by letting the reader know how their surroundings can effect how much they are consuming*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Bright lights and loud music make you eat faster" and *in the section "Tv And Friends" it is telling you how being distracted, will let you eat more*). The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 3

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

The section “More crazy things that affect how much you eat!” supported the information in the article because the section says that there are many ways to overdo it when it comes to food. As said in the second bullet, “This is partly because you want remember how much you’ve already had.” This is similar to what they said in the text about being distracted while you eat. Another detail is, “and keeps you from overindulging”

Score Point 2 (out of 2 points)

This response provides a valid inference to explain how the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article (*because the section says that there are many ways to overdo it when it comes to food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*This is partly because you want to remember how much you’ve already had.*” and *being distracted while you eat*). The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 4

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

The Section is support The information
in the article by showing good tip
① Bright lights and loud music make
you eat faster ② if you distracted
you'll eat more.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*1 Bright lights and loud music make you eat faster 2 if you distracted you'll eat more*); however, the response does not provide a valid inference to explain how the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article. The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

In “More crazy Things that Affect How Much You Eat!” it states how things can cause you to overeat. And in “Food Fakeout” it helps you to ~~not~~ be wise about what your eating. They both help you to know better when you eat.

Score Point 1 (out of 2 points)

This response provides a valid inference to explain how the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article (*it states how things can cause you to overeat*); however, the response only provides one concrete detail from the text for support (*in “Food Fakeout” it helps you to be wise about what your eating*). The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 6

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

“More Crazy Things that Affect How Much you Eat!” supports the information in the article by showing how much people based on their surrounding or what they’re doing. For example, in lines 26 it says “pay attention to portion size and don’t just over load your bowl.” This shows that you may catch a stomach ache if you’re eat but when you’re distracted you can eat more than usual. Also, in lines 20-21 it explains that too much of a big, wide bowl is too much. This shows that due to surroundings you can eat more.

Score Point 1 (out of 2 points)

This response provides a valid inference to explain how the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article (*by showing how much people based on their surrounding or what they’re doing*); however, the response does not provide two concrete details from the text for support as required by the prompt. The response is written in complete sentences where errors do not impact readability.

GUIDE PAPER 7

49

How does the section “More Crazy Things that Affect How Much You Eat!” in “Food Fakeout!” supports the information in the article? Use two details from the article to support your response.

It goes with the article.
It tell you what happenes if
you eat more.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is inaccurate (*It tell you what happenes if you eat more*).

GUIDE PAPER 8

Additional

49

How does the section "More Crazy Things that Affect How Much You Eat!" in "Food Fakeout!" supports the information in the article? Use two details from the article to support your response.

The section with food is that restaurants and food companies keep making their products larger without all that food.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The section with food is that restaurants and food companies keep making their products larger without all that food*). The response only references details from outside the selected section.

EXEMPLARY RESPONSE

50

According to “Why Most Food Labels are Wrong About Calories,” why is calorie counting not simple to do? Use two details from the article to support your response.

Possible Exemplary Response:

According to the article “Why Most Food Labels are Wrong About Calories,” calorie counting is not simple because the way in which a food is processed affects how many calories our bodies actually take in and process from that food. According to lines 59 and 60, “Researchers find it hard to predict precisely how many extra calories will be gained when our food is more highly processed.” For example, in the section “Softer foods are calorie-saving,” the author states that in a laboratory test, rats were given two types of food. One kind was solid pellets and the other kind was puffed pellets which contained more air. After eating the same weight of food and same number of counted calories, researchers found that the rats eating the puffed pellets “grew heavier and had 30% more body fat than their counterparts eating regular chow.” This study shows that despite the fact that we can determine the precise number of calories in food, we cannot fully take into account the known effects of food processing and how many actual calories our bodies will process from that food.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

50

According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

Caloric counting is not simple to do because the nutrition facts do not tell you everything. In the text it states "Researchers find it hard to predict precisely how many extra calories will be gained when our food is more highly processed." This explains that they make an estimate not an exact number. In the text it also states "By contrast they find it easy to show that if a food is digested completely it will yield a specific number of calories."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories" (*because the nutrition facts do not tell you everything*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Researchers find it hard to predict precisely how many extra calories will be gained when our food is more highly processed." and "By contrast they find it easy to show that if a food is digested completely it will yield a specific number of calories"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

50

According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

The passage explains clearly why calorie counting is not simple. Calories differ between different types of cooked, raw, processed, and unprocessed foods. For example highly processed foods take less energy to digest which means people gain more calories from them. The same goes for generally softer foods. The passage states, "Our favorite foods have been so lovingly prepared that they melt in the mouth." This is bad because you don't have to digest this food as much.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories" (*Calories differ between different types of cooked, raw, processed, and unprocessed foods*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*highly processed foods take less energy to digest which means people gain more calories from them* and "*Our favorite foods have been so lovingly prepared that they melt in the mouth.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

50

According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

Calorie counting is not simple to do because the amount of calories you receive from a food depends on how highly processed it is. Since the calories are based on how processed the food is, the calories on the label cannot always be exact. Many foods are more processed than others, meaning that you would have to find out how processed it is and then calculate the calories. The text states, "...how many calories you actually get out of your food depends on how highly processed it is." As well as, "If you eat your food cooked, you will tend to lose weight."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories" (*because the amount of calories you receive from a food depends on how highly processed it is*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Since the calories are based on how processed the food is, the calories on the label cannot always be exact* and "*...how many calories you actually get out of your food depends on how highly process it is.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

50

According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

According to "Why Most Food Labels are Wrong About Calories," Calorie Counting is not a simple thing to do because they don't tell the whole story and don't say how much calories you're actually going to receive. For example, "therefore mis-measures what our bodies are actually harvesting from the food."

According to paragraph 65. This shows that according to this story, you don't know what you're going to get so that's why it's hard to read.

Furthermore,

Score Point 1 (out of 2 points)

This response provides a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories" (*because they don't tell the whole story and don't say how much calories you're actually going to receive*); however, the response only provides one concrete detail from the text for support (*"therefore mis-measures what our bodies are actually harvesting from the food."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

50

According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

According to "why most food labels are wrong about calories," calorie counting is not simple to do because the amount of info they give in a product isn't enough. According to the article for example it states, "But the calls for change have failed. The problem is a shortage of information." This quote shows how

Score Point 1 (out of 2 points)

This response provides a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories" (*because the amount of info they give in a product isn't enough*); however, the response only provides one concrete detail from the text for support (*"But the calls for change have failed. The problem is a shortage of information."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

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According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

most food labels are wrong because they show you what they contain, not what they give you. "A calorie is a measure of usable energy." quote is describing how it is contained with energy, nothing more. It has different calories instored like, "starch, glucose." This can show this isn't simple to do counting on its calorie

Score Point 1 (out of 2 points)

This response provides some relevant information from the text to develop the response according to the requirements of the prompt ("A calorie is a measure of usable energy." and *It has different calories instored like, "starch, glucose."*); however, the response does not provide a valid inference from the text that explains why calorie counting is not simple to do according to "Why Most Food Labels are Wrong About Calories." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

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According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

Calorie counting is not simple to do because you need to add in the amount you are eating and what you are eating.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Calorie counting is not simple to do because you need to add in the amount you are eating and what you are eating*).

GUIDE PAPER 8

Additional

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According to "Why Most Food Labels are Wrong About Calories," why is calorie counting not simple to do? Use two details from the article to support your response.

c Calorie counting not simple
to do because food has so
many calories.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Calorie counting not simple to do because food has so many calories*).

EXEMPLARY RESPONSE

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are the purposes similar and/or different? Use details from both articles to support your response.

In your response, be sure to

- explain the authors' purpose for writing "Food Fakeout!"
- explain the author's purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar and/or different
- use details from both articles to support your response

Possible Exemplary Response:

The author's purpose for writing "Food Fakeout!" is to help readers understand that it can sometimes be difficult to make healthy decisions about what and how much to eat because of our environment and our perceptions of food. The author provides several examples of how we are misled to make poor eating choices and offers advice for recognizing our eating behavior and making good choices when it comes to food. In the second paragraph, after the reader has taken a short quiz, the author states, "Don't worry if you didn't ace the quiz, because this story wouldn't exist if we expected you to get those questions right. They're tricky. And so are all the little things in your environment that are causing you to eat too much in one sitting or think unhealthy food is good for you. Let us explain." This supports the author's purpose that his intent is to raise readers' awareness of their understanding about food and provide information to help readers make better choices about what they eat.

In contrast, the authors' purpose for writing "Why Most Food Labels are Wrong About Calories" is slightly different. While the authors are trying to raise readers' awareness about how food labels can be "tricky" and misinterpreted, which is similar to the author's purpose for writing "Food Fakeout!," they are also making a strong case for reforming our calorie-counting system and the type of information we provide on food labels. In the final paragraphs, the authors state that it would be much easier to make informed decisions about what we eat if "our food labels gave us some advice about how many calories we would save by eating less-processed food," and raise the issue that "for decades there have been calls by distinguished committees and institutions to reform our calorie-counting system. But the calls for change have failed."

The authors' purposes for writing the two articles are similar because they provide information about why consumers can be misinformed about the amounts and types of food we eat. Specifically, the authors' purposes for both articles discuss the shortcomings of food labels. In "Food Fakeout!" the author states that just because a berry shake is labeled "low-fat and all-natural" doesn't mean that it doesn't have "almost a day's worth of sugar and more calories than a fast-food meal." In the article "Why Most Food Labels are Wrong About Calories," the authors discuss why the calories on a food label can be misinterpreted since they don't take into consideration how the food was processed.

The authors' purposes for writing are slightly different as well, as stated previously. While the author of "Food Fakeout!" addresses issues with how food information is presented to consumers (e.g., "restaurants and food companies keep making their products larger without telling you . . ."), the author's purpose is not to call for changes to address these issues, but instead raise awareness about these issues for the consumer. In contrast, the article "Why Most Food Labels are Wrong About Calories" makes the argument that institutions need to change how information about food is presented to the consumer.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

51

What are the authors' purposes for writing "Food Fakeout" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

The author's purpose for writing "Food Fakeout!" was so as to inform readers about factors in our everyday lives that affect our food choices such as size, intervals between meals, plate size, labels and amount per serving. This can be supported by the articles' headings which state; "Plate Size Matters", which discusses how the same portion of food can look different on different plate sizes. The heading, "Too Many Servings" which discusses the sneaky things food companies and fast-food restaurants do without the consumer's consent. And finally, "Labels Are Tricky" which talks about how a food's name could trick you into believing that any amount you eat of it would be healthy although that is not the case. The author does take time to give foolproofing methods in order to GO ON

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Form 8

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not fall victim to these tricks.

GUIDE PAPER 1b

The author's purpose in the passage, "Why Most Food Labels are Wrong About Calories" would be that although foods that are raw or processed have the same amount of calories, the human body tends to gain more of those calories when they eat the processed version of that food. This can be supported by lines 10-11 which state, "If you eat your food raw, you will tend to lose weight. If you eat the same food cooked, you will tend to gain weight. This shows the danger of putting your trust in calorie count food labels. The author also discusses the dilemma their researchers are facing in the system between raw and processed foods in lines 65 and 66 which heightens the problems and difficulties due to information shortage.

The similarities between these two passages would be that they both discuss declining food factors such as plate size and serving amount on the part of "Food Fathead!" and calorie count difference in processed and raw food in "Why Most Food Labels are Wrong about Calories". A difference between the two articles would be that while "Food Fathead!" focuses more on factors that affect our daily eating habits, "Why Most Food Labels are Wrong About Calories" addresses the calorie difference between GO ON processed and raw foods.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*The authors purpose for writing “Food Fakeout!” was so as to inform reader about factors in our everyday lives that affect our food choices such as size, intervals between meals, plate size, labels and amount per serving and The author’s purpose in the passage; “Why Most Food Labels are Wrong About Calories.” would be that although foods that are raw or processed have the same amount of calories, the human body tends to gain more of those calorie when they eat the processed version of that food*). This response demonstrates insightful analysis of the texts (*The author does take time to give foolproofing methods in order to not fall victim to these tricks; This shows the danger of putting your trust in calorie count food labels; The similarities between these two passages would be that they both discuss deceiving food factors; A difference between the two articles would be that while “Food Fakeout” focuses more on factors that affect our daily eating habits, “Why Most Food Labels are Wrong About Calories” addresses the calorie difference between processed and raw foods*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (“*Plate size Matters*”, which discusses how the same portion of food can look different on different plate sizes; “*Labels Are Tricky*” which talks about how a foods name could trick you into believing that any amount you eat of it would be healthy although that is not the case; “*if you eat your food raw, you will tend to lose weight. If you eat the same food cooked, you will tend to gain weight*”). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*The author’s purpose, such as, This can be, which discusses, although, This shows, also*). A formal style is established and maintained through the use of grade-appropriate language, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*inform, foolproofing methods, not fall victim, shows the danger, putting your trust in, deceiving food*). The response demonstrates grade-appropriate command of conventions, with few errors (*inform reader about*).

GUIDE PAPER 2a

Additional

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

The author of the passage, "Food Fakeout!" wrote it to inform readers on how they are being tricked by food companies into eating more servings of food. The author of the passage, "Why Most Food Labels are Wrong About Calories," wrote it to tell readers how many of the labels on their food do not contain the right information.

These two purposes have many similarities. One similarity is that they both discuss food nutrition and portion size. The first passage talks about how people are now tricked into eating big portions of food, which makes them unhealthy. This relates to the

second passage, which talks about how food labels don't properly show the nutrition and calories people are eating. The text states, "you're going to serve yourself more food to fill up."

However, despite these similarities, there are also many differences between the two passages. One difference is that the first passage talks about serving size while the second one does not. The text states, "I'll eat the extra apple; almost a day's worth of sugar and more calories than a fast food meal." In addition, another difference is that the second passage talks about nutrition labels being wrong while the first passage does not.

In conclusion, "Food FixKout!" and, "Why Most Food Labels are Wrong About Calories," both have specific purposes for being written. They want to inform readers about the food they are eating. These purposes were both similar, but at the same time showed many differences as well.

GUIDE PAPER 2c**Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*The author of the passage, “Food Fakeout!” wrote it to inform readers on how they are being tricked by food companies into eating more servings of food; The author of the passage, “Why Most Food Labels are Wrong About Calories,” wrote it to tell readers how many of the labels on their food do not contain the right information; These two purposes have many similarities; However, despite these similarities, there are also many differences between the two purposes*). This response demonstrates insightful analysis of the texts (*One similarity is that they both discuss food nutrition and portion size; food labels don’t properly show the nutrition and calories people are eating; One difference is that the first purpose talks about serving size while the second one does not; the second passage talks about nutrition labels being wrong while the first passage does not*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*people are now tricked into eating big portions of food, which makes them unhealthy; “...you’re going to serve yourself more food to fill up.”; “...I’ll get the extra large!...almost a day’s worth of sugar and more calories than a fast food meal.”*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*The author of the passage, These two, One, The first, This relates to, However, despite these, also, In addition, while, In conclusion*). A formal style is established and maintained using precise language and domain-specific vocabulary (*tricked by food companies and This relates to the second passage*). The concluding statement follows from the topic and information presented (*In conclusion, “Food Fakeout!” and “Why Most Food Labels are Wrong About Calories,” both have specific purposes for being written. They want to inform readers about the food they are eating. These purposes were both similar, but at the same time shared many differences as well*). The response demonstrates grade-appropriate command of conventions, with few errors (*nutrition*).

GUIDE PAPER 3a

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

Matthew Nutson, author of "Food Fakeout" wrote the article to explain the tricks in what you consume on an everyday basis. On the other hand, Richard Wrangham and Rachel Carmody, authors of "Why Most Food Labels are Wrong About Calories" wrote the article to provide information to their readers about the tricks in food labels. The purposes are similar because the two articles explain the tricks to foods that we eat. In lines 52-55 in the article "Why Most Food Labels are Wrong About Calories" it says "We should reject soft white bread in favor of rough whole wheat bread, processed cheese in favor of natural cheese, cooked vegetables in favor of raw vegetables. And to do

GUIDE PAPER 3b

so would be much easier if our food labels gave us some advice about how many calories we would save by eating less processed foods." Throughout the article of "Food Takeout" it shows the illusions our minds play when we look at our portion and the size of our dish. The two articles differ because in "Why Most Food Labels are Wrong About Calories" it tells the readers about processed foods and not, and about how the systems are wrong about calories. In "Food Takeout" it states how the bowl, plate, cup, and glass we eat and drink out of matters and when we order an entree it has more than just one serving. It also states how the labels are tricky. Another thing that the articles have in common are that they both include food label tricks. In the first article the third title is "Labels are tricky" and it explains the ways labels can trick us. In the second document it tells us why labels are wrong about our calories.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Matthew Hutson, Author of “Food Fakeout” wrote the article to explain the tricks to what you consume on an everyday bases; Richard Wrangham . . . wrote the article to provide information to their readers about the tricks in food labels*). This response demonstrates grade-appropriate analysis of the texts (*The purposes are similar because the two articles explain the tricks to foods that we eat; it shows the illusions our minds play when we look at our portion and the size of our dish; The two articles differ because in . . . it tells the readers about processed foods and not, and about how the systems are wrong about calories; Another thing that the articles have in common are that they both include food label tricks*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*We should reject soft white bread in favor of rough whole wheat bread, processed cheese in favor of natural cheese, cooked vegetables in favor of raw vegetables; And to do so would be much easier if our food labels gave us some advice about how many calories we would save by eating less processed foods; In “Food Fakeout” it states how the bowl, plate, cup and glass we eat and drink out of matters*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*On the other hand, because, In lines, Throughout the article, The two articles differ because, and It also, Another thing*). However, no concluding statement or section is provided. A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*explain the tricks, consume on an everyday bases, shows the illusions our minds play, how the systems are wrong*). The response demonstrates grade-appropriate command of conventions, with few errors (*vegetables*).

GUIDE PAPER 4a

51

What are the authors' purposes for writing "Food Fakeout" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from both articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from both articles to support your response

The articles "Food Fakeout" and "Why Most Food Labels Are Wrong About Calories" were both similar articles. They go hand in hand with explaining how to make healthy food choices. They also both gave details on how to eat healthy. There could be many reasons as to why these articles were written.

There could be many reasons as to why Matthew Hutson wrote "Food Fakeout". I think Matthew Hutson wrote "Food Fakeout" because he wanted to inform his readers on how to eat properly, and how to eat healthy. The article explains how fast food companies have added more than one serving to your

GUIDE PAPER 4b

meal. It also informs us about the "halo effect." According to the article the halo effect is "When something has one good quality ("whole-grain") or a positive rep (granola), it shines like a halo."

The next article "Why Most Food Labels Are Wrong About Calories" was most likely written to inform fast food consumers on how the labels on the back of food are most likely inaccurate. Richard Wrangham and Rachel Carmody wrote this article to inform consumers that our bodies only take a certain amount of calories based on how highly processed the food is.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The articles "Food Fakeout" and "Why Most Food Labels Are Wrong About Calories" were both similar articles. They go hand in hand with explaining how to make healthy food choices*). The response demonstrates grade-appropriate analysis of the texts (*I think Matthew Hutson wrote "Food Fakeout" because he wanted to inform his readers on how to eat properly, and how to eat healthy; Richard Wrangham and Rachel Carmody wrote this article to inform consumers that our bodies only take a certain amount of calories based on how highly processed the food is*). The topic is partially developed with the use of some textual evidence [*According to the article the halo effect is "when something has one good quality ("whole-grain") or a positive rep (granola), it shines like a halo"*]. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*and, also, because, The article explains, According to, The next article*); however, no concluding statement is provided. A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*eat healthy, eat properly, highly processed*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 5a

Additional

51

What are the authors' purposes for writing "Food Fakeout" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

Food Fakeout and Why most Food Labels are Wrong About Calories have similar purposes.

There were many purposes for writing Food Fakeout, one reason was to inform people about the size of their servings. Another purpose was to say that just because something is small that doesn't mean it is healthier for you.

There were many purposes for writing Why most Food Labels are wrong about calories. One of them is to notify people that what is there isn't true all the time. It explains that just because it says there are 150 calories per serving they don't know much of the product you are

eating or poured into something.

The purposes of these articles are similar in a few ways. They both inform the audience about how to be healthier. Each talk about proportion. Each talk about food.

The purposes of these articles are very different in many ways. One way is one talks more about proportion than the other. One talks about calories while the other talks about the visual effects of food.

In conclusion the purpose of these two articles are similar and different.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Food Fakeout and Why Most Food Labels are Wrong about calorie have similar purposes; There were many purposes for writing Food Fakeout; There were many purposes for writing Why Most Food Labels are Wrong about calories*). The response demonstrates grade-appropriate analysis of the text (*One of them is to notify people that what is there isn't there all the time; They both inform the audience about how to be healthier; One talks more about proportion than the other*). The topic is developed with the use of relevant textual evidence, with some lack of variety (*It explains that just because it says there are 150 calories per serving they don't know much of the product you are eating or poured into something; Each talk about proportion; One talks about calories while the other talks about the visual effects of food*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*There were many purposes, One reason, Another, because, They both, One way, while the other, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary. The concluding statement follows from the topic and information presented (*In conclusion the purpose of these two articles are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Labels, proportion*).

GUIDE PAPER 6a

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

The authors' purposes for writing "Food Fakeout!" and "Why most food Labels are wrong About Calories" is that they show that the food labels are not telling the truth about the calories and if they are healthy or not. Their purposes are similar because they are showing the truth. First in the article "Food Fakeout!" in page 4 paragraph 11 it's says that "Yes, in this comparison, the cookies actually have less sugar, but that doesn't mean you should eat more cookies" and in the other article in page 7 paragraph 11 it's says that "And to do so would be much easier if our food labels gave us some advice about how many calories we would save by eating less processed food". This shows that both articles are trying to help us with the food that we eat. Their purposes are different is one article is talking about the calories and the other article is talking about that the food labels don't always tell the truth about the product the we are going to buy and eat later.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The authors' purposes for writing "Food Fakeout!" and "Why most food Labels are wrong About Calories" is that they show that the food labels are not telling the truth about the calories and if the are healthy or not and Their pouoses are similar because they are show in use the truth*). The response demonstrates grade-appropriate analysis of the texts (*This show that both articles are traing to help us with the food we eat; Their purposes are different is one article is taking about that the food labels don't all ways tell the truth about the product the we are going to buy and eat leter*). The topic is developed with relevant facts from the texts ("Yes, in this comparison, the cookies actually have less sugar, but that doesn't mean you should eat more cookies" and "And to do so would be much easier if our food labels gave us some advice about how many calories we would save by eating less processed food"). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The authors' porposes for writing, that they show, pouoses are similar because, in the other article, This show, the other article*). The response provides no concluding statement; however, a formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*pouoses, they are show in use the truth, traing, purposes are different is one article is taking about the calories, allways, leter*).

GUIDE PAPER 7a

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

Both articles are similar because they tell you about foods and how different foods can affect you.

The purpose for writing "Food Fakeout!" is to tell people that the food that we might everyday can affect us a lot. In "Food Fakeout!" the article tells us how highly processed food can hurt us and make us gain weight.

The main purpose for writing "Why Most Food Labels are Wrong about Calories?" tell about how food label lie about calories and why food labels only tell us half of the story. In the article the writer

DO NOT WRITE BELOW THIS AREA

GUIDE PAPER 7b

Shows us that highly processed foods can kill us and make us gain weight. Also that we should eat healthier in order to keep ourselves alive.

The similarities of both articles are that both articles talk about how food can hurt or affect you in any way.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both articles are similar because they tell you about foods and how different foods can affect you*). The response demonstrates a literal comprehension of the texts (*The purpose for writing “Food Fakeout!” is to tell people that the food that we might everyday can affect us a lot; In “Food Fakeout!” the article tells us how highly processed food can hurt us and make us gain weight; The writer shows us that highly processed foods can kill us and make us gain weight*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*highly proccesed food can hurt us and make us gain weight and how food lable lie about calories and why food lables only tell us half of the story*). The response exhibits some attempt at organization (*Both articls, because, and, In “Food Fakeout!” the article, The main purpose, In the article*); however, no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*articls, the food that we might everyday, proccessed, lable*).

GUIDE PAPER 8a

Additional

51

What are the authors' purposes for writing "Food Fakeout" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from both articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from both articles to support your response

The authors purpose for writing "Food Fakeout" and "Why Most Food Labels are Wrong about Calories" is to let us know that labels on any kind of food are wrong about calories. For "Food Fakeout" they talked about what happens to healthy foods that have a lot of calories. For "Why Most Food Labels are Wrong about Calories" they talk about food that the same thing as "Food Fakeout". There both similar

because the stories both talk about food that has a lot of calories. There both different because one talks about why you should not eat healthy food and another talks about something else. In conclusion they both talk about calories!

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The authors purpose for writing “Food Fakeout” and “Why Most Food Labels are Wrong about Calories” is to let us know that labels on any kind of food are wrong about calories*). The response demonstrates little understanding of the texts (*labels on any kind of food are wrong about calories; There both similar because the stories both talk about food that has a lot of calories; There both different because one talks about why you should not eat healthy food and another talks about something else*). The topic is partially developed with the use of some textual evidence, with inconsistency (*For “Food Fakout” they talked about what happens to healthy foods that have a lot of calories; For “Why Most Food Labels are Wrong about calories” they talk about food that the same thing as “Food Fakeout!”*). The response exhibits some attempt at organization, with inconsistent use of transitions (*The authors purpose, For, both similar, because, both different, and another, In conclusion*). The concluding statement follows generally from the topic and information presented (*In conclusion they both talk about calories*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*authors purpose, that the same thing, There both similar*).

GUIDE PAPER 9

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from both articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from both articles to support your response

→ The authors purpose in "Food fakeout" and "why most food labels are wrong about calories" are similar and different.

→ The authors purpose is to inform readers about the types of food you eat. In the text it said "And so are all the little things in your environment that are causing you too eat much in one sitting or think unhealthy food is good for you." It also said "Good nutritions is not only about choosing what to eat and how much to eat." These details show how the author informs us about Nutrition Labels.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The authors purpose in "food fakeout" and "why most food labels are wrong about calories" are similar and different*). The response demonstrates little understanding of the texts (*The authors purpose is to inform readers about the types of food you eat*). The topic is partially developed with the use of some textual evidence, with inconsistency (*In the text it said, "And so are all the little things in your environment that are causing you too eat much in one sitting or think unhealthy food is good for you" and "Good nutritions is not only about choosing what to eat and how much to eat."*). The response exhibits some attempt at organization, with inconsistent use of transitions (*The authors purpose in, and, In the text it states, It also said, These details show*). The concluding statement follows generally from the topic and information presented (*These details show how the author informs us about Nutrition Labels*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*too eat much, Nutritian*).

GUIDE PAPER 10

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from both articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from both articles to support your response

The reason the author wrote Food
Fake out is because not all food all what
they seem. The reason the author wrote
why most Food Labels are wrong about calories
is because not all Food labels are right about
it's calories. They are similar because
They both talk about Food labels that
don't tell you the true. They are
different because Food fake talks about
Food and why Food Labels are wrong
about calories talks about Food Labels
that don't tell the true.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The reason the author wrote Food Fake out is because not all food all what they seem and The reason the author wrote why most Food Labels are wrong about calories is because Not all food labels are right about it's calories*). The response demonstrates little understanding of the texts (*They are similar because They both talk about Food labels that don't tell you the true; They are both different because Food Fake talks about Food and Why Food Labels are wrong about calories talks about food Labels that don't tell the true*). The response provides no evidence. The response exhibits some attempt at organization (*The reason the author, because, They are similar because, both talk about, They are different because and*); however, no concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*Food Fake out, not all food all what they seem, about it's calories, because They, tell you the true, don't tell the true*).

GUIDE PAPER 11

Additional

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

Food fakeout were written to show how serving sizes differ. Why most food labels are wrong were written to inform you of calories in food. They are both made to keep you healthy.

DO NOT WRITE BEYOND THIS AREA

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Food fakeout was written to show how serving sizes differ; Why most food labels are wrong was written to inform you of calories in food; They are both made to keep you healthy*). The response demonstrates little understanding of the texts. The response provides no evidence. The response exhibits some attempt at organization; however, no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*fakout*).

GUIDE PAPER 12

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

The purposes for writing the articles is to use the info to show how different foods can be dangerous to our health. The first article talks about how restaurants hide portion sizes. The second tells how to use this to your advantage.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The purposes for writing the articles is to use the info to show how different foods can be dangerous to our health*). The response demonstrates little understanding of the texts (*The second tells you how to use this to your advantage*). This response demonstrates an attempt to use minimal evidence, which is generally invalid or irrelevant (*The first article talks about how restaurants hide portion sizes*). The response exhibits some attempt at organization; however, no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*purposes, restaurants, The second tells how to use*).

GUIDE PAPER 13

51

What are the authors' purposes for writing "Food Fakeout" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

The craziest can cause to overeat
or think your food. food label seen
provide all the in formation Thoughtfull
neers so counting calorie shoul be simple

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the texts or task and is partially copied from the text (*The craziest can cause to overeat or think your food. food label seen provide all the in formation Thoughtfull neers so counting calorie shoul be simple*). No evidence is provided. This response exhibits no evidence of organization and no concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

GUIDE PAPER 14

Additional

51

What are the authors' purposes for writing "Food Fakeout!" and "Why Most Food Labels are Wrong About Calories"? How are their purposes similar? How are their purposes different? Use details from **both** articles to support your response.

In your response, be sure to

- explain the author's purpose for writing "Food Fakeout!"
- explain the authors' purpose for writing "Why Most Food Labels are Wrong About Calories"
- explain how the purposes are similar
- explain how the purposes are different
- use details from **both** articles to support your response

Both texts "Food Fakeout" and

Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the texts or task and is partially copied from the text (*Both texts "Food Fakeout" and*). No evidence is provided. This response exhibits no evidence of organization and no concluding statement is provided. This response is minimal, making assessment of conventions unreliable.