

Name: _____



New York State Testing Program

**2023
English Language Arts Test
Session 1**

Grade 6

April 19–21, 2023

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 1 through 7.

In this story, a girl tries to tame a mustang horse she calls Ranger.

Excerpt from *Carrots for Ranger*

by Jennifer Adam

1 I had his name picked out the day we loaded him on the trailer: Ranger, because it made me think of courage and stamina,¹ adventure and exploration. (I should have called him Houdini,² or Trouble, or Bucksnort or something instead, as it turned out.)

2 It was dusk by the time we hauled him home, so I tossed him some hay, showed him where the water tank was, and then left him to settle in. Ghost whinnied a greeting from her own pasture, so I knew Ranger wouldn't feel too alone. I couldn't wait to spend a full day with him, to touch him for the first time, to see what he was like and how he might react to things. But as I jogged toward the corral gate early that first morning, confusion and a sick, cold dread seeped into my bones.

3 Ghost was dozing quietly, but Ranger was nowhere to be seen. . . .

4 Panic sank sharp claws into my shoulders and hissed prickly dragon breath down the back of my neck. Ranger was wild, untouched. If he'd managed to get out of his safe corral, how on earth could I catch him again?

5 A loud whinny broke the stillness of the morning, and hoofbeats thundered behind me. Ranger galloped into view along the edge of the cornfield, hooves kicking puffs of dust and tail streaming behind him like a banner.

6 "What are you doing out here?" I cried. "How did you escape?"

7 He tossed his head, almost as if he were laughing at me, and jumped back into the pen with another whinny. . . .

8 "Ranger! You just jumped a six-foot fence from a standstill!" I'd guessed he was athletic, but I'd never seen a horse clear a jump like that with such little effort.

9 He flicked his ears at me, spun on his back legs, and promptly jumped out again. Just to prove he could, I suppose. . . .

10 I spent the next few weeks letting him get used to the sound of my voice, the rhythm of my movements. Whenever Dad didn't need my help, I sat on an upturned bucket while Ranger nibbled hay or grass, hoping to prove I wasn't a threat. I tried offering treats—flaxseed cookies, oatmeal biscuits, peppermints, even a scoop of Mom's apple crisp—but mustangs off the range are skeptical of new flavors, and Ranger didn't believe he could eat any of these things. I brought a carrot out once, but the crisp snap as I broke it in pieces sent him bucking across the pen. . . .

GO ON

11 One day, toward the end of summer, I brought a couple of carrots out for Ghost. She nickered eagerly when she saw me reach into my pocket. Ranger jumped out of his pen to join us in her pasture, curiosity nudging him closer. When he saw the mare take a piece of carrot from my palm and heard her crunch it, he tiptoed toward her so he could breathe into her face and sniff her muzzle.

12 *What is she eating?* he seemed to ask.

13 Carefully, I offered him a piece of carrot, too.

14 It took him a long moment to make up his mind, but he finally pinched it in his lips and took a single, hesitant bite. His eyes widened. His ears flicked forward. He crunched again, drool slipping from his mouth as he chewed. He gobbled that carrot down, looking to me for another. *What deliciousness is this?* his expression seemed to say. *And how can I get more?*

15 Carrots proved the key to his training from that moment on. I used them as rewards when he stood for haltering, when he learned to walk beside me as I held the lead rope, when he let me pick up his feet.

16 Some horses turn greedy for treats, pushing and shoving in their eagerness to eat something tasty. I only gave Ghost treats on rare occasions; otherwise, she got rude. But Ranger remained polite, even when he realized I always carried his carrots in my pockets. If he felt his efforts weren't being rewarded quickly or often enough, he might gently nudge my pocket with his nose to get my attention, but then he'd take a couple of steps back to wait patiently while I dug a bit of carrot out for him.

17 Carrots taught him that humans could be trusted, despite his strong instincts to flee strangers. After school started, I begged my friends to stop by with carrots for him, and Ranger started to look forward to meeting new people. It was quite a surprise for a work crew building a new grain bin on our farm a few months later when he jumped out of the pasture and came galloping up to check the contents of their lunch coolers!

¹**stamina:** ability to keep going

²**Houdini:** magician and escape artist

1

Which statement **best** supports a central claim of the story?

- A** Carrots are necessary for wild horses to perform the tasks they are given.
- B** Treats given to some wild horses may result in rude and aggressive behavior.
- C** Wild horses can learn to trust people if they are treated with patience and kindness.
- D** People should avoid naming wild horses until they learn the behavior of the animals.

2

Read this phrase from paragraph 5.

... hooves kicking puffs of dust and tail streaming behind him like a banner.

The author **most likely** uses this phrase to

- A** highlight Ranger's speed
- B** show Ranger's refusal to be tamed
- C** illustrate Ranger's desire for freedom
- D** indicate Ranger's distance from the corral

3

Paragraphs 5 and 6 fit in the overall structure of the story by

- A** expanding the setting
- B** introducing the conflict
- C** foreshadowing a resolution
- D** describing a relationship

GO ON

4

Which quotation **best** supports a theme of the story?

- A** “It was dusk by the time we hauled him home, so I tossed him some hay, showed him where the water tank was, and then left him to settle in.” (paragraph 2)
- B** “If he’d managed to get out of his safe corral, how on earth could I catch him again?” (paragraph 4)
- C** “Ranger galloped into view along the edge of the cornfield, hooves kicking puffs of dust and tail streaming behind him like a banner.” (paragraph 5)
- D** “I spent the next few weeks letting him get used to the sound of my voice, the rhythm of my movements.” (paragraph 10)

5

What is the **most** likely meaning of the word “skeptical” as used in paragraph 10?

- A** afraid of
- B** cautious about
- C** unaware of
- D** worried about

6

What do the details in paragraphs 11 through 14 indicate about Ranger?

- A** He is ready to begin his training.
- B** His curiosity is overcoming his lack of trust.
- C** He is excited to try different foods.
- D** His desire for companionship is growing.

GO ON

7

How does the author **mainly** develop the narrator’s point of view in the story?

- A** by sharing the narrator’s thoughts about Ranger
- B** by showing how the narrator tries to make Ranger feel at home
- C** by describing the narrator’s reaction when Ranger escapes
- D** by indicating why the narrator believes Ranger will like carrots

GO ON

Directions

Read this article. Then answer questions 22 through 28.

Excerpt from *Welcome to the World of Hummingbirds*

by Diane Swanson

- 1 English-speaking people named hummingbirds after the hum of their beating wings, but people who spoke Portuguese focused on the way the birds feed. Their word for hummingbird means “kiss the flower.” The French seemed especially struck by its little body, naming it “fly-sized bird.”
- 2 Hummers are the smallest birds in the world. The calliope hummingbird is the tiniest in North America. Full-grown, it is as short as your thumb and weighs less than a penny. . . .
- 3 All hummingbirds wear thick coats. For their size, they produce more feathers than any other bird. And on many hummers, some of these feathers gleam like colorful jewels in the bright sunshine. Stand between a hummingbird and the sun—with the light to your back—and you’ll witness the flash as the bird faces the sun. WOW! But when the light or the angle isn’t right, the brilliance disappears and the bright colors fade to drab.

Where in the World

- 4 Hummingbirds live where flowers bloom—but only in the western half of the world. The birds all make their homes in North, Central, and South America. Most kinds live in hot jungles. Others do well in cooler climates. Rufous hummingbirds, for instance, spend part of each year in Alaska.
- 5 Look for hummingbirds of one kind or another in very different types of homes: sea coasts, forests, mountain meadows, deserts, and grassy plains. The birds raise their families in the wilderness, but also in busy city parks and backyard gardens. If you set out a feeder of sugary water, hummingbirds will often arrive for dinner. Some become so comfortable around people, they perch on fingers to eat. . . .
- 6 Twice each year, a few kinds of hummingbirds migrate long distances between their summer and winter homes. Ruby-throated and rufous hummers fly more than 3200 kilometres (2000 miles) from their nesting sites in the north to their winter homes in the south. About 800 kilometres (500 miles) of the ruby-throated’s long journey is across the Gulf of Mexico. It’s an amazing trip, which the hummingbirds make nonstop, and usually alone.

GO ON

World Full of Food

- 7 Imagine eating six times an hour. That's nothing for a hummingbird. It normally feeds every 10 minutes—sometimes more often—downing about 60 meals a day!
- 8 Hummingbirds are so active they burn up energy fast. One scientist figured that if an average man used as much energy as a ruby-throated hummingbird, he would need to eat 130 kilograms (285 pounds) of hamburger every day. And before the ruby-throated migrates, it stores energy by eating even more than usual, growing about 50 percent heavier. The extra weight slows its speed, but it helps the bird fly farther.
- 9 A hummingbird feeds mostly on nectar—the sweet liquid formed inside flowers. The bird sticks its long tongue into a blossom and laps the nectar. The liquid rises through grooves along the tongue. Then the bird draws its tongue back in. Its beak squeezes the nectar off when the bird sticks its tongue out again. To get enough food, a hummer might need to check out 3000 blossoms in a single day. . . .

World in Motion

- 10 Hummingbirds are most at home in the air. They're champion acrobats of the sky! Not only can they zoom forward like other birds, they can also go backward. As they move from flower to flower, they flit sideways easily. If flying upside down might help the hummers escape danger, they can do that, too—for short distances. But most amazingly of all, they can hover¹ in midair.
- 11 Narrow, pointed wings help make these acrobatics possible. The wings are strong, too. The muscles that move them weigh at least one-quarter as much as the whole bird. And the hummingbird moves its wings in an odd way, tracing figure eights in the air. That helps it create power on both the upbeat and the downbeat. Depending on the kind of hummer and what it's doing, it often beats its wings more than 40 times a second!
- 12 For its size, the hummingbird travels at a quick pace. The ruby-throated has been tracked at 43 kilometres (27 miles) an hour. It flies—and dives—much faster when it's trying to attract a mate or respond to threats. But traveling at full speed doesn't end in crash landings. A hummer can make sudden stops—even on a narrow perch—with grace. . . .

New World

- 13 When the little hummers are only two to three weeks old, they start flying. They're surprisingly good right away, but they have to work to improve their landing skills. Then they can follow their mother from flower to flower and learn to feed as she does. The chicks also practice chasing and catching insects in the air. Sometimes, they chase each other, too—just for fun.

Spotting the Ruby-Throated Hummingbird in New York

What to Look For	When to Look (by Region)	Where to Look
<p><i>Male:</i> Ruby-red throat, which gives the bird its name, emerald-green head and back, white chest</p> <p><i>Female:</i> Bright green back, white chest</p>	<p><i>Mid-March through summer:</i> NYC and Long Island</p> <p><i>Early April through summer:</i> Catskill and southern region</p> <p><i>Mid-April through summer:</i> Central and western NY</p> <p><i>Early May through summer:</i> Northern New York, near Canada</p>	<p><i>Countryside:</i> thimble-sized nests in ferns, oaks, maples, poplars, pines, spruce trees</p> <p><i>Neighborhoods:</i> beds of bright flowers, especially red, tube-shaped ones, backyard feeders, parks</p> <p><i>New York City:</i> Wagner Park and Central Park</p>

¹ **hover:** to remain in one place while flying

GO ON

22

Hummingbirds have eyes on the sides of their heads, allowing them to see frontwards and sideways. Which phrase from paragraph 10 **best** suggests why this feature is useful for hummingbirds?

- A** “most at home in the air”
- B** “they can also go backward”
- C** “move from flower to flower”
- D** “they can hover in midair”

23

The section “Where in the World” **mainly** contributes to the reader’s understanding of the article by

- A** letting the reader know where hummingbirds are often found
- B** indicating why some hummingbirds prefer cooler climates
- C** explaining to the reader how hummingbirds interact with people
- D** emphasizing that some hummingbirds often travel alone

24

Which detail from the article does the information in the table support?

- A** “For their size, they produce more feathers than any other bird.” (paragraph 3)
- B** “The birds raise their families in the wilderness, but also in busy city parks and backyard gardens.” (paragraph 5)
- C** “It normally feeds every 10 minutes—sometimes more often—downing about 60 meals a day!” (paragraph 7)
- D** “A hummingbird feeds mostly on nectar—the sweet liquid formed inside flowers.” (paragraph 9)

GO ON

25

Read this detail from paragraph 12 of the article.

A hummer can make sudden stops—even on a narrow perch—with grace. . . .

This detail suggests that hummingbirds are

- A** skilled at flying
- B** unsure when landing
- C** easily observed
- D** rarely distracted

26

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

- A** “Stand between a hummingbird and the sun—with the light to your back—and you’ll witness the flash as the bird faces the sun.” (paragraph 3)
- B** “Hummingbirds live where flowers bloom—but only in the western half of the world.” (paragraph 4)
- C** “Ruby-throated and rufous hummers fly more than 3200 kilometres (2000 miles) from their nesting sites in the north to their winter homes in the south.” (paragraph 6)
- D** “They’re surprisingly good right away, but they have to work to improve their landing skills.” (paragraph 13)

GO ON

27

This question is worth 2 credits.

In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

28

This question is worth 2 credits.

What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 29 through 35.

In this article, the author shares memories of his father's restaurant, the New Eastern Chinese Restaurant.

Excerpt from *The Rice Room:* *Growing Up Chinese-American from Number Two Son to Rock 'n' Roll*

by Ben Fong-Torres

- 1 The rice room—the *mai fong*—was the generic¹ name for an area in the back of our father's restaurant.
- 2 From the time of my birth in 1945 until they sold the restaurant ten years later, the cafe at 710 Webster Street was my home away from home.
- 3 Sometimes, it was just plain home. . . .
- 4 To us, the kitchen was a mysterious place. Our kitchen at home was so simple: an old Sparks stove, a refrigerator, sink, and table. At the New Eastern, it was a bustling *factory*. Almost an entire wall was taken up by a line of gigantic black woks.² This was my father's stage. He strode the length of the four woks, each one fired up by gas flames underneath. Beneath him, planks of wood, raised off the ground an inch or two, served to give his legs and feet some spring, and to allow food particles to drip through, to be swept off the floor later.
- 5 The sink was the size of a bathtub; the refrigerator had glass doors and stretched three times as wide as the one at home. Every appliance was bigger, and there were things we never saw anywhere else, like the big cylindrical metal oven in which my father draped rods holding large marinated pieces of pork loin. We could hear the fire roaring from the bottom of this *loo-how*. My dad would go about his business, and then, always at exactly the right time, he'd wander over, lift off the top, and pluck out several rods of barbecued pork—glowing bright red, with black at the tips.
- 6 If I happened by at that magical moment, I'd stop. “*Yeet-gow!*” I'd say. One piece. And, taking a big Chinese cleaver, he'd deftly³ chop off a piece of the succulent,⁴ sweet meat. “One dollah!” he'd shout, then hand it over.
- 7 My father made the best food in town. Every now and then, he'd make a batch of *Jah-Don*—which meant “bombs,” but which tasted infinitely better. They were Chinese cream puffs without the cream, but liberally dipped in sugar.

GO ON

8 There was nothing he wouldn't try. If he tasted a candy he liked, he'd try to duplicate it himself. He was proud of a rock candy he whipped up once and determined to sell at the front counter of the New Eastern. We, of course, served as his guinea pigs, and we couldn't bring ourselves to tell him the sad truth: The candy was so hard that it was inedible. I rolled a piece around my mouth. "Tastes good, *Ba-Ba*," I said. Then, when he looked away, I spat it out.

9 Life in a Chinese restaurant gave us access to some strange snacks, most of which we grew to like. There were the *moy*, the salted or sugared preserved plums given so freely as gifts. The salted ones set off ticklish explosions inside our mouths, but once we adjusted, nothing rivaled the satisfaction of working the plum around, getting down to the plum seed.

10 There were the pickled scallions we'd pluck out of the jar, bulbous onion heads that we thought of as candy. Sometimes, Dad would get a sugar cane or two at the produce market and chop off inch-long pieces for us to suck on.

11 When we ventured beyond the rice room and kitchen, into the dining room, we'd run into the waiter, Gim Bok. He was a tall, spindly⁵ man with rimless glasses and thinning hair who liked to spin stories to us. Watching my little sister Shirley nibbling on an apple, he'd lean over.

12 "Don't eat the seed," he said, "or an apple tree will grow inside you."

13 "What?"

14 "Yes. Right inside your stomach, an apple tree!"

¹**generic:** general, common

²**woks:** pans used for Asian cooking

³**deftly:** with skill

⁴**succulent:** juicy

⁵**spindly:** thin

29

Read this sentence from paragraph 4.

To us, the kitchen was a mysterious place.

What is the **main** way the author develops this idea?

- A** by contrasting the restaurant kitchen with the kitchen in his home
- B** by referring to the sizes of the sink and refrigerator in the restaurant kitchen
- C** by describing objects in the restaurant kitchen with which he was unfamiliar
- D** by explaining the purpose of the raised planks of wood in the restaurant kitchen

30

Read this sentence from paragraph 9.

Life in a Chinese restaurant gave us access to some strange snacks, most of which we grew to like.

Which statement **best** represents the meaning of this sentence?

- A** The author learns to enjoy unfamiliar food available in the restaurant.
- B** The author ignores the restaurant food he finds unpleasant.
- C** The author prefers restaurant snacks he has had before.
- D** The author looks for different snacks in the restaurant.

GO ON

31

Many restaurant owners must be creative to be successful. Which quotation from the article **best** supports this idea?

- A** “... planks of wood, raised off the ground an inch or two, served to give his legs and feet some spring . . .” (paragraph 4)
- B** “... now and then, he'd make a batch of *Jah-Don* . . .” (paragraph 7)
- C** “If he tasted a candy he liked, he'd try to duplicate it . . .” (paragraph 8)
- D** “Sometimes, Dad would get a sugar cane or two at the produce market . . .” (paragraph 10)

32

How does the author **best** help the reader understand his father's point of view?

- A** by describing his father striding “the length of the four woks” (paragraph 4)
- B** by describing his father taking out “several rods” of pork (paragraph 5)
- C** by claiming that “There was nothing he wouldn't try.” (paragraph 8)
- D** by claiming he offered “a sugar cane or two” as a snack (paragraph 10)

33

What is the meaning of the phrase “to spin stories” in paragraph 11?

- A** to tell lies
- B** to invent humorous tales
- C** to warn others
- D** to create feelings of excitement

GO ON

34

In the article, the **main** way the author represents his childhood experiences is by describing

- A** the size of the kitchen in the restaurant
- B** the various types of food he ate at the restaurant
- C** the different people who worked at the restaurant
- D** the attempts of his father to make candy in the restaurant

35

Which claim by the author is **most** strongly supported by evidence in the article?

- A** “The rice room . . . was the generic name for an area in the back of our father’s restaurant.” (paragraph 1)
- B** “From the time of my birth . . . the cafe at 710 Webster Street was my home away from home.” (paragraph 2)
- C** “. . . nothing rivaled the satisfaction of working the plum around, getting down to the plum seed.” (paragraph 9)
- D** “. . . a tall, spindly man with rimless glasses and thinning hair who liked to spin stories to us.” (paragraph 11)

GO ON

Directions

Read this story. Then answer questions 36 and 37.

Richard is trying to figure out what his English teacher, Mr. Best, wants him to write.

Excerpt from *Rope Burn*

by Jan Siebold

- 1 I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me. . . .
- 2 Mr. Best had the brilliant idea that we should write a composition about a proverb¹ that illustrates something that has happened in our lives. He gave us a whole list of proverbs to choose from. . . .
- 3 So far this fall, every paper that I've written for him has been a struggle. Each week since September, he has assigned a composition of our choice. I would try to write a really good one that included lots of different points of view. But he never gave me anything higher than a "C." Mr. Best's comments were always something like "I want to know what YOU think, Richard," or "Your thoughts are scattered. What is your point?"
- 4 Last time, I tried an experiment. I decided to open an encyclopedia to any page and point to a topic. I figured that I couldn't go wrong with just plain facts. The subject I happened to pick was "carbon." Don't worry. I'm not stupid enough to copy an encyclopedia article word-for-word. Mr. Best would probably turn me over to the FBI for that. I read the article and picked out the most interesting facts. Believe me when I tell you that carbon is not that interesting.
- 5 This time, I got a "B+", along with a note to "see me after class."
- 6 "Richard," Mr. Best began, "you obviously put forth some effort on this latest assignment. You organized your ideas into a nice, cohesive framework."²
- 7 Why don't English teachers just speak plain English, I wonder? . . .
- 8 "Richard," he said. "You need to find your writing voice."
- 9 I must have looked confused, because he went on to explain.
- 10 "Somehow I think you're trying to write about what I want to read, not what you want to write. The real you doesn't come through in your compositions. It's okay to express your feelings or opinions when you write. Just try to be yourself, Richard. Why don't you think about it for this assignment?"

11 So I have been thinking about it. I keep listening and listening, Mr. Best, but I don't hear a voice.

¹**proverb:** a wise and well-known saying, such as “Don’t count your chickens before they hatch”

²**cohesive framework:** good organization

GO ON

36

This question is worth 2 credits.

Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use **two** details from the story to support your response.

GO ON

37

This question is worth 2 credits.

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 38 and 39.

Griffin has a speech to give. His mother insists on helping him.

Excerpt from *Speechless*

by Valerie Sherrard

- 1 Something you should know about my mom: when she gets an idea in her head, there's no shaking it. Or her. After a couple of hours, during which she made suggestions and forced me to listen to sample paragraphs on a bunch of different subjects, I did something even stupider than mentioning it in the first place: I gave in. Or, as my best friend Bryan said when I told him about it later, I capitulated.¹
- 2 In my defense, by that time I hardly knew what I was doing. I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I'd agreed to was not, as I'd thought, interplanetary travel. Instead, it was some stupid thing about men being from Mars and women being from Venus.
- 3 I still didn't know what that meant until Mom brought out this book with a dorky-looking guy on the cover and started writing stuff down. She was on her third paragraph when I realized. . . .
- 4 "Hey!" I said. "This isn't about space travel."
- 5 "Of course it isn't, dear," Mom said, barely glancing at me. . . .
- 6 I probably don't need to tell you that when speech day came it was my turn to get up in front of the class I found myself mumbling that the topic I had "chosen" to speak on was the difference between how men and women communicate.
- 7 The snickering started almost immediately. By the third time I'd made my miserable way through to the third prompt card everyone was laughing. That was when I dropped the cue cards. I bent over, scooped them from the floor, and kept reading. Somehow my brain failed to kick up the message that the cards were now in random order.
- 8 When I finally realized I was repeating myself, I stopped in the middle of a sentence and flipped to the next one. When I heard myself rereading the opening line I stopped, tried to reorganize them, and somehow I managed to end up reading it a third time. The class howled. Even Miss Harlan was struggling to keep from laughing.
- 9 It went downhill after that.
- 10 I pressed on, knowing that I'd have to repeat the whole experience if I didn't. I read unconnected things from out-of-order cards until the timekeeper mercifully signaled that my time was up. As I stumbled back toward my seat, it felt less like I was moving down the aisle and more like the entire room was rushing toward me.

GO ON

11 Thinking back on that whole fiasco,² it's no wonder the thought of another performance in front of the class was enough to send me into a spin. By the time the bell rang to dismiss us that day, my mind was made up.

12 I *had* to find a way out of it.

¹**capitulated:** gave up

²**fiasco:** a disaster

GO ON

38

This question is worth 2 credits.

In “Excerpt from *Speechless*,” how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 39 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



GO ON

39

This question is worth 4 credits.

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 6 Released Questions

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.8	Reading	0.8198		
2	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.4	Reading	0.5963		
3	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.5	Reading	0.4830		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-6.R.2	Reading	0.4655		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.L.4	Reading	0.6105		
6	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.3	Reading	0.5141		
7	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.6	Reading	0.4116		
22	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.9	Reading	0.3559		
23	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.5	Reading	0.7517		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.7	Reading	0.6069		
25	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.4	Reading	0.7698		
26	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.2	Reading	0.3683		
27	Constructed Response		2	NGLS.ELA.Content.NY-6.R.3	Writing to Sources		0.7234	0.3617
28	Constructed Response		2	NGLS.ELA.Content.NY-6.R.2	Writing to Sources		0.7138	0.3569
Session 2								
29	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.3	Reading Standards	0.4857		
30	Multiple Choice	A	1	NGLS.ELA.Content.NY-6.R.4	Reading Standards	0.8297		
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.9	Reading Standards	0.5414		
32	Multiple Choice	C	1	NGLS.ELA.Content.NY-6.R.6	Reading Standards	0.7330		
33	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.4	Reading Standards	0.5539		
34	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.3	Reading Standards	0.6241		
35	Multiple Choice	B	1	NGLS.ELA.Content.NY-6.R.8	Reading Standards	0.5272		
36	Constructed Response		2	NGLS.ELA.Content.NY-6.R.6	Writing to Sources		0.7067	0.3534
37	Constructed Response		2	NGLS.ELA.Content.NY-6.R.4	Writing to Sources		0.6777	0.3389
38	Constructed Response		2	NGLS.ELA.Content.NY-6.R.2	Writing to Sources		0.6229	0.3115
39	Constructed Response		4	NGLS.ELA.Content.NY-6.R.9	Writing to Sources		0.2529	0.0632

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

2-Credit Constructed-Response Rubric

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

27

In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

Possible Exemplary Response:

In “Excerpt from *Welcome to the World of Hummingbirds*,” the information in paragraphs 6 and 8 illustrate many interesting facts about hummingbird migration. “Hummingbirds migrate long distances between their summer and winter homes. Ruby-throated and rufous hummers fly more than 3200 kilometres (2000 miles) from their nesting sites in the north to their winter homes in the south.” To make such a long journey hummingbirds need a lot of energy. “Before the ruby-throated migrates, it stores energy by eating even more than usual.” Some hummingbirds eat so much they grow by as much as 50 percent.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

In "Excerpt from Welcome to the World of Hummingbirds," what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use two details from the article to support your response. [2]

Paragraph 6 shows that hummingbirds make really long journeys when migrating. Paragraph 8 shows that 'hummingbirds need lots of food to travel long distances. I believe that these details are related because it shows that in order to migrate, the hummingbirds need to eat a specific amount of food. For example, paragraph 6 states "Ruby-throated and rufous hummers fly more than 3200 kilometers (2000 miles) from their nesting sites from north to their winter homes in the south." Paragraph 8 exclaims "One scientist figured that if an average man used as much energy as a ruby throated hummingbird, he would need to eat 130 kilograms (285 pounds) of hamburger every day." This is how the short story illustrates hummingbirds. Since they are so active, they need lots of food not only because they are energetic but for migration.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in "Excerpt from Welcome to the World of Hummingbirds" (*Paragraph 6 shows that hummingbirds make really long journeys when migrating. Paragraph 8 shows that hummingbirds need lots of food to travel long distances*). The response provides evidence of analysis (*I believe that these details are related because it shows that in order to migrate, the hummingbirds need to eat a specific amount of food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"Ruby-throated and rufous hummers fly more than 3200 kilometers (2000 miles) from their nesting sites from north to their winter homes in the south."* and *"One scientist figured that if an average man used as much energy as a ruby throated humming bird, he would need to eat 130 kilograms (285 pounds) of hamburger every day."*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

In paragraph 6 and 8 of "Welcome to the World of Hummingbirds," illustrates how hummingbirds can fly very far and for a very long time with lots of energy during migration. "Ruby-throated and rufous hummers fly more than 3200 kilometres (2000 miles) from their nesting sites in the north to their winter homes in the south." - Paragraph 6. This detail from paragraph 6 explains how hummingbirds can fly very far, from their homes, and to places very far from it. They don't usually stop on their trips either, which gets them to their destination even quicker than just the fact that they fly far. Another detail, but from paragraph 8 is "One scientist figured that if an average man used as much energy as a ruby-throated hummingbird, he would need to eat 130 kilograms (285 pounds) of hamburger every day." This detail explains how hummingbirds have so much energy, and with it, it helps their migration go even quicker. The energy helps them go faster than other birds, and makes it so they don't have to stop on the way, and it helps them travel even farther during migration.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in “Excerpt from *Welcome to the World of Hummingbirds*” (*In paragraph 6 and 8 of “Welcome to the World of Hummingbirds” illustrates how hummingbirds can fly very far and for a very long time with lots of energy during migration*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“Ruby-throated and rufous hummers fly more than 3200 kilometres (2000 miles) from their nesting sites in the north to their winter homes in the south.”* and *“One scientist figured that if an average man used as much energy as a ruby-throated hummingbird, he would need to eat 130 NBS kilograms (285 pounds) of hamburger every day.”*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

In "Excerpt from *Welcome to the World of Hummingbirds*," what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use two details from the article to support your response. [2]

In Paragraphs 6 and 8 it talk about how they travel. For example in the text it says "fly more than 3200 Kilometer (2000 miles). Another example is "before migrating it stores energy more than usual.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in "Excerpt from *Welcome to the World of Hummingbirds*" (*it talk about how they travel*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"fly more than 3200 kilometer (2000 miles)* and *"before migrating it stores energy more than usual*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In "Excerpt from Welcome to the World of Hummingbirds," what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use two details from the article to support your response. [2]

In "excerpt from Welcome to the World of Hummingbirds" the information in Paragraphs 6 and 8 is, "Humming birds are so active they burn up energy so fast!" "twice, each year a few kinds of humming birds migrate long distances between their summer and winter homes!" This shows humming birds can migrate different distances in summer and winter.

Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("humming birds are so active they burn up energy so fast." and "twice, each year a few kinds of humming birds migrate long distances between their summer and winter homes."); however, the response does not provide a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in "Excerpt from Welcome to the World of Hummingbirds." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

In "Excerpt from *Welcome to the World of Hummingbirds*," what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use two details from the article to support your response. [2]

They show these birds fly long ways to migrate and they eat a lot to gain energy and strength. They eat 60 meals a day.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in "Excerpt from *Welcome to the World of Hummingbirds*" (*They show these birds fly long ways to migrate and they eat a lot to gain energy and strength*); however, the response only provides one relevant detail from the text for support (*They eat 60 meals a day*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

27

In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

in the article it says "fly more than 3200 kilomiter" and "he would need to eat 130 kilograms (285 pounds) or hamburgur every day

Score Point 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*fly more than 3200 kilomiter*”). The response does not provide a valid inference from the text to explain what the information in paragraphs 6 and 8 illustrates about hummingbird migration in “Excerpt from *Welcome to the World of Hummingbirds*. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

- 27 In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

the go

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the go*).

GUIDE PAPER 8

Additional

27

In “Excerpt from *Welcome to the World of Hummingbirds*,” what does the information in paragraphs 6 and 8 illustrate about hummingbird migration? Use **two** details from the article to support your response.

The information in paragraphs 6 and 8 illustrate about hummingbird migration.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The information in paragraphs 6 and 8 illustrate about hummingbird migration*).

EXEMPLARY RESPONSE

- 28** What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*”? Use **two** details from the article to support your response.

Possible Exemplary Response:

A central idea of “Excerpt from *Welcome to the World of Hummingbirds*” is that hummingbirds are amazing, with many fascinating characteristics. For example, in paragraph 2 we learn that “hummers are the smallest birds in the world. The calliope hummingbird is the tiniest in North America. Full-grown, it is as short as your thumb and weighs less than a penny...” In paragraph 12 we learn that hummingbirds are very fast, “The ruby-throated has been tracked at 43 kilometres (27 miles) an hour. It flies—and dives—much faster when it’s trying to attract a mate or respond to threats.” Hummingbirds also use a lot of energy every day and need to eat very often. A hummingbird “normally feeds every 10 minutes—sometimes more often—downing about 60 meals a day!” Next time you see a hummingbird, pay attention to all the amazing tricks these little fliers can do!

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 28 What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*”? Use **two** details from the article to support your response.

A central idea in " Excerpt from Welcome to the World of Hummingbirds " is that Hummingbirds are very hard working. Hummingbirds are hard working because they do a lot of work during the winter so that they can migrate south, they fly 2000 miles, (800 kilometers). Hummingbirds also have to eat more than usual because they burn up energy faster. So, searching for food and flying nonstop is a lot of work for them.

Hummingbirds also can fly at a quick pace, at 27 miles an hour. This makes it very easy for the Hummingbirds to escape danger. They can also make sudden stops with grace. So, a central idea is that Humming birds are very hard working, and are very skilled.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of “Excerpt from *Welcome to the World of Hummingbirds*” (*A central idea in “Excerpt from Welcome to the World of Hummingbirds” is that Hummingbirds are very hard working*). The response provides evidence of analysis (*Hummingbirds also have to eat more than usual because they burn up energy faster. So, searching for food and flying nonstop is a lot of work for them*). The response provides a sufficient number of relevant details from the text for support as required by the prompt [*Hummingbirds are hard working because they do a lot of work during the winter so that they can migrate south, they fly 2000 miles, (800 kilometers) and Hummingbirds also can fly at a quick pace, at 27 miles an hour*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

What is a central idea of "Excerpt from Welcome to the World of Hummingbirds"?

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

What I think the central idea is that hummingbirds are fascinating creatures because there different from other birds and can do stuff that other birds cant do. In the story it says "Hummers are the smallest birds in the world", "Full-grown - it is as short as your thumb and weighs less than a penny"; and "not only can they zoom forward like other birds, they can also go backward. As you can see it shows that hummingbirds are fascinating creatures.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Welcome to the World of Hummingbirds" (*What I think the central idea is that Hummingbirds are fascinating creatures because there different from other birds and can do stuff that other birds cant do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Hummers are the smallest birds in the world.*" and "*not only can they zoom forward like other birds, they can also go backward.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

What is a central idea of "Excerpt from *Welcome to the World of Hummingbirds*"?

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

The Central idea is that humming birds are Travel well and do a lot before traveling. "they migrate from summer homes to winter homes"
"store food before traveling"

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of "Excerpt from *Welcome to the World of Hummingbirds*" (*The central idea is that humming birds Travel well and do a lot before traveling*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"they migrate from summer homes to winter homes"* and *"store food before traveling"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*”? Use **two** details from the article to support your response.

The central idea is to inform people about hummingbirds and how special they are in their own way. Also the author shows what a humming birds life is like by saying, "hummers are the smallest birds in the world." this is like the begining of what they are going to talk about after.

Also the author describes the hummingbirds. She shows how to spot one and where you would find it at what time of year. She does this by giving a table at the bottom of the excerpt.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of “Excerpt from *Welcome to the World of Hummingbirds*” (*The central idea is to inform people about hummingbirds and how special they are in their own way*); however, the response only provides one concrete detail from the text for support (“*hummers are the smallest birds in the world.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

- 28 What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*”? Use **two** details from the article to support your response.

To tell us about hummingbirds and how fast they fly and how they eat.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of “Excerpt from *Welcome to the World of Hummingbirds*” (*To tell us about hummingbirds and how fast they fly and how they eat*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

- 28 What is a central idea of “Excerpt from *Welcome to the World of Hummingbirds*”? Use **two** details from the article to support your response.

The central idea of Excerpt from welcome to the world of humming birds. Humming birds live where flowers bloom. Apart of Alaska. hummingbirds normally feed every 10 minutes and downing about 60 meals a day. Humming birds would need to eat 130 kilograms. Its beak squeezes the nector off when the bird sticks its tounge out again. Humming birds wings is more than 40 times a second for its size, the hummingbird travels at a quick pace. And hummingbird tracked at 43 kilometres. (27 miles) an hour. Male throat, which gives the bird its name, emera;ld-green head and back,white cheast. Female: bright white chest. Neighborhoods beds of bright flowers, espicially red

Score Point 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*Humming birds live where flowers bloom* and *hummingbirds normally feed every 10 minutes and downing about 60 meals a day*); however, the response does not provide a valid inference from the text to explain a central idea of “Excerpt from *Welcome to the World of Hummingbirds*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

28

What is a central idea of "Excerpt from *Welcome to the World of Hummingbirds*"?
Use two details from the article to support your response. [2]

That you should be nice to them
Then you dont harm them

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*That you should be nice to them and dont harm them*).

GUIDE PAPER 8

Additional

28

What is a central idea of "Excerpt from Welcome to the World of Hummingbirds"?
Use two details from the article to support your response. [2]

The central idea of "Excerpt from Welcome to the world of Hummingbirds" is that every hummer is very _____.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The central idea of "Excerpt from Welcome to the World of Hummingbirds" is that every hummer is very*).

EXEMPLARY RESPONSE

36

Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

Possible Exemplary Response:

The narrator in “Excerpt from *Rope Burn*,” feels that Mr. Best is confusing, and he doesn’t understand what his teacher wants him to do. “Why don’t English teachers just speak plain English, I wonder? . . . “Richard,” he said. “You need to find your writing voice.” “I must have looked confused, because he went on to explain.” “Somehow, I think you’re trying to write about what I want to read, not what you want to write. The real you doesn’t come through in your compositions.” But the narrator still doesn’t understand. “I keep listening and listening, Mr. Best, but I don’t hear a voice.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

36

Based on the details in "Excerpt from *Rope Burn*," what are the narrator's feelings about his teacher? Use two details from the story to support your response. [2]

With the details shown in the story, it is clear that the narrator feels as if their teacher is a very pushy person who expects a lot. The reason I think so is because in the text, paragraph 3, it states, "Mr Best's comments were always something like 'I want to know what YOU think, Richard' or 'Your thoughts are scattered; what is your point?'" This explains that Mr Best always leaves some kind of complaint because he always expects better. Additionally in paragraph 6, after using an encyclopedia to exceed his standards, he says "Richard, you obviously put forth some effort on this latest assignment. You organized your ideas in to a nice, cohesive framework." You need to find your writing voice. Somehow, I think you're trying to write about what I want to read, and not what you want to write." You can tell how this benefits my previous statement because it shows how the narrator feels that no matter how much he tries, he will never be perfect.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe the narrator's feelings about his teacher in "Excerpt from *Rope Burn*" (*it is clear that the narrator feels as if their teacher is a very pushy person who expects a lot*). The response provides evidence of analysis (*This explains that Mr Best always leaves some kind of complaint because he always expects better and it shows how the narrator feels that no matter how much he tries he will never be perfect*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Mr. Best's comments were always something like 'I want to know what YOU think, Richard,' or 'Your thoughts are scattered. What is your point?'*" and "*'Richard,' he said. 'You need to find your writing voice. Somehow, I think you're trying to write about what I want to read, not what you want to write.'*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

- 36 Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

Based on details from the text, I can infer that the narrator does kinda like his teacher, but he doesn't know what he wants from him sometimes. For example, in paragraph 1 the narrator says, "I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me." Also in paragraph 3 the narrator says "So far this fall, every paper that I've written for him has been a struggle. These two quotes show how the narrator feels about his teacher.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe the narrator’s feelings about his teacher in “Excerpt from *Rope Burn*” (*I can infer that the narrator does kinda like his teacher, but he doesn’t know what he wants from him sometimes*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me.”* and *“So far this fall, every paper that I’ve written for him has been a struggle*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

Based on the details in "Excerpt from *Rope Burn*," what are the narrator's feelings about his teacher? Use two details from the story to support your response. [2]

The narrator thinks the teacher Mr. Best is confusing. in the text Richard wondered why dont english teachers just speak normal. Also when Mr. Best said "you need to find your writing voice" and Richard was very confused.

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Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe the narrator's feelings about his teacher in "Excerpt from *Rope Burn*" (The narrator thinks the teacher Mr. Best is confusing). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Richard wondered why dont english teachers just speak normal* and *"You need to find your writing voice"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 36 Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

the narrator feels that Mr. Best is complicated. For example "...every paper that I've written for him is a struggle." This shows that Richard finds it hard to reach his teachers expectations.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to describe the narrator’s feelings about his teacher in “Excerpt from *Rope Burn*” (*the narrator feels that Mr. Best is complicated*); however, the response only provides one concrete detail from the text for support (“*...every paper that I've written for him is a struggle.* ”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

The narrators feelings about his teacher don't seem in the middle. In paragraph 1 it says "I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me. . . ." This shows his feelings are in the middle. Another detail on paragraph 4 it says "Mr. Best would probably turn me over to the FBI for that. I read the article and picked out the most interesting facts. Believe me when I tell you that carbon is not that interesting.". This shows his feelings are in the middle.

Score Point 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me....*”). This response does not provide a valid inference from the text to describe the narrator’s feelings about his teacher in “Excerpt from *Rope Burn*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

Based on the details in "Excerpt from *Rope Burn*," what are the narrator's feelings about his teacher? Use two details from the story to support your response. [2]

The feelings about the teacher is that he surprised him with a good grade by putting effort and adding details and also what he feels about the teacher is that the teacher could never see what he was trying to write on all his exams.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to describe the narrator's feelings about his teacher in "Excerpt from *Rope Burn*" (*the teacher could never see what he was trying to write on all his exams*); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

36

Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

Mr.Best was sad becuse Richerd was writing stuff he wanted Mr.Best to read he was not thiking what he wanted to write.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Mr.Best was sad becuse Richerd was writing stuff he wanted Mr.Best to read he was not thiking what he wanted to write*).

GUIDE PAPER 8

Additional

- 36 Based on the details in “Excerpt from *Rope Burn*,” what are the narrator’s feelings about his teacher? Use two details from the story to support your response.

the narraters feelings about his teacher are coom nice giveing

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the narraters feelings about his teacher are coom nice giveing*).

EXEMPLARY RESPONSE

37

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use two details from the story to support your response.

Possible Exemplary Response:

When Mr. Best says that Richard needs to find his “writing voice” he means Richard should find things he wants to write about and write with his own writing style. When Mr. Best comments, “I want to know what YOU think, Richard,” and “It’s okay to express your feelings or opinions when you write. Just try to be yourself, Richard.” he means Richard should write from his interests and personality.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

37

In paragraph 8 of "Excerpt from *Rope Burn*," what does Mr. Best mean when he tells the narrator to find his own "writing voice"? Use two details from the story to support your response.

Mr. Best says "You need to find your writing voice" he says this to try and get Richard to write something that he wants to write, Richard needs to learn how to write something good, the text states "Somehow I think you're trying to write about what I want to read, not what you want to write." This shows that Richard needs to learn how to write something that he want, not that Mr. Best wants to read. The text also states "It's okay to express your feelings or opinions when you write. Just try to be yourself, Richard. Why don't you think about it for this assignment."

So I have been thinking about it. I keep listening and listening, Mr. Best, but I don't hear a voice." This shows that sometimes Richard just needs to write somthing that he likes, foe example he needs to write about his feelings, or opinons, he just hasn't found the right thing for himself.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own "writing voice" (*he says this to try and get Richard to write something that he wants to write*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Somehow I think you're trying to write about what I want to read, not what you want to write."* and *"It's okay to express your feelings or opinions when you write. Just try to be yourself, Richard. Why don't you think about it for this assignment."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use two details from the story to support your response.

Mr. Best is telling Richard to "find his writing voice." I think that this means Richard is not listening to himself, because he is trying to do everything perfect to get a good grade but Mr. Best wants him to "Just try to be himself." I also think Mr. Best is trying to say that Richard is thinking about what "Mr. Best wants to read, not what Richard wants to write."

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own “writing voice” (*I think this means Richard is not listening to himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Mr. Best wants him to “Just try to be himself.” and Mr. Best is trying to say that Richard is thinking about what “Mr. Best wants to read, not what Richard wants to write. ”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use two details from the story to support your response.

When Mr. Best say to "find your writing voice" he means to be yourself when you write. One detail to support this is: "It's okay to express your feelings or opinions when you write." And another detail is: "Just be yourself Richard".

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own “writing voice” (*he means to be yourself when you write*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*It's okay to express your feelings or opinions when you write.*” and “*Just be yourself Richard*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In paragraph 8 of "Excerpt from *Rope Burn*," what does Mr. Best mean when he tells the narrator to find his own "writing voice"? Use two details from the story to support your response. [2]

In paragraph 8 when Mr. Best tells the narrator to find his own "writing voice" He means that he needs to put some personality into his writing. To find his writing style, A quote from paragraph 10 states "I think you're trying to write about what I want to read, not what you want to write." This shows that Mr. Best doesn't hear his voice in his writing and it doesn't really fit his personality.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own "writing voice" (*He means that he needs to put some personality into his writing*); however, the response only provides one concrete detail from the text for support (*"I think you're trying to write about what I want to read, not what you want to write."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use two details from the story to support your response.

When Mr.Best say find your "writing voice" that means not to write about thing other people want to read. Write about thing you like do what you want to do and don't write about something that you do not like.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own “writing voice” (*Write about thing you like [...] don’t write about something you do not like*); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In paragraph 8 of “Excerpt from *Rope Burn*,” what does Mr. Best mean when he tells the narrator to find his own “writing voice”? Use two details from the story to support your response.

"You organized your ideas into a nice, cohesive framework."

"Mr. Best had the brilliant idea taht we should write a composition about a proverb that illustrates something that has happened in our lives"

Score Point 1 (out of 2 credits)

The response only provides one concrete detail from the text for support (“*You organized your ideas into a nice, cohesive framework.*”). The response does not provide a valid inference from the text to explain what Mr. Best means when he tells the narrator to find his own “writing voice.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

In paragraph 8 of "Excerpt from Rope Burn," what does Mr. Best mean when he tells the narrator to find his own "writing voice"? Use two details from the story to support your response. [2]

In the Excerpt "from Rope Burn" writing voice means writing level. One piece of evidence is "he never gave me anything higher than a C"(3). This proves that Richards writing level was a C. Another piece of evidence is "Im not stupid enough to copy an eycyclopedia article word-for-word"(4). This proves that Richards writing level changed since he did somthing diffrent. Overall People should stay at there level and not copy.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt [*In the Excerpt "from Rope Burn" writing vioce means writing level. One piece of evidence is "he never gave me anything higher than a C"(3). This proves that Richards writing level was a C. Another pieces of evidence is "Im not stupid enough to copy an eycyclopedia article word-for-word"(4). This proves that Richards writing level changed since he did something diffrent. Overall people should stay at there level and not copy*].

GUIDE PAPER 8

Additional

37

In paragraph 8 of "Excerpt from *Rope Burn*," what does Mr. Best mean when he tells the narrator to find his own "writing voice"? Use two details from the story to support your response. [2]

i think he meant like reading in his
mind may be? i thought about because
Whenever i write something words just
pop out of my mind.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*i think he meant like reading in his mind may be? i thought about because whenever i write something words just pop out of my mind*).

EXEMPLARY RESPONSE

38

In “Excerpt from *Speechless*,” how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from *Speechless*” paragraphs 7 and 8 help develop a theme through describing how uncomfortable Griffin was while trying to give his speech in front of the class. “By the third time I’d made my miserable way through to the third prompt card everyone was laughing.” Using the word “miserable” indicates that Griffin was not having any fun and just wanted to get the ordeal over with, but he went on. “Somehow my brain failed to kick up the message that the cards were now in random order.” He continued to make a mess of the presentation until he finally went back to his seat.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

38

In "Excerpt from *Speechless*," how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

In "Excerpt from *Speechless*," paragraphs 7 and 8 help develop the theme of the story by showing that the experience giving a speech in front of his class was not a good experience. I know this because in paragraph 7 it says, "By the third time I'd made my miserable way through the third prompt card everyone was laughing." This shows that the class was laughing at how horrible of a speech Griffin was giving and how miserable he felt. I also know that paragraphs 7 and 8 help develop the theme of the story because in paragraph 8 it says, "When I heard myself rereading the opening line I stopped, tried to reorganize them, and somehow I managed to end up reading it a third time." This shows that Griffin is having a difficult time reading his speech and it is not going well at all. These are the reasons why I believe that in "Excerpt from *Speechless*," paragraphs 7 and 8 help develop the theme of the story by showing that the experience giving a speech in front of Griffin's whole class was not a good experience.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in "Excerpt from *Speechless*" (*by showing that the experience giving a speech in front of his class was not a good experience*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*By the third time I'd made my miserable way through the third prompt card everyone was laughing.*" and "*When I heard myself rereading the opening line I stopped, tried to reorganize them, and somehow I managed to end up reading it a third time.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In "Excerpt from Speechless," how do paragraphs 7 and 8 help to develop a theme? Use two details from the story to support your response. [2]

In "Excerpt from speechless" Paragraphs 7 and 8 help to develop a theme by showing that she didn't give up as she was struggling. In Paragraph 7 it states "I Bent over, scooped them from the floor, and keep reading." This shows that this help to develop a theme to not give up as she was struggling because even though she drop the cards ,she keep on reading. In Paragraphs 8 it states "When I heard myself rereading the opening line I stopped, tried to reorganize them, and somehow I managed to end up reading it a third time." This show that this develop a theme by her trying to find the order of the cards.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in "Excerpt from *Speechless*" (*by showing that she didn't give up as she was struggling*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"I Bent over, scooped them from the floor, and keep reading."* and *"When I heard myself rereading the opening line I stopped, tried to reorganize them, and somehow I managed to end up reading it a third time."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In "Excerpt from Speechless," how do paragraphs 7 and 8 help to develop a theme? Use two details from the story to support your response. [2]

I think paragraph 7 and 8 go with the story and theme, and the theme is to never give up on yourself. and p 7 and 8 go with the story because it's like showing that he won't give up and he kept reading even though he dropped them he still picked them up and still read even when they were laughing.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in "Excerpt from Speechless" (*p 7 and 8 go with the story because it's like showing that he won't give up*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*he kept reading even though he dropped them he still picked them up and still read even when they were laughing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In “Excerpt from *Speechless*,” how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

That people can be having trouble and no-one helps them.

I can infer this because Griffin, The main character, had triuble reading his presentation and the class + the teacher were laughing instead of helping him.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in “Excerpt from *Speechless*” (*That people can be having trouble and no-one helps them*); however, the response only provides one relevant detail from the text for support (*I can infer this because Griffin, The main character had triuble reading his presentation and the class + the teacher were laughing instead of helping him*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In "Excerpt from *Speechless*," how do paragraphs 7 and 8 help to develop a theme? Use two details from the story to support your response. [2]

Paragraphs 7 and 8 help develop a theme by explaining things that some students did after Griffin drops his cards that can lead to a theme.

"The snickering started almost immediately. By the third time I'd made my miserable way through the third prompt card everyone was laughing."

"The class howled. Even Miss Harlan was struggling to keep from laughing."

Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("The snickering started almost immediately. By the third time I'd made my miserable way through to the third prompt card everyone was laughing." and "The class howled. Even Miss Harlan was struggling to keep from laughing."); however, the response does not provide a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in "Excerpt from *Speechless*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

In "Excerpt from *Speechless*," how do paragraphs 7 and 8 help to develop a theme? Use two details from the story to support your response. [2]

Through 7 and 8 the paragraphs help theme. They read a sentence over and over again. The snickering started almost immediately. and people was laughing at him well he was reading the cards.

Score Point 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*They read a sentence over and over again* and *The snickering started almost immediately*); however, the response does not provide a valid inference from the text to explain how paragraphs 7 and 8 help develop a theme in "Excerpt from *Speechless*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In “Excerpt from *Speechless*,” how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

the theme develops by talking about speeches and how he gets better on doing speeches

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the theme develops by talking about speeches and how he gets better on doing speeches*).

GUIDE PAPER 8

Additional

38

In “Excerpt from *Speechless*,” how do paragraphs 7 and 8 help to develop a theme? Use **two** details from the story to support your response.

in excerpt from speechless paragraphs 7 and 8 help develop the theme because it is telling you a real world message

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*in excerpt from speechless paragraphs 7 and 8 help develop the theme because it is telling you a real world message*).

EXEMPLARY RESPONSE

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
 - explain how this claim is strengthened by details in each story
 - use details from **both** stories to support your response

Possible Exemplary Response:

Both “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” illustrate how difficult communication can sometimes be with each telling a story of communication gone wrong. In “Excerpt from *Rope Burn*” the narrator, Richard, is describing the challenges in trying to determine what his teacher Mr. Best wants from his essay assignments. In contrast, “Excerpt from *Speechless*” describes Griffin’s problems with spoken language.

From the beginning of “Excerpt from *Rope Burn*” we get the sense that Richard wants to please Mr. Best, “I started out liking him this year. He actually has a sense of humor sometimes. I just wish I could figure out what he wants from me. . . .” Richard is revealing his confusion from the start; he wants to write well and get a good grade but is unsure how to make that happen. “So far this fall, every paper that I’ve written for him has been a struggle. Each week since September, he has assigned a composition of our choice. I would try to write a really good one that included lots of different points of view. But he never gave me anything higher than a “C.” Eventually Richard learns that Mr. Best just wants him to “... find your writing voice.” Unfortunately, this doesn’t lessen Richard’s confusion, and he’s still unsure how to be himself in his writing; “So I have been thinking about it. I keep listening and listening, Mr. Best, but I don’t hear a voice.”

Griffin in “Excerpt from *Speechless*” has an entirely different problem—he must make a speech in front of his classmates. His first mistake is telling his mom about it. “After a couple of hours, during which she made suggestions and forced me to listen to sample paragraphs on a bunch of different subjects, I did something even stupider than mentioning it in the first place: I gave in.” He compounded his mistake by letting his mother take over the speech writing process so that when the time came to give the speech he was embarrassed before he even started. “I probably don’t need to tell you that when speech day came it was my turn to get up in front of the class I found myself mumbling that the topic I had ‘chosen’ to speak on was the difference between how men and women communicate.” Of course, your average teen-aged boy would never publicly admit having any interest in male-female communication. The events that took place during Griffin’s speech were inevitable. “The snickering started almost immediately. By the third time I’d made my miserable way through to the third prompt card everyone was laughing.” His presentation went downhill from there.

As we can see from both “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” communication can be a challenge when you aren’t clear about what you want to say, whether it be in writing or speaking.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

GUIDE PAPER 1b

In "Excerpt from Rope Burn" and "Excerpt from Speechless" the characters find it difficult to ask for help. Sometimes you just don't want to talk or you feel that your alone. It is hard to communicate about how you truly feel about something because you either get terribly worried that something bad is going to happen. But really all those thoughts are just in your head. The authors include this anxiety and worry in these characters that if they do something wrong then somebody like parent's or teachers will get super angry

In "Excerpt from Rope Burn" Richard is having a hard time writing papers in his english class. He hasn't gotten anything above a C. He didn't ask for his teachers help he just didn't know what to do. For example Richard says, "I would try to write a really good one that included lots of different points of view. But he never gave me anything higher than a "C." Mr. Best's comments were always something like "I want to know what YOU think, Richard," or "Your thoughts are scattered." This proves that Richard is just trying his hardest but he is so worried about doing well that he misses the whole point of these assignments. He is so worried he will mess things up if he doesn't make the other people in his life happy. Also when Richard finally sits down and just lets go of all the worry and fear and just do what he thinks is good and he writes a decent paper about carbon. Secondly, "Last time, I tried an experiment. I decided to open an encyclopedia to any page and point to a topic. I figured that I couldn't go wrong with just plain facts. The subject I happened to pick was "carbon." This evidence showed that when Richard finally just sat down and just went for something random he didn't have all that worry and fear he did what he wanted to write about not about what Mr. Best wanted him to write. This is how the author of "Excerpt from Rope Burn" develops the difficulty of communicating in this story

In "Excerpt from Speechless" Griffin has to write a speech and present it in front of his class. He is so focused on what he is going to write about and what he is gonna do and he gets really stressed. For example, "I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I'd agreed to was not, as I'd thought, interplanetary travel." This shows that Griffin is so worried about what he is gonna do and just has so much stress he doesn't even know what he is reading. He is also really stressed about presenting and is focusing more on kids laughing at him and what other kids think of him he just isn't focused on presenting. Secondly, "I found myself mumbling that the topic I had "chosen" to speak on was the difference between how men and women communicate." This evidence shows that he is so focused on everyone staring at him he doesn't give the presentation he knows he can give. In conclusion this is how the author in "Excerpt from Speechless" conveys the difficulty of communication.

In conclusion this is how both stories "Excerpt from Rope Burn" and "Excerpt from Speechless" convey the difficulty of communications.

GUIDE PAPER 1c

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In “Excerpt from Rope Burn” and “Excerpt from Speechless” the characters find it difficult to ask for help. Sometimes you just don’t want to talk or you feel that you’re alone [...] The authors include this anxiety and worry in these characters that if they do something wrong then somebody like parent’s or teachers will get super angry*). The response demonstrates insightful analysis of the texts (*It is hard to communicate about how you truly feel about something because you either get terribly worried that something bad is going to happen. But really all those thoughts are just in your head; Richard is just trying his hardest but he is so worried about doing well that he misses the whole point of these assignments; This shows that Griffin is so worried about what he is gonna do and just has so much stress he doesn’t even know what he is reading*). The response develops the topic with relevant, well-chosen details from the texts (*I would try to write a really good one that included lots of different points of view. But he never gave me anything higher than a “C.” Mr. Best’s comments were always something like “I want to know what YOU think, Richard,” or “Your thoughts are scattered.”; “Last time, I tried an experiment. I decided to open an encyclopedia to any page and point to a topic. I figured that I couldn’t go wrong with just plain facts. The subject I happened to pick was “carbon.”; “I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I’d agreed to was not, as I’d thought, interplanetary travel.”; “I found myself mumbling that the topic I had “chosen” to speak on was the difference between how men and women communicate.”*), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*Also, Secondly, For example, This evidence shows that, In conclusion*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*anxiety and worry, he gets really stressed, so focused on everyone staring at him he doesn’t give the presentation he knows he can give, conveys*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion this is how both stories “Excerpt from Rope Burn” and “Excerpt from Speechless” convey the difficulty of communication*). The response demonstrates grade-appropriate command of conventions, with few errors (*english, gonna, difficulty, in front, somebody like parent’s, punctuation*).

GUIDE PAPER 2a

Additional

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" both create stories with claims about the difficulty of communication.

The author of Excerpt from *Rope Burn* developed his claim on communication by creating a character who doesn't understand his teacher's comments or notes on what he should write. The seventh paragraph reads, "Why don't English teachers just speak plain English, I wonder?" This sentence tells the reader that Richard just doesn't understand what his teacher is telling him. The ninth paragraph reads, "I must have looked confused, because [Mr. Best] went on to explain." A confused look obviously means someone doesn't understand something. The author of Excerpt from *Speechless* developed his claim on communication by creating a character who didn't understand what his mom was trying to do because he wanted "the torture to end." The second paragraph reads, "...I hardly knew what I was doing." Being unsure about your actions means you're confused, or need an explanation about the problem you're facing. Another sentence in the second paragraph reads, "But when the confusion lifted from my brains I discovered that the topic I'd agreed to was not, as I'd thought, interplanetary travel." The character's mind was clouded with confusion, so he agreed to something he didn't want.

In Excerpt from *Rope Burn*, the author's claim is strengthened by his character's confusion. Paragraph 11 says, "I keep listening and listening, Mr. Best, but I don't hear a voice." This statement explains that no matter how hard he tries, Richard can't hear his "writing voice." In Excerpt from *Speechless*, the author's claim is strengthened by his character's misery. Paragraph seven reads, "By the third time I'd made my miserable way through the third prompt card everyone was laughing." Having your classmates laugh at you can be crushing. The reader can infer that his friends' laughter made him miserable. Paragraph ninth says, "It went downhill after that." If even the main character admits his experience was terrible, it must have been.

The authors of both excerpts made strong claims about their belief of the difficulty of communication. In short, they both believe their claim and created details to back them up.

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The authors of “Excerpt from Rope Burn” and “Excerpt from Speechless” both create stories with claims about the difficulty of communication*). The response demonstrates insightful analysis of the texts (*A confused look obviously means someone doesn’t understand something; Being unsure about your actions means you’re confused, or need an explanation about the probelm you’re facing; The character’s mind was clouded with confusion, so he agreed to something he didn’t want; Having your classmates laugh at you can be crushing. The reader can infer that his friends’ laughter made him miserable*). The response develops the topic with relevant, well-chosen details from the texts (“*Why don’t English teachers just speak plain English, I wonder?*”; “*I must have looked confused, because [Mr. Best] went on to explain.*”; “*But when the confusion lifted from my brains I discovered that the topic I’d agreed to was not, as I’d thought, interplanetary travel.*”; “*I keep listening and listening, Mr. Best, but I don’t hear a voice.*”; “*By the third time I’d made my miserable way through the third prompt card everyone was laughing.*”), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*The author [...] developed his claim on communication by creating, The second paragraph reads, Another sentence*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*the reader can infer, clouded with confusion, can be crushing*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*The authors of both excerpts made strong claims about their belief of the difficulty of communication. In short, they both believe their claim and created details to back them up*). The response demonstrates grade-appropriate command of conventions, with few errors (*the difficultly, my brains, probelm, strengthened, Paragraph ninth*).

GUIDE PAPER 3a

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

In an excerpt from the story "Rope Burn", and "Speechless", both show two different examples of ways communication can be a struggle. In the first story, Richard wants to impress his teacher with his writing, but he doesn't know how to. For example, in the first paragraph, Richard says that he "just wishes he could figure out what he wanted from him." This claim is strengthened when Richard says that "every paper he's written for him has been a struggle." In this story it is evident that Richard is having a hard time communicating to his teacher, because he wants to impress him with his writing and doesn't know how to and what to write that will make his teacher happy and give him a good grade.

In the second story, "Speechless", Griffen feels that communicating to his mother is difficult. He thinks that she will not listen to anything he has to say. This claim strengthens when Griffen describes his mom by saying "when she gets an idea in her head, there's no shaking it." This shows that he thinks his mom is very controlling. After he explains this he tells a story about a time his mother insisted on him doing a project on a topic he did not want to study on or present about. He was embarrassed and stressed because he did not give a great presentation. He blames this on his mom instead of talking to her about it. This shows that he struggles to tell his mom how he feels and just gives into whatever she says he should study in school projects.

GUIDE PAPER 3b

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In an excerpt from the story “Rope Burn”, and “Speechless”, both show two different examples of ways communication can be a struggle*). The response demonstrates insightful analysis of the texts (*In this story it is evident that Richard is having a hard time communicating to his teacher, because he wants to impress him with his writing and doesn’t know how to and what to write that will make his teacher happy and give him a good grade; In the second story, “Speechless”, Griffen feels that communicating to his mother is difficult. He thinks that she will not listen to anything he has to say; This shows that he thinks his mom is very controlling; He blames this on his mom instead of talking to her about it. This shows that he struggles to tell his mom how he feels and just gives into whatever she says he should study in school projects*). The response develops the topic with relevant, well-chosen details from the texts (*Richard says that he “just wishes he could figure out what he wanted from him.”; “every paper he’s written for him has been a struggle.”; Griffen describes his mom by saying “when she gets an idea in her head, there’s no shaking it.”; He was embarrassed and stressed because he did not give a great presentation*), and sustains the use of varied, relevant evidence. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the first story, In the second story, This shows*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*This shows [. . .] how he feels and just gives into whatever she says he should study in school projects*). The response demonstrates grade-appropriate command of conventions, with few errors (*teacher, controlling, embarrassed*).

GUIDE PAPER 4a

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication by showing two different ways of how to communicate, those being talking and writing, and how important they are and how they are crucial in your life, no matter how difficult they are. The author of "Excerpt from *Speechless*" does this by making the main character Griffin present a topic about school that he didn't agree to because he didn't communicate correctly to his mom. On the other hand, the author of "Excerpt from *Rope Burn*" does this by showing how Richard writes not about what he wants to do, but what he thinks his teacher, Mr. Best, wants him to do. During the story his idea of communication by writing changes because he finally begins trying to write not what he thinks his teacher wants, but what he wants to. This claim is strengthened by details in each story by showing us the different ways communication can be used and how important it is in life. In the first story, the main character Griffin is doing talking to his class about a topic he doesn't want to do because his mother chose it for him, and he mumbles his entire speech. This happened because, instead of it being the topic of planetary travel, what he wanted to do, his mother chose the topic of the difference between how men and women communicate. This shows how voicing your opinion on something can be really important because it can help you do what you want to do. In the second story, the main character Richard keeps getting Cs and below on writing. One day he tries opening an encyclopedia to a random page and write about that instead. He finds out that he got his best writing grade on it. This proves how writing about what you think rather than what you think other people want to hear can make it easier to communicate and can be more useful when you want to voice what you think. The authors of the two stories chose different ways about showing the difficulties of communication, but they did it in ways that made it easy and clear to understand.

GUIDE PAPER 4b

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*he authors of “Excerpt from Rope Burn” and “Excerpt from Speechless” develop this claim about the difficulty of communication by showing two different ways of how to communicate, those being talking and writing, and how important they are and how they are crucial in your life, no matter how difficult they are*). The response demonstrates grade-appropriate analysis of the texts (*This shows how voicing your opinion on something can be really important because it can help you do what you want to do and This proves how writing about what you think rather than what you think other people want to hear can make it easier to communicate and can be more useful when you want to voice what you think*). The response develops the topic with relevant details from the texts (*the main character Griffin is doing talking to his class about a topic he doesn’t want to do because his mother chose it for him, and he mumbles his entire speech. This happened because, instead of it being the topic of planetary travel, what he wanted to do, his mother chose the topic of the difference between how men and women communicate and In the second story, the main character Richard keeps getting Cs and below on writing. One day he tries opening an encyclopedia to a random page and write about that instead. He finds out that he got his best writing grade on it*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the first story, During the story, he finally begins, This claim is strengthened, In the second story*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*The authors of the two stories chose different ways about showing the difficulties of communication, but they ways the did it made it easy and clear to understand*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Excerpt form, the other of, is doing talking, strenthened, speach, they ways the did it, run-on sentences*).

GUIDE PAPER 5a

Additional

39

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

Both the Authors show the stuggles of young kids and public speaking. The Author from *Rope Burn* shows young kid and how he gets a low grade but deep down his voice is what truely matters, but this is still a struggle. ““Richard,” he said. “You need to find your writing voice.” Somehow I think you’re trying to write about what I want to read, not what you want to write. The real you doesn’t come through in your compositions. It’s okay to express your feelings or opinions when you write. So I have been thinking about it. I keep listening and listening,...,but I don’t hear a voice.” (Paragrpah 10) This was supper diffculty for Richard to talk about what he wants to write, he doesn’t know how to express himslef and put all this thoughts and feelings onto a page. This is a struggle that most kids deal with and is supper common. It Allows a connection to others who feel the same way about public speaking. The Author of *Speechless* shows a young kid and how he got embarrsed public speaking. The Author of *Speechless* shows Griffin similar to Richard a Kid who has trouble has trouble showing and present this speech. “I found myself mumbling that the topic I had “chosen” to speak on was the difference between how men and women communicate.”(Paragrpah 7) This was supper diffculty for Griffin the idea to speak aloud to a room full of people who may entirely dislike his speech. It would be supper stress full and supper nerve racking. This is a problem that everyone deals with from kids to adults. Both of thses authors show the diffculty of communication and how it is hard for kids and even adults. Yet they have to find there force and face there fear just like these kids did.

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both the Authors show the stuggles of young kids and public speaking. The Author from Rope Burn shows young kid and how he gets a low grade but deep down his voice is what truely matters, but this is still a struggle and The Author of Speechless shows a young kid and how he got embarrsed public speaking*). The response demonstrates grade-appropriate analysis of the texts (*This was supper diffuclt for Richard to talk about what he wants to write, he doesn't know how to express himslef and put all this thoughts and feelings onto a page. This is a struggle that most kids deal with and is supper common. It Allows a connection to others who feel the same way about public speaking*). The response develops the topic with relevant details from the texts ("Richard," he said. "You need to find your writing voice." *Somehow I think you're trying to write about what I want to read, not what you want to write. The real you doesn't come through in your compositions. It's okay to express your feelings or opinions when you write. So I have been thinking about it. I keep listening and listening,...but I don't hear a voice.*" and "*I found myself mumbling that the topic I had "chosen" to speak on was the difference between how men and women communicate.*"), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*Both of thses authors show rthe diffculty of communcation and how it is hard for kids and even adults. Yet they have to find there force and face there fear just like these kids did*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (stuggles, truely, Paragrpah, diffuclt, himslef, embarrsed, thses, supper, stress full, nerve racking, rthe, diffuculty, communcation, find there force, face there fear, capitalization, sentence structure).

GUIDE PAPER 6a

39

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

In “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*,” the authors develop the claim about the difficulty of communication by showing that the kids in both stories probably just need to do it more to get better. In “Excerpt from *Speechless*,” it says, “By the third time I’d made my miserable way through to the third prompt card everyone was laughing. That was when I dropped the cue cards. I bent over, scooped them from the floor, and kept reading. Somehow my brain failed to kick up the message that the cards were now in random order.” In this story the main character probably dropped his note cards because he was nervous or scared to be talking in front of people about a topic that he didn’t mean to pick. In “Excerpt from *Rope Burn*” it says, “Somehow I think you’re trying to write about what I want to read, not what you want to write. The real you doesn’t come through in your compositions. It’s okay to express your feelings or opinions when you write. Just try to be yourself, Richard. Why don’t you think about it for this assignment.” This quote shows that the kid in the story (Richard) doesn’t use emotion in his stories maybe because he needs to practice writing without getting a bad grade on the assignment. This is how I think the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop the claim about the difficulty of communication.

GUIDE PAPER 6b

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from Rope Burn” and “Excerpt from Speechless,” the authors develop the claim about the difficulty of communication by showing that the kids in both stories probably just need to do it more to get better.*). The response demonstrates grade-appropriate analysis of the texts [*In this story the main character probably dropped his note cards because he was nervous or scared to be talking in front of people about a topic that he didn’t mean to pick and This quote shows that the kid in the story (Richard) doesn’t use emotion in his stories aybe because he needs to practice writing without getting a bad grade on the assighnment*]. The response develops the topic with relevant details from the texts (“*By the third time I’d made my miserable way through to the third prompt card everyone was laughing. That was when I dropped the cue cards. I bent over, scooped them from the floor, and kept reading. Somehow my brain failed to kick up the message that the cards were now in random order.*” and “*Somehow I think you’re trying to write about what I want to read, not what you want to write. The real you doesn’t come through in your compositions. It’s okay to express your feelings or opinions when you write. Just try to be yourself, Richard. Why don’t you think about it for this assignment.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits some attempt at organization, with the use of appropriate transitions to create a unified whole (*In this story, This quote shows, This is how*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*This is how I thing the authors of “Excerpt from Rope Burn” and “Excerpt from Speechless” develop the claim about the difficulty of communication*). The response demonstrates grade-appropriate command of conventions, with few errors (*develope, aybe, assighnment, I thing the authors*).

GUIDE PAPER 7a

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The "Excerpt for Rope Burn" and The excerpt from "Speechlees" bolth show in different ways the the characters struggle with communication.

Bolth article "Rope Burn" and Speechless"develop the claim of communication is challenging by putting the characters in hard communication senarios. Rope Burners states " Every paper I've written on has been a struggle; Why don't english teachers speech plain english? Speechless states " I hardly knew what I was doing; It was torcher at the end." These quotes show why communication is diffacult.

The claim is strngthened by details in each story by showing the readers what its like to struggle. Rope Burns states " I just couldn't figure out what he wanted from me." Speechless staes " I still didn't know what it ment." These quotes show why the articles strengthens the claim.

These articles "Speechless" and Rope Burn" show that communication is hard in different ways.

GUIDE PAPER 7b

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The “Excerpt for Rope Burn” and The excerpt from “Speechlees” both show in different ways the the characters struggle with communication*). The response demonstrates a literal comprehension of the texts (*Bolth article “Rope Burn” and Speechless”develop the claim of communication is challenging by putting the characters in hard communication senarios*). The response partially develops the topic of the essay with the use of some textual evidence (“*Every paper I've written on has been a struggle; Why don't english teachers speech plain english?*”; “*I hardly knew what I was doing; It was torcher at the end.*”, “*I just couldn't figure out what he wanted from me.*”), some of which may be irrelevant (“*I still didn't know what it ment.*”). The response uses relevant evidence with inconsistency. The response exhibits some attempt at organization. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*These articles “Speechless” and Rope Burn” show that communication is hard in different ways*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*excert, bolth, the the, senarios, diffacult, strngthened, torcher, staes, ment, speech plain english, what its like, why the articles strengthens the claim, the characters struggle*).

GUIDE PAPER 8a

Additional

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from both stories to support your response. [4]

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from both stories to support your response

The authors of both stories develop the claim about the difficulty of communication. One way I think this is the Excerpt Speechless it says he was on stage and he messed up his cards that he needed then he was stuttering so he had a hard time talking. Another way I think this is because in Excerpt Rope Burn he always gets a and it has been a struggle for him to write and communicate. These are how both stories develop a claim or how its hard to communicate.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The authors of both stories develop the claim about the difficulty of communication*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence (*it said he was on stage and he messed up his cards that he needed then he was stuttering so he had a hard time talking and he always gets c and it has been a struggle for him to wright and communicate*). The response exhibits little attempt at organization, with inconsistent use of transitions (*One way I think this is, Another way I think this is, These are how*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*These are how both stories develop a claim of how it's hard to communicate*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*both, communication, stuttering, struggle, wright, communicate*).

GUIDE PAPER 9

39

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The claim " its difficult to communicate" is shown and strengthened in both of these stories. A way communication is diffucult is shown in Excerpt from *Speechless* " I hardly knew what I was doing. I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I'd agreed to was not, as I'd thought, interplanetary travel. Instead, it was some stupid thing about men being from Mars and women being from Venus. " (Sherred, 2) the boy in this story finds it hard to communicate to his mother that he doesnt understand what shes trying to help him with. In the story Excerpt from *Rope Burn* the whole topic is not being able to communicate from wrting.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The claim “its difficult to communicate” is shown and strengthened in both of these stories*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence (“*I hardly knew what I was doing. I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I'd agreed to was not, as I'd thought, interplanetary travel. Instead, it was some stupid thing about men being from Mars and women being from Venus.* ”). The response exhibits little attempt at organization. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable (*its, diffucult, the boy, doesnt, what shes trying*).

GUIDE PAPER 10a

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from both stories to support your response. [4]

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from both stories to support your response

The authors of "Excerpt from Rope Burn" and "Excerpt from Speechless" the difficulty of communications and is strengthened by. In "Excerpt from Rope Burn" Richard tried his best to write what he wanted for Mr. Best but he only got a "C" but when he picked Random for a topic and got a "B+" He didn't understand why because the Random topic was boring and Mr. Best told him to use his writing voice but Richard didn't understand. Another

GUIDE PAPER 10b

example is in "Excerpt from Speechless" She told her mom she wanted to learn a topic but her mom gets a Idea and goes with it but mom's idea was a different topic and she wanted the tourtcher to end but she misunderstood mom's idea. In both these Excerpt's there is difficult communication.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The authors of "Excerpt from Rope Burn" and "Exerpt from Speechless" the difficulty of communication and is strengthend by*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Richard tried his best to write what he wanted for Mr. Best but he only got a "C" but when he picked Random for a topic and got a "B+" and She told her mom she wanted to learn a topic but her mom gets a Idea and goes with it but mom's idea was a different topic and she wanted the tourtcher to end but she misunderstood mom's idea*). The response exhibits little attempt at organization (*Another example*). The response lacks a formal style. The response provides a concluding statement that follows generally from the topic and information presented (*In both these Excerpt's there is difficult communication*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Exerpt, strengthend, writting, tourtcher, run-on sentences, apostrophes, punctuation, capitalization*).

GUIDE PAPER 11

Additional

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from both stories to support your response. [4]



In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from both stories to support your response

The both story has something in common is communication difficulty's. Richard is Trying To figure out what his English Teacher Mr. Best what he wants him To write, Griffin has a speech To give. his mother insists on helping him? That explain what both stories have in common.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The both story has something in common is communication difficulty's*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence ("Richard is Trying To figure out what his English Teacher Mr. Best what he wants him To write," and *Griffin has a speech To give. his mother insists on helping him.*"). The response exhibits little attempt at organization. The response lacks a formal style. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*That explain what both stories have in common*). The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 12

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The authors of the excerpts "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about difficulty of communication because it shows that they talk about the characters and what they do. This claim strengthened the details in the story because in the text it says "last time, I tried an experiment. I decided to open an encyclopedia to any page and point to a topic." Also it says that "Im not stupid enough to copy an encyclopedia article word-for-word." These details support the claim strengthen the details in each story.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The authors of the excerpts "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about difficulty of communication because it shows that they talk about the characters and what they do.*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is irrelevant (*"last time, I tried an experiment. I decided to open an encyclopedia to any page and point to a topic."* and *"Im not stupid enough to copy an encyclopedia article word-for-word."*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise (*These details support the claim strengthen the details in each story*). The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

39

Learning to communicate well can be a struggle. How do the authors of “Excerpt from *Rope Burn*” and “Excerpt from *Speechless*” develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from **both** stories to support your response

The comunication is about them confusion. In the first story the girl was confused about stuff and the mom was confused about suggestions. In this story it shows why dont english teachers speak english. He said I must of look confused.

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*The comunication is about them confusion. In the first story the girl was confused about stuff and the mom was confused about suggestions. In this story it shows why dont english teachers speak english. He said I must of look confused*).

GUIDE PAPER 14

Additional

39

Learning to communicate well can be a struggle. How do the authors of "Excerpt from *Rope Burn*" and "Excerpt from *Speechless*" develop this claim about the difficulty of communication? How is this claim strengthened by details in each story? Use details from both stories to support your response. [4]

In your response, be sure to

- explain how the authors of both stories develop the claim about the difficulty of communication
- explain how this claim is strengthened by details in each story
- use details from both stories to support your response

in both stories EXCERPT FROM
SPEECHLESS and EXCERPT FROM BURN
IT TALKS ABOUT SUBJECTS. AND IT
ALSO TALKS ABOUT HOW MEN AND WOMEN
COMMUNICATE.

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*in both stories Excerpt from Speechless and Excerpt from burn it talks about subjects. and it also talks about how men and women communicate*).