

# New York NYSTP 2024 Grade 5 English Language Arts

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Name: \_\_\_\_\_



# New York State *Testing Program*

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## English Language Arts Test Session 1

Grade **5**

Spring 2024

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

# **D**irections

**Read this story. Then answer questions 1 through 7.**

*Tom works at Sandy Lane Stables with his friends Rosie, Jess, and Nick. Chancey, the horse he will be taking care of this summer, has just arrived in a horse truck.*

## **Excerpt from *Sandy Lane Stables: A Horse for the Summer***

*by Michelle Bates*

- 1        Everyone was quiet as a disgruntled-looking man stepped down from the cab, alone. . . .

**disgruntled-looking = appearing unhappy or upset**

- 2        “I don’t know what you’ve got in there,” said the man, hunching his shoulders. “Supposed to be a horse . . . well, he was when I loaded him anyway. A real handful. Only just managed to get him in the van and that was nothing compared to the ride here. Thought he was going to kick the van down. Better you than me, son,” he said, climbing into the van before Tom had a chance to reply.

- 3        There was a frantic whinny and the sound of drumming hooves reverberated around the stables as Chancey pranced down the ramp. He was certainly on his toes, but he didn’t look like the sleek, well turned-out horse that Tom remembered seeing last season. He was still unclipped and his shabby winter coat was flecked with foam, as feverishly he pawed the ground. No one knew what to say.

**reverberated = echoed**

- 4        Eventually, Rosie managed to pipe up with: “Are you sure it’s the same horse?”

- 5        “Of course it is,” Tom snapped, unable to keep the disappointment out of his voice. “He only needs to be clipped and he’ll look fine.”

- 6        “I wouldn’t be so sure,” Jess muttered under her breath.

- 7        “Shouldn’t he have been clipped already?” said Rosie. She was always looking things up in her Pony Club manual and was sure that she had read that horses should be clipped before January, or their summer coat would be spoiled.

**GO ON**

8        “He probably should have been, still that won’t be too much of a problem,” said Nick kindly. “Now come on everyone, stop crowding him and get back to what you were doing. Take him to his new home, Tom.”

9        Tom approached the horse and took the halter that the man offered him. Chancey jumped skittishly from side to side, rolling his eyes and flicking his tail as Tom led him off.

skittishly = in a nervous way

10      “Poor Tom,” said Rosie. “He was so excited about that horse. Still, even though Chancey isn’t very good-looking, I’m sure he’ll be an absolute dream to ride.”

11      Tom didn’t know what to think. When he had seen Chancey last season, he had been one hundred percent fit, his muscles rippling under his glossy chestnut coat. Tom was sure that he hadn’t been mistaken, he was definitely the same horse.

12      Tom picked up the things that the van driver had left in the middle of the stables. There was a saddle and bridle, a dark blue New Zealand blanket and a box full of glossy grooming brushes that looked as though they had never been used. Putting them in the tack room, he grabbed an old body brush and curry comb, and hurried back to Chancey’s stall. He would have to be quick if he was going to be able to give Chancey a quick grooming and get home in time for lunch. Tom opened the door slowly, careful not to startle him.

13      “Come on, boy. Let’s get you cleaned up and give you your lunch. I bet you’re hungry after that awful trip,” he crooned.

14      Chancey seemed to have settled down a little and nuzzled Tom’s pockets inquisitively. Tom fumbled around for a mint. The horse’s lips were as soft as crushed velvet as he gratefully accepted the offering.

inquisitively = curiously

15      “That’s better,” said Tom. “I thought you’d taken an instant dislike to me, and it’s very important that we’re friends if we’re going to spend the whole summer together.”

16      “Hey, now hang on a minute,” said Tom, as the nuzzling turned into frantic chewing. “I’m sure my jacket doesn’t taste that great and I won’t be getting a new one if you eat it either.” Gently, Tom pushed Chancey’s nose away.

17 “I’ve got to go home for lunch in a minute,” Tom went on, giving him a quick rubdown. “I’ll be back at two. Nick has said that we can join the 3 o’clock class. Are you listening?”

18 Chancey wasn’t paying any notice. Already bored of all the attention, his head was buried deep in a bucket of pony pellets as Tom bolted the door of the stall and set off for home.

**pellets = small chunks of food**

19 Lunch was something that Tom’s mother insisted upon. If he was going to be at the stables all day, she said that he must at least come back at one to eat. He was careful to obey her, if only to keep her from going on about the amount of time he spent at Sandy Lane.

**GO ON**

**1**

Which detail from paragraph 3 **best** helps the reader understand the meaning of the phrase “well turned-out”?

- A** sound of drumming hooves
- B** pranced down the ramp
- C** his shabby winter coat
- D** feverishly he pawed the ground

**2**

How do paragraphs 3 and 11 develop an idea in the story?

- A** They show how Tom changes his mind about Chancey.
- B** They explain the cause and effect of Chancey’s arrival.
- C** They reveal why Tom wanted to train Chancey himself.
- D** They compare how Chancey looked at different times.

**3**

Paragraphs 14 and 18 are important to understanding Chancey because they show that he

- A** can be a calm and friendly animal
- B** is confused about his new home
- C** will be easy to train and care for
- D** understands that Tom has to leave

**GO ON**

**4**

Tom and Nick are similar in the story because they both

- A** are eager to clip Chancey and make him look his best
- B** learn about Chancey from the man who drove him
- C** know how to make Chancey feel appreciated
- D** show confidence in the effort to help Chancey

**5**

How does paragraph 19 help the reader understand the story?

- A** It explains the reason why Tom spends time at the stable by suggesting that his mother does not like horses.
- B** It reveals more about Tom's character by describing how important spending time at the stable is to him.
- C** It shows a resolution to Tom's problem by showing that he only leaves the stable once Chancey is comfortable.
- D** It tells the effect of Chancey coming to the stable by explaining that Tom no longer wants to spend time at home.

**6**

Which sentence **best** expresses a theme of the story?

- A** Patience and hard work teach responsibility.
- B** Giving advice to others in unexpected situations is not always helpful.
- C** Situations that seem difficult at first may be better than they appear.
- D** Being kind to others helps them realize their mistakes.

**GO ON**

**7**

Scientists who have studied horses believe that they are able to understand the moods of the people around them. How does this idea **best** connect to the details in the story?

- A** The workers at the stable are frightened by how poorly Chancey behaves.
- B** Chancey is relaxed and comfortable when Tom brushes him and speaks nicely to him.
- C** Chancey is nervous and upset during his trip to the stable in a trailer.
- D** Nick is confident Chancey will behave better once the horse has time to be alone.

**GO ON**

# **D**irections

Read this article. Then answer questions 22 through 28.

## **Excerpt from *Wild in the City***

by Megan Hansen

- 1 At first glance, a vacant lot in a city might seem lifeless. But look closer. A dragonfly dances around a puddle. A frog darts from a drainpipe to snatch the dragonfly. From the rooftops, a hawk swoops down to grab the frog. Cities might have been built for humans, but wildlife is everywhere! When you think of wildlife, you might picture bears lumbering through the forest. But many animals have adapted to the sewers, parks, and alleys of the “concrete jungle.” These areas provide a natural habitat for many species. Wild animals need food, water, space to hunt or hide, and a place to raise young. A city offers all of these.
- 2 The rooftops abound with winged wildlife. More than 200 bird species are found in the city, including blue jays, robins, doves, finches, crows, gulls, and woodpeckers. Peregrine falcons and ospreys nest on skyscrapers and bridges. New Yorkers also love to watch butterflies. Each year, thousands of monarch butterflies pass through the streets during their fall migration to Mexico. And let’s not forget nature’s insect control: bats. These winged mammals can eat eight mosquitoes, flies, or moths a minute. With up to 500 bats living in a single church belfry, that’s 240,000 bugs an hour—gobbled up! . . .
- 3 What about the city’s tiniest wildlife? Although you might not like to think about them, cockroaches are amazingly well-adapted to city life. These insects can live for two months without food, and haven’t changed much since scurrying around with dinosaurs millions of years ago. No wonder they seem unstoppable! Earthworms are another urban crawler. These marvelous little wrigglers gobble up dead leaves, food scraps, and garbage, and turn them into rich soil. Without worms, the trees, grass, and flowers of Central Park would not grow.
- 4 Sometimes New York gets unexpected visitors. As the forests surrounding New York fill with more and more people, wild animals are forced to find new homes. New Yorkers have spotted coyotes, white-tailed deer, and gray foxes in the city. A black bear was spotted wandering past a high school just 20 miles away from the city. And in 2009, a 30-foot long humpback whale swam into New York Harbor. Biologists, engineers, and politicians work hard to make sure city wildlife stays healthy and interacts safely with humans. A special nest for four eaglets was constructed in New York’s Inwood Park. Bald eagles, which were once endangered, can now be spotted flying over Central Park. So the next time you’re in New York (or any other big city), take a moment to look up, look under, and look closer. You’ll find a world of wildlife!

**GO ON**

## Spotting New York City Wildlife

Animal	Where	How
Bald Eagles	Riverside Park along the Hudson River; Flushing Meadows Corona Park in Queens	Look high up in the sky or in trees; look for the eagle's white head.
Seals	Coney Island Beach in Brooklyn; Orchard Beach in the Bronx	Look for their gray heads bobbing above the water during the winter.
Bats	Central Park and the Greenbelt on Staten Island	Look for dark shapes in the trees at dawn and dusk during the spring.
Coyotes	Van Cortlandt Park in the Bronx	Look in open areas at dawn and dusk, or look in the snow or mud for their tracks.
Monarch Butterflies	Central Park and Prospect Park in Brooklyn	Look for orange and black wings on or near flowers in September when the monarch butterflies are flying south.

**GO ON**

**22**

How do the details in paragraph 2 support a central idea of the article?

- A** They highlight the idea that certain animals in a city may be helpful to people.
- B** They show that the city is large enough to support many different kinds of birds.
- C** They explain how different species use city spaces like they do in a natural environment.
- D** They compare the homes of animals living in a city with their shelters in the wild.

**23**

Which detail from the article **best** explains why wildlife can survive in urban areas?

- A** “A frog darts from a drainpipe to snatch the dragonfly. From the rooftops, a hawk swoops down to grab the frog.” (paragraph 1)
- B** “Wild animals need food, water, space to hunt or hide, and a place to raise young. A city offers all of these.” (paragraph 1)
- C** “These insects can live for two months without food, and haven’t changed much since scurrying around with dinosaurs millions of years ago.” (paragraph 3)
- D** “These marvelous little wrigglers gobble up dead leaves, food scraps, and garbage, and turn them into rich soil.” (paragraph 3)

**24**

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

- A** understands well
- B** remains hidden
- C** changes places
- D** comes close

**GO ON**

**25**

Scientists have found that ants eat a great deal of the food thrown away by people. How does this idea **mainly** connect to the details in the article?

- A** Like birds, ants will likely be able to find safe places to live in cities.
- B** Like earthworms and bats, ants are good additions to a city environment.
- C** Like cockroaches, ants will likely survive in a city even during very difficult times.
- D** Like butterflies and bears, ants are only attracted to city spaces during certain seasons.

**26**

What is the **main** claim the author makes about people and wildlife?

- A** People should consider city spaces and rural spaces as homes for wildlife.
- B** People should take time to learn about the wildlife in the places where they live.
- C** People should work with local groups to protect wildlife in their neighborhoods.
- D** People should be prepared to encounter dangerous animals in urban environments.

**GO ON**

**27**

**This question is worth 2 credits.**

How does the author describe the relationship between animals and people in cities? 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.**

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

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

# **D**irections

Read this story. Then answer questions 29 through 35.

## **Excerpt from Lobsterman**

by Dahlov Ipcar

- 1 Larry lives in a fishing village on the coast of Maine. White gulls soar above his house and perch on the roof top. From his window he can see the harbor full of fishing boats. . . .
- 2 Larry's father is a lobster fisherman and owns one of the lobster boats. He fishes for lobsters all year round, even in the winter, if weather permits. But winter storms are hard on boats and traps, so at least once a year a lobsterman has to overhaul his gear. Every spring Larry's father has his big boat hauled out of the water, and then he and Larry work on her. . . .
- 3 They paint their lobster trap buoys too in the spring. Larry's father paints his buoys red and yellow and black. Every lobsterman uses different colors so that he can tell his buoys from the others. . . .

buoys = floating objects used to mark places at sea

- 4 Soon everything is ready. One morning early in May they make their first trip out to set their traps. It is still dark when they eat breakfast and put on their yellow waterproof pants and jackets and their black hip boots. Larry helps his father carry the gear down to the dock. There they load the big boat with as many traps as she can carry. Then Larry's father starts the engine, and they chug out of the harbor. . . .
- 5 They pass beaches where clamdiggers are digging for clams. They pass rocky islands where seals bask in the sun with their babies. Some of them dive into the water and swim after the boat with only their heads showing above the water. Larry throws a herring to one of them and she catches it.
- 6 Then Larry takes the wheel while his father pushes the traps overboard. The lobsters hide deep in the cool, green water among the seaweeds and rocks. They hide there with their long feelers waving and their big claws ready to catch any fishes that swim by. . . .

**GO ON**

7        Larry and his father come to a little cove where long streamers of brown kelp grow so thick that they can look down and see them waving in a great, dark tangle, like a jungle under the water.

**kelp = type of large seaweed**

8        “There must be lobsters down there, for sure,” Larry says. “This is where I want to set my trap.”

9        They push the trap over . . . and down it goes, down, down, down, until it disappears among the kelp . . . and only the yellow buoy with black and white stripes floats on top to mark where the trap is.

10      They set each trap in a different place. They make many trips back to shore for more traps. All day long they drop the traps over the side of the boat, one by one. Some they drop far out to sea and some along the rocky shores. Then as darkness falls over the water they head back home.

11      Next morning Larry and his father go out in the boat again, this time to haul their traps. Larry reaches over with the gaff and hooks each buoy out of the water. . . .

**gaff = iron hook**

12      When they pull up Larry’s trap out of the tangled kelp, they find three big lobsters in it. They weigh Larry’s lobsters and one is a whopping four-pounder, the biggest they have caught so far.

13      “We’ll keep track of all the lobsters you catch,” his father says. “Then when we sell them, I’ll put aside the money for you, and by the end of the summer you ought to have enough to buy something you want. Maybe you can save up for a skiff or an outboard motor.”

**skiff = small boat**

14        “But let’s not sell these three lobsters,” Larry says. “I want to have one for supper tonight, and you and Momma can eat the other two, because they’re the first lobsters I ever caught in a trap of my own.” . . .

15        And when Larry climbs into bed that night he lies awake a while. He thinks about all the many different kinds of fishing, and he says to himself, “I could fish with nets for herring or mackerel, I could work on a big dragger catching redfish or flounder or haddock, I could be a tuna fisherman, or even a clamdigger; but of all the kinds of fishing there are, I think lobstering is the most fun . . . and besides I like lobsters, so I’m going to be a lobsterman when I grow up!”

**GO ON**

**29**

Which sentence **best** describes the narrator's point of view?

- A** The narrator shares Larry's thoughts, showing how important lobster fishing is to him.
- B** The narrator shares Larry's dialogue, showing why he believes his lobsters can be sold.
- C** The narrator shares the thoughts of Larry's father, showing how carefully he prepares.
- D** The narrator shares the feelings of Larry's father, showing his pride about the lobsters.

**30**

How do paragraphs 1 and 5 **mainly** contribute to the structure of the story?

- A** by telling the reader the causes of later events
- B** by giving the reader a broader understanding of the setting
- C** by describing to the reader the different types of fishing
- D** by entertaining the reader with descriptions of animal behavior

**31**

Read this sentence from paragraph 8.

**"There must be lobsters down there, for sure," Larry says.**

Which detail from the story **best** supports the reason Larry feels certain about the lobsters?

- A** the suggestion in paragraph 2 that Larry looks for lobsters each spring
- B** the reference in paragraph 6 to Larry steering the lobster boat by himself
- C** the claim in paragraph 6 about the types of places where lobsters usually hide
- D** the indication in paragraph 9 about why the lobster trap buoys are important

**GO ON**

**32**

Read this excerpt from paragraph 9.

... the yellow buoy with black and white stripes floats on top to mark where the trap is.

According to this excerpt, buoys are used to

- A** attract lobsters to the traps
- B** show locations where lobsters may be
- C** help lobster fishers find their traps
- D** allow lobster fishers to find their way home

**33**

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

- A** “But winter storms are hard on boats and traps . . .” (paragraph 2)
- B** “Every lobsterman uses different colors so that he can tell his buoys . . .” (paragraph 3)
- C** “They pass rocky islands where seals bask in the sun . . .” (paragraph 5)
- D** “All day long they drop the traps over the side of the boat . . .” (paragraph 10)

**34**

Paragraphs 13 and 14 suggest that Larry

- A** prefers eating food he catches himself
- B** enjoys relaxing while on a boat
- C** fishes with his father to earn money
- D** feels proud of his ability to catch lobsters

**GO ON**

**35**

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

- A** the description of what Larry and his father wear when they go out fishing on the boat
- B** the description of what Larry and his father see on the beaches while they are on the boat
- C** the description of the kelp in the cove that Larry and his father see while fishing on the boat
- D** the description of Larry and his father setting traps then returning to shore all day in the boat

**GO ON**

# **D**irections

Read this story. Then answer question 36 and 37.

## The Lion's Share

*retold by Victoria Parker*

- 1 A lion once went hunting with a fox, a jackal, and a wolf. The four hunters prowled and lurked and tracked until at last they came upon a huge stag in the depths of the forest. Working together, they took the stag totally unaware and claimed its life.

jackal = a wild member of the dog family

stag = a male deer

- 2 The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.
- 3 Just as an argument was about to break out, the lion threw back his head and gave a mighty roar. "Divide this stag up into quarters right NOW!" he bellowed, and the other animals leapt to it.
- 4 When it was done, the lion snarled at the fox, the jackal and the wolf, who stood sulkily before him. "The first quarter is for me," he declared, "because I am King of the Beasts."
- 5 The fox, the jackal, and the wolf looked at each other and shrugged—that was fair enough, they thought. But then the lion went on . . . "The second quarter is mine too, as I am the one sorting out the shares."
- 6 "But—"
- 7 "Hang on a minute—"
- 8 "Rubbish!" The fox, the jackal, and the wolf began to grumble, but the lion took no notice and carried on.

**GO ON**

9        “The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.” And the lion bared his teeth and flexed his sharp claws.

10      The three other hunters slunk away into the shadows with their tails between their legs.

**36**

**This question is worth 2 credits.**

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use **two** details from the story to support your response.

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**GO ON**

**37**

**This question is worth 2 credits.**

What is a theme of “The Lion’s Share”? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 38 and 39.

## The Bees and Wasps, and the Hornet

by Aesop

- 1 A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs. The argument grew very pointed, and it looked as if the affair could not be settled without a battle, when at last, with much good sense, they agreed to let a judge decide the matter. So they brought the case before the Hornet, justice of the peace in that part of the woods.
- 2 When the Judge called the case, witnesses declared that they had seen certain winged creatures in the neighborhood of the hollow tree who hummed loudly and whose bodies were striped, yellow and black, like bees.
- 3 Counsel for the Wasps immediately insisted that this description fitted his clients exactly.

counsel = person who argues someone's case in a court of law

- 4 Such evidence did not help Judge Hornet to any decision, so he adjourned court for six weeks to give him time to think it over. When the case came up again, both sides had a large number of witnesses. An Ant was the first to take the stand, and was about to be cross-examined, when a wise old Bee addressed the Court.  
"Your honor," he said, "the case has now been pending for six weeks. If it is not decided soon, the honey will not be fit for anything. I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs."
- 5 The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey.
- 6 "It is clear," said the Judge, "who made the comb and who could not have made it. The honey belongs to the Bees."

**GO ON**

**38**

**This question is worth 2 credits.**

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps’? Use **two** details from the story to support your response.

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**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.**

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from **both** stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
  - explain how the main characters solve this problem
  - use details from **both** stories to support your response

GO ON

## **STOP**

# THE STATE EDUCATION DEPARTMENT

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

**2024 English Language Arts Tests Map to the Standards**

**Grade 5**

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)
<b>Session 1</b>								
1	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.L.4	Reading	0.43		
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.5	Reading	0.55		
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.59		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.52		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.5	Reading	0.63		
6	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.54		
7	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.9	Reading	0.67		
22	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.43		
23	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.61		
24	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.51		
25	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.9	Reading	0.38		
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.8	Reading	0.34		
27	Constructed Response		2	NGLS.ELA.Content.NY-5.R.3	Writing to Sources		1.29	0.64
28	Constructed Response		2	NGLS.ELA.Content.NY-5.R.7	Writing to Sources		1.23	0.61
<b>Session 2</b>								
29	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.6	Reading	0.68		
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.5	Reading	0.66		
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.71		
32	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.59		
33	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.61		
34	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.63		
35	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.57		
36	Constructed Response		2	NGLS.ELA.Content.NY-5.R.5	Writing to Sources		1.28	0.64
37	Constructed Response		2	NGLS.ELA.Content.NY-5.R.2	Writing to Sources		1.30	0.65
38	Constructed Response		2	NGLS.ELA.Content.NY-5.R.3	Writing to Sources		1.17	0.59
39	Constructed Response		4	NGLS.ELA.Content.NY-5.R.3	Writing to Sources		1.78	0.44

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

### 2-Credit Constructed-Response Rubric

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

- 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 4–5 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:
<b>CONTENT AND ANALYSIS:</b> 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"> <li>—clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate insightful comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a literal comprehension of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b> 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"> <li>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence with inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> 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"> <li>—exhibit clear, purposeful organization</li> <li>—skillfully link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—exhibit no use of linking words and phrases</li> <li>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> 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"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

- 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

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response.

### Possible Exemplary Response:

The author of “Wild in the City” describes the relationship between animals and people in cities as being a positive one for both the animals and the people. Megan Hanson shares many facts about the variety of wildlife in the city. For example, she talks about New Yorkers’ love for the birds and butterflies that inhabit the city. None of them would be there if there wasn’t a place for them to live. She goes on to point out the benefits that even pesty types of wildlife provide, “let’s not forget nature’s insect control: bats. These winged mammals can eat eight mosquitoes, flies, or moths a minute. With up to 500 bats living in a single church belfry, that’s 240,000 bugs an hour—gobbled up!” and “Earthworms are another urban crawler. These marvelous little wrigglers gobble up dead leaves, food scraps, and garbage, and turn them into rich soil. Without worms, the trees, grass, and flowers of Central Park would not grow.” Can you imagine how unhappy people in the city would be without all the birds, butterflies, parks, and flowers?

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

- 27 How does the author describe the relationship between animals and people in cities? Use **two** details from the article to support your response.

The author describes the relationship between animals and people in cities by giving us text evidence of how people can and do connect with the wildlife in the city. In the essay the author says "New Yorkers also love to watch butterflies. Each year, thousands of monarch butterflies pass through the streets during their fall migration to Mexico." It also states "New Yorkers have spotted coyotes, white-tailed deer, and gray foxes in the city." All this shows how these people and animals smell, see, and can hear each other.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author describes the relationship between animals and people in cities (*by giving us text evidence of how people can and do connect with the wildlife in the city*). The response provides evidence of analysis (*All this shows how these people and animals smell, see, and can hear each other*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*New Yorkers also love to watch butterflies. Each year, thousands of monarch butterflies pass through the streets during their fall migration to Mexico.*" and "*New Yorkers have spotted coyotes, white-tailed deer, and gray foxes in the city.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response. [2]

The author describes the relationship between animals and people in cities by giving us examples of how they help people. Like how the earthworms eat the dead leafs in the city. And how bats eat mosquitoes flys and moths. That's why the author gives us examples of how they help us.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author describes the relationship between animals and people in cities (*by giving us examples of how they help people*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Like how the earthworms eat the dead leafs and how bats eat mosquitoes flys and moths*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response.

they describe the relationship by saying how they help us by the worms making the soil rich and the bats eating the mosquitoes. another deatale is that how they can teach us. becausewe can learn there invierment and what they eat.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author describes the relationship between animals and people in cities (*by saying how they help us*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the worms making the soil rich and the bats eating the mosquitoes*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response. [2]

Wild animals need food, water, space to hunt or hide, and a place to raise young and so many people in New York City loves to watch them fly, swim, eat, hibernate and plants.

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### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author describes the relationship between animals and people in cities (*so many people in New York City loves to watch them*); however, the response only provides one relevant detail from the text for support (*fly, swim, eat*). This response includes a complete sentence where errors do not impact readability.

# GUIDE PAPER 5

Additional

27

How does the author describe the relationship between animals and people in cities? Use **two** details from the article to support your response.

With our worms and othere animals we wouln't have any plants.

## Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author describes the relationship between animals and people in cities (*With our worms and othere animals we wouln't have any plants*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors may impact readability.

## GUIDE PAPER 6

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response. [2]

The author describes the relationship between animals. For example on page 2 it says "New Yorkers also love to watch butterflies.

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support ("New Yorkers also love to watch butterflies"). The response does not provide a valid inference from the text to explain how the author describes the relationship between animals and people in cities. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response.

mals the authr describes the relationship bewtwee animals is that theyhave a lot in comein

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*mals the authr describes the relationship bewtwee animals is that theyhave a lot in comein*).

27

How does the author describe the relationship between animals and people in cities? Use two details from the article to support your response.

The author describes the relationship between animals and people in cities because in the city its very loud and more cars than in some place and the authordid that because the animals in the city die more often than non city places

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The author describes the relationship between animals and people in cities because in the city its very loud and more cars than in some place and the authordid that because the animals in the city die more often than non city places*).

## EXEMPLARY RESPONSE

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

### Possible Exemplary Response:

The details in the “Spotting New York City Wildlife” chart support the ideas in the article because it shows us where around the city that we can see the kinds of animals that Megan Hanson talks about in “Wild in the City.” When we read about the monarch butterflies migrating through the city each fall, the chart tells us that we can see them in “Central Park and Prospect Park in Brooklyn.” The article tells us that “New Yorkers have spotted coyotes [...] in the city” and the chart tells us that we can see them in “Van Cortlandt Park in the Bronx” if we “look in open areas at dawn and dusk.” Both the article and the chart tell us that there are many places to see wildlife in the city, if we just know where to look and what we are looking for.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

The details in the "Spotting New York City Wildlife" chart supports the ideas in the article because the chart shows where you can find the animals and the text says what they do to help that area. I know this because the chart says, "Central Park and the Greenbelt on Staten Island." The article says, "These winged mammals can eat eight mosquitoes, flies, or moths a minute." These show how bats can get rid of these bugs that can sting or bite you, so you wanna know where they are so you can maybe live near them so you don't get stung a lot by bugs. The chart also says, "Riverside Park along the Hudson River; Flushing Meadows Corona Park Queens." The Article also says, "Bald eagles, which were once endangered, can now be spotted flying over Central Park." These show how bald eagles were once endangered and if they might of left the city they might have been all dead. All of this shows how this chart supports the ideas in the article.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the “Spotting New York City Wildlife” chart support the ideas in the article (*the chart shows where you can find the animals and the text says what they do to help that area*). The response provides evidence of analysis (*how bats can get rid of these bugs that can sting or bite you, so you wanna know where they are so you can maybe live near them so you don't get stung a lot by bugs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Central Park and the Greenbelt on Staten Island.*”; “*These winged mammals can eat eight mosquitoes, flies, or moths a minute.*”; “*Riverside Park along the Hudson River; Flushing Meadows Corona Park Queens.*”; “*Bald eagles, which were once endangered, can now be spotted flying over Central Park.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

The details in the “Spotting New York City Wildlife” support the ideas in the article by showing how you can see the wildlife in New York city and the article talking about who and what those animals are and also where you can see them. In the chart “Spotting New York City Wildlife” it gives several animals that were also in the article like bats in paragraph 2. In the articles it also says “A special nest for four eaglets was constructed in New York’s Inwood Park.” and in the chart it gives many more places to see bald eagle and how to see them.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the “Spotting New York City Wildlife” chart support the ideas in the article (*showing how you can see the wildlife in New York city and the article talking about who and what those animals are*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (“*A special nest for four eaglets was constructed in New York’s Inwood Park.*” and *in the chart it gives many more places to see bald eagle and how to see them*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

the "spotting new york city wildlife" chart showes you where in the city you can find these animals the chart also is trying to show you how and where they made there new homes for example for the bald eagles you can find them in Queens riverside park and it also says to lookup at the tall trees and you can spot them probably.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the “Spotting New York City Wildlife” chart support the ideas in the article (*showes you where in the city you can find these animals*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the bald eagles you can find them in Queens riverside park and lookup at the tall trees and you can spot them probably*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 4

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use two details from the article to support your response. [2]

The details from the chart help by saying were you could find the animals that were mentioned in the text. Also say that you really want to see butterflies you could see them mainly in Central and Prospect Park in Brooklyn mainly on September.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the “Spotting New York City Wildlife” chart support the ideas in the article (*by saying were You could find the animals that were mentioned in the text*); however, the response only provides one relevant detail from the text for support (*You really want to see butterflies You could see them mainly in Central and Prospect Park in Brooklyn mainly on September*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

28

How do the details in the "Spotting New York City Wildlife" chart support the ideas in the article? Use two details from the article to support your response. [2]

The details in the chart support the ideas of the article by listing the locations that some animals can be spotted in ny, such as coyotes, butterflies, and bats.

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### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the "Spotting New York City Wildlife" chart support the ideas in the article (*by listing the locations that some animals can be Spotted in ny*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

- 28 How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

The "spotting New York wildlife" chart support the ideas in the article because the Monarch Butterflies are the Central park and project park in Brooklyn

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*Monarch Butterflies are the Central park and project park in Brooklyn*). The response does not provide a valid inference from the text to explain how the details in the “Spotting New York City Wildlife” chart support the ideas in the article. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

what about the city's tinenst wild life althoughyou might not want bugs or andy creatuere in your housde i know i would not if i found one i would screem

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*what about the city's tinenst wild life althoughyou might not want bugs or andy creatuere in your housde i know i would not if i found one i would screem*).

# GUIDE PAPER 8

Additional

28

How do the details in the “Spotting New York City Wildlife” chart support the ideas in the article? Use **two** details from the article to support your response.

The chart can support people by there therois presay if someone had a theroi that animal and people can live in harmany the artical will suporrt that idea.

## Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The chart can support people by there therois presay if someone had a theroi that animal and people can live in harmany the artical will suporrt that idea*).

## EXEMPLARY RESPONSE

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

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### Possible Exemplary Response:

In “The Lion’s Share,” paragraph 10 contributes to the structure by showing us how annoyed and defeated the fox, jackal, and wolf felt. They had spent so much time and energy helping to hunt and divide the stag but didn’t get any shares of the food. Earlier in the story, “The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.” When the lion took control of the situation, they didn’t suspect anything would go wrong. The lion quickly turned on the others and said, “The first quarter is for me,” [...] “The second quarter is mine too, as I am the one sorting out the shares.” The other three hunters began to feel that things were not going well. Finally, the lion said, “As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.” By paragraph 10 the other hunters are intimidated and hungry so they leave “with their tails between their legs.”

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

Paragraph 10 contributes by showing how the other hunters/animals were scared of the lion. After the hunters killed the stag they had to divid it into quarters but as you can see in the last paragraph the lion took all of it without the others saying anything because he threatened them. Paragraph 9 tells the reason the hunters didn't put up a fight as it states "the third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well,...The lion bared his teeth and flexed his sharp claws". This part of the paragraph shows the lion is greedy yet intimidating. The lion baring his sharp teeth and claws is a warning because he'd eat them if they disobeyed. As for the Paragraph 4 showing the lions personality more because in the fourth paragraph it states "When it was done, the lion snarled at the fox,jackal and the wolf,who stood sulkily before him sulkily meaning scared,weakly. The lion also says "The first quarter is for me...because I am the King of the Beasts". This is implying that the lion thinks higher of himself.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in “The Lion’s Share” (*by showing how the other hunters/animals were scared of the lion*). The response provides evidence of analysis (*This part of the paragraph shows the lion is greedy yet intimidating and implying that the lion thinks higher of himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“the third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well,...The lion bared his teeth and flexed his sharp claws”; “When it was done, the lion snarled at the fox,jackal and the wolf,who stood sulkily before him; “The first quarter is for me...because I am the King of the Beasts”*). This response includes complete sentences where errors do not impact readability.

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

In paragraph 10, the three other hunters were tired of putting up with the selfish lion, that they left the lion. This builds up the story structure because it is the paragraph that shows you the main idea. I know that this because in paragraph 8 it says, "Rubbish!" The fox, the jackal, and the wolf began to grumble, but the lion took no notice.. This piece of text evidence shows how the animals were feeling after the lion wouldn't share. Another piece of text evidence shows how the animals reacted."The three other hunters slunk away into the shadows..." These two details show that paragraph ten contributes to the structure by showing us the main idea of this passage.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in “The Lion’s Share” (*the three other hunters were tired of putting up with the selfish lion*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Rubbish!*” *The fox, the jackal, and the wolf began to grumble, but the lion took no notice..*” and “*The three other hunters slunk away into the shadows...*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

In "The Lion's Share," how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response. [2]

Paragraph 10 contributes to the story by Representing the terrified animals. The animals were scared of the lion. The lion happend to be witty & mighty so he stratigicly got the meat for himself. The 10th paragraph is an exlent representation of the terrified jackal, fox and wolf.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in "The Lion's Share" (*by Representing the terrified animals*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*The animals were scared of the lion and The lion happend to be witty & mighty so he stratigicly got the meat for himself*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

In "The Lion's Share," how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response. [2]

In paragraph 10 it says "The three other hunters slunk away into the shadows with their tails between their legs" that tells me that they were mad because the Lion didn't share the quarters that they cut.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in "The Lion's Share" (*they were mad because the Lion didn't share the quarters that they cut*); however, the response only provides one concrete detail from the text for support ("The three other hunters slunk away into the shadows with their tails between their legs"). This response includes a complete sentence where errors do not impact readability.

# GUIDE PAPER 5

Additional

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

It contributes by telling people that they were confident in most of the story but at the last part they were scared.

## Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in “The Lion’s Share” (*by telling people that they were confident in most of the story but at the last part they were scared*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

In "The Lion's Share", paragraph 10 contribute to the story by the king of the the beasts he wants to split the fox the jackal and the wolf into quarters. According to the text in paragraph 10 the three other hunters walked away with their tails down trying not to be seen.

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*the three other hunters walked away with their tails down trying not to be seen*). The response does not provide a valid inference from the text to explain how paragraph 10 contributes to the structure of the story in “The Lion’s Share.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use two details from the story to support your response.

it contributes to the story becuses it shows that the lion is a shelfish person, away it shows that is because he showed that by saying "the first quarter is for me becuses i am king of beasts" after that the lion showed is sharp claws and teath to scare the hunters

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*it contributes to the story becuses it shows that the lion is a shelfish person, away it shows that is because he showed that by saying “the first quarter is for me becuses i am king of beasts” after that the lion showed is sharp claws and teath to scare the hunters*).

# GUIDE PAPER 8

Additional

36

In “The Lion’s Share,” how does paragraph 10 contribute to the structure of the story? Use **two** details from the story to support your response.

The hunters stood triumphant as the stag lay before them. The third share should be mine because of the part played in hunting the stag.

## Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The hunters stood triumphant as the stag lay before them. The third share should be mine because of the part played in hunting the stag*).

## EXEMPLARY RESPONSE

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

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### Possible Exemplary Response:

A theme of “The Lion’s Share” is choose your friends wisely so you won’t feel cheated. When the four hunters go hunt together, the fox, jackal, and wolf do not know that the lion is untrustworthy and will take advantage of them. When the four hunters caught a stag and had to decide how to divide it, the fox, jackal, and wolf saw the lion’s true nature, “... the lion threw back his head and gave a mighty roar. ‘Divide this stag up into quarters right NOW!’ he bellowed.” After the stag was divided the lion began to claim all the shares. The other hunters saw that the lion was selfish and cheating them. They know the lion has taken advantage of them but feel powerless to do anything. The story ends with the lion claiming everything and “The three other hunters slunk away into the shadows with their tails between their legs.” They should have been more cautious in choosing their friends.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

37

What is a theme of "The Lion's Share"? Use two details from the story to support your response. [2]

The theme of "The Lion's share" was not to trust everyone, in the story a lion, fox, wolf and jackal went Hunting after they killed a stag. The lion wanted all of it to himself and the others couldn't do anything about it. In the text it states "as for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it". and the lion bared his teeth and flexed his sharp claws" and after this the other left. another example in the text is "when it was done the lion snarled at the fox, the jackal and the wolf"

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify a theme of "The Lions Share" (*not to trust everyone*). The response provides evidence of analysis (*the lion wants all of it to himself and the others couldn't do anything about it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it." and the lion bared his teeth and flexed his sharp claws" and "When it was done the lion snarled at the fox, the jackal and the wolf"). This response includes complete sentences where errors do not impact readability.

37

What is a theme of "The Lion's Share"? Use two details from the story to support your response. [2]

The theme of the Lions Share is to like not hog and share. One detail how I know that is because the Lion took all the food ("The second one is mine too.") He takes advantage of his Power and Royalty. Another detail is "The third share would be mine to."

#### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify a theme of "The Lions Share" (*not hog and share*). The response provides evidence of analysis (*He takes advantage of his Power and royalty*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The second one is mine too." and "The third share would be mine to."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

The theme of the story The Lion’s Share is working together/sharing one details from the story is when it said Working together, they took the stag totally unaware and claimed its life. It also said how they should share out their catch.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify a theme of “The Lion’s Share” (*working together/sharing*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Working together, they took the stag totally unaware and claimed its life and how they should share out their catch*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

I think the theme of the Lion's share is to be fair to not just your friends but to everyone. One reason I say this is because when the lion claims allfour parts of the animal they hunted together that was unfair to the other animals that helped along the way. A second reason this is a possible theme is because the lion was taking his friends for granted, I know this because even though the other animals helped the lion hunt the stag, the lion didn't share anything with them.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to identify a theme of “The Lion’s Share” (*be fair to not just your friends but to everyone*); however, the response only provides one relevant detail from the text for support (*when the lion claims allfour parts of the animal they hunted together that was unfair to the other animals that helped along the way*). This response includes complete sentences where errors do not impact readability.

37

What is a theme of "The Lion's Share"? Use two details from the story to support your response.

The theme of "The Lions Share is the lion went hunting for prey with a fox, a jackal and a wolf. I know this because the text states, " A lion once went hunting with a fox, a jackal and a wolf" also "they took the stag totally unaware and claimed its life." I would be proud if i caught a catch with other friends

### Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("A lion once went hunting with a fox, a jackal and a wolf" and "they took the stag totally unaware and claimed its life."); however, the response does not provide a valid inference from the text to identify a theme of "The Lion's Share." This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

The theme is the lion fron the lions share is greaty one reshon is he said "the frstquarter is for me because i am the king of beasts" aother rison is for the second third and fourth he wanted as well that shows he is greaty.

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*the frstquarter is for me because i am the king of beasts*”). The response does not provide a valid inference from the text to identify a theme of “The Lion’s Share.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

The theme of the story is the fox, the jackal, the wolf, and the lion were hunting . then the lion started to roar and the wolf, the jackal, and the fox and all the animals started to argue.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The theme of the story is the fox, the jackal, the wolf, and the lion were hunting . then the lion started to roar and the wolf, the jackal, and the fox and all the animals started to argue*).

37

What is a theme of “The Lion’s Share”? Use two details from the story to support your response.

The theme of the lion share. the lion is hunting for food and the hunters trap the lion in a net in the foris.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The theme of the lion share. the lion is hunting for food and the hunters trap the lion in a net in the foris*).

## EXEMPLARY RESPONSE

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The Hornet’s interest in the case in “The Bees and Wasps, and the Hornet,” is different from the Wasps because he is the judge who must decide which of the two other groups the honey belongs to. The story tells us this directly, “... they agreed to let a judge decide the matter. So, they brought the case before the Hornet, justice of the peace in that part of the woods.” After a suggestion from a wise old Bee that the two competing groups make a honey comb, the wasps complained, and the Hornet “...quickly understood why they did so: They knew they could not build a honey comb and fill it with honey. ‘It is clear,’ said the Judge, ‘who made the comb and who could not have made it. The honey belongs to the Bees.’” This tells me that the Hornet is the judge because he is smart enough to take advice and he knows enough about bees and wasps to know who made the honey, so he is an impartial judge.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

The Hornet's interest in the case is different from the Waps because the hornet was not interested in stealing the honey infact he didn't want it at all but the Wasp really wanted it like really bad. I know this because in paragraphs 2-3 the text states, "witnesses declaed that they had seen certain winged creatures in the neighborhood of the hollow tree who hummed loudly and whose bodies were striped , yellow and black, like bees. Counsel for the Wasps immediatly said that this discription fitted his clients exactly." Another reason is hornet needs time to think about whose honey it is but Wasp and other Wasps think that they know. I know this because in the text it states, " 'I move that the Bees and the Wasps both instructed to build honey comb. Then we shall see to whom it really belongs.' The Wasps protested loudly. Wise Hornet quickly understood why they did so: They knew they could not built honey comb and fill it with honey" That proves the fact that the Wasps are very greedy and want it all too their selves and never give the truth... that they just can't make honey comb to put honey in.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Hornet’s interest in the case is different from the Wasps’ in “The Bees and Wasps, and the Hornet” (*the hornet was not interested in stealing the honey infact he didn't want it at all but the Wasp really wanted it like really bad*). The response provides evidence of analysis (*That proves the fact that the Wasps are very greedy and want it all too their selves and never give the truth... that they just can't make honey comb to put honey in*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*witnesses declaed that they had seen certain winged creatures in the neighborhood of the hollow tree who hummed loudly and whose bodies were striped , yellow and black, like bees. Counsel for the Wasps immediatly said that this discription fitted his clients exactly.*” and “*'I move that the Bees and the Wasps both instructed to build honey comb. Then we shall see to whom it really belongs.' The Wasps protested loudly. Wise Hornet quickly understood why they did so: They knew they could not built honey comb and fill it with honey*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

In "The Bees and Wasps, and the Hornet," how is the Hornet's interest in the case different from the Wasps'? Use two details from the story to support your response. [2]

The Hornet's interest and the Wasps' interest are different because the Hornet wants to solve the problem but the Wasps want the honey comb for their own good. The text states "It is clear said the Judge, who made the comb and who could not have made it, The honey belongs to the Bees." The text also states The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so. In conclusion don't be the Wasps.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Hornet's interest in the case is different from the Wasps' in "The Bees and Wasps, and the Hornet" (*the Hornet wants to Solve the problem but the Wasps want the honey comb for their own good*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("It is clear said the Judge, who made the comb and who could not have made it. The honey belongs to the Bees." and *The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

The way hornet's interest in the case different from the wasp is they have different apiniuns on the honey. In the article it states "then we shall soon see to whom the honey really belongs to" when the wasp says "the wasp protested loudly. Wise judge hornet quickly understood why they did so. Another example is the judge says "who made the comb and who could not have made it the honey belongs to the bees. This is why I think thay have diffrent apions on the honey.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Hornet’s interest in the case is different from the Wasps’ in “The Bees and Wasps, and the Hornet” (*they have different apiniuns on the honey*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“the wasp protested loudly. Wise judge hornet quickly understood why they did so and the judge says ‘who made the comb and who could not have made it the honey belongs to the bees*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

In the story The Hornet interest in the case is different because he doesn't want the hive. In the text it says "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them." ( paragraph 1).In the text it also says "When the Judge called the case, witnesses declared that they had seen certain winged creatures in the neighborhood of the hollow tree who hummed loudly and whose bodies were striped, yellow and black, like bees." (paragraph 2).As you can see the wise Hornet interest is different because he doen't want the hive.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the Hornet’s interest in the case is different from the Wasps’ in “The Bees and Wasps, and the Hornet” (*The Hornet interest in the case is different because he doesn't want the hive*); however, the response only provides one relevant detail from the text for support (“*A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them.*”). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

In “The Bees and Wasps, and the Hornet,” The Hornet’s interest in the case different from the Wasps In the text it stated “The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey.

“ And ““ It is clear,” said the Judge, “who made the comb and who could not have made it. The honey belongs to the Bees.””

## Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey.* ” and ““*It is clear,” said the Judge, “who made the comb and who could not have made it. The honey belongs to the Bees.* ””); however, the response does not provide a valid inference from the text to explain how the Hornet’s interest in the case is different from the Wasps’ in “The Bees and Wasps, and the Hornet.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

In "The Bees and Wasps, and the Hornet," how is the Hornet's interest in the case different from the Wasps'? Use two details from the story to support your response. [2]

The hornet interest in the case different from the wasps: "The wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They Knew they could not build a honey comb and fill it with honey."

### Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support ("The Wasps Protested loudly. Wise Judge Hornet quickly understood why they did so: They Knew they could not build a honey comb and fill it with honey."). The response does not provide a valid inference from the text to explain how the Hornet's interest in the case is different from the Wasps' in "The Bees and Wasps, and the Hornet." This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

When ever When The bees where just trying to get honey and the wasps wanted war

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*When ever When The bees where just trying to get honey and the wasps wanted war*).

# GUIDE PAPER 8

Additional

38

In “The Bees and Wasps, and the Hornet,” how is the Hornet’s interest in the case different from the Wasps? Use two details from the story to support your response.

the Hornetis brought a case, justice of the prat of the wood's the evidence did not help the judge Hornet

## Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the Hornetis brought a case, justice of the prat of the wood's the evidence did not help the judge Hornet*).

## **EXEMPLARY RESPONSE**

39

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from **both** stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
  - explain how the main characters solve this problem
  - use details from **both** stories to support your response

## Possible Exemplary Response:

The main characters in “The Lion’s Share” and “The Bees and Wasps, and the Hornet” have a similar problem but the way they go about solving the problem is different. Initially in “The Lion’s Share” the characters need to first catch their prey and they work together to solve that problem only to have a new problem develop, how do they divide the stag. But in “The Bees and Wasps, and the Hornet” the characters have found a honeycomb in a hollow tree and need to determine who it really belongs to. In each story we read the details of the process the characters go through to reach a solution.

In the beginning of “The Lion’s Share” the fox, jackal, wolf, and lion need to determine how to divide the stag they have killed. The lion steps in and takes control of the process by ordering the other animals to do his bidding. “Just as an argument was about to break out, the lion threw back his head and gave a mighty roar. ‘Divide this stag up into quarters right NOW!’ he bellowed, and the other animals leapt to it.” The lion is using his strength to frighten the other three hunters into submission and they quickly follow his orders. The lion sees that if he continues to use his size, fierceness, and reputation as the king of the beasts he can get the others to do exactly what he wants, which is the entire stag. As the story continues the lion uses these characteristics to further intimidate the fox, jackal, and wolf. “The lion snarled at the fox, the jackal, and the wolf, who stood sulkily before him. “The first quarter is for me,” he declared, “because I am King of the Beasts.” Later he claims the remaining quarters until he concludes, “As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.’ And the lion bared his teeth and flexed his sharp claws.” As we can see, the lion has duped the other three all along and has never intended to share any part of the stag. Now the remaining hunters have a new dilemma, which they solve by submitting to the lion and walking away humiliated, “The three other hunters slunk away into the shadows with their tails between their legs.”

In contrast, in “The Bees and Wasps, and the Hornet” the characters seem determined to solve the conflict over which group owns the honey fairly. Their first step toward a peaceful solution is to agree to bring the problem to an impartial party. “So they brought the case before the Hornet, justice of the peace in that part of the woods.” Unfortunately, the evidence of ownership is unclear because witnesses can’t be sure which winged creatures had been seen near the hollow tree. “Such evidence did not help Judge Hornet to any decision, so he adjourned court for six weeks to give him time to think it over.” Upon returning to court, a wise old bee suggested that “...the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs.” This led to a ruckus from the Wasps, and Judge Hornet quickly inferred that this was due to the knowledge that they were incapable of building a honey comb. “It is clear,” said the Judge, “who made the comb and who could not have made it. The honey belongs to the Bees.”

All in all, the characters in both stories are faced with the problem of dividing some food. In “The Lion’s Share” the lion bullies the other three hunters into agreeing that he gets the entire stag, while in “The Bees and Wasps, and the Hornet” the Judge Hornet determines that the wasps have no right to the honey. In both stories, at the end of the day, only one side wins.

## Possible Details to Include:

- Other relevant text-based details

## Score Credits:

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

39

In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from **both** stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from **both** stories to support your response

"The Lion's Share" and "The Bees and Wasps, and the Hornet" both share some similarities between both of their problems and both solved their problems a little differently than the other. They have their own ways of doing things that we are going to find out.

The problems in "The Lion's Share" and "The Bees and Wasps, and the Hornet" both have to do with a problem of sharing some sort of food or who gets the food. To support my claim, according to the text "The Lion's Share" it says "The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch." This piece of evidence shows that they were struggling to find a way to share their prey. Another way to support my claim, in the text "The Bees and Wasps, and the Hornet" it says "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs." In my opinion this shows that an argument was going to erupt between both sides. So in total both texts had argument between different sides but only one came out victorious.

The main characters solved their problem in "The Bees and Wasps, and the Hornet" by them calling upon someone to decide who would get the store of honey in the hollow tree. To support my claim, according to the text "The argument grew very pointed, and it looked as if the affair could not be settled without a battle, when at last, with much, good sense, they agreed to let a judge decide the matter." Another way to support my claim, according to the text it said "So they brought the case before the Hornet, justice of the peace in that part of the woods." In my opinion this shows that the problem was too hard so it had to be dealt with someone who could deal with it.

The main characters solved their problem in "The Lion's Share" by the lion getting almost all the stag and threatening the rest of the hunters. To support my claim, according to the text "The first quarter is for me, he declared, because I am King of the Beasts. The second quarter is mine too, as I am the one sorting out the shares." Another way to support my claim, according to the text "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it." In my opinion it shows that the Lion took all of the food for himself not even bothering to share with the rest of the hunters.

## GUIDE PAPER 1b

This shows how each passage solved the problem that each passage served . One passage the Lion threatend the other hunters while on the other passage the Bees got the honey fair and square.

In total the passages had similar problems that came into different solutions that the characters came up with to solve their own problem. One used force to solve their problem. Which was the Lion who wanted the stag to himself. The other one got the honey fair and square. Which was the Bees beating the Wasps in their trial.

### Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (“*The Lion’s Share*” and “*The Bees and Wasps, and the Hornet*” both share some similarities between both of their problems and both solved their problems a little differently than the other. They have their own ways of doing things that we are going to find out). The response demonstrates insightful comprehension and analysis of the texts (both have to do with a problem of sharing somesort of food or who gets the food; they were struggling to find a way to share their prey; this shows that an argument was going to erupt between both sides; both texts had arguement between different sides but only one came out victorious; the problem was to hard so it had to be dealt with someone who could deal with it; the Lion took all of the food for himself not even bothering to share wiwth the rest of the hunters). The response develops the topic with relevant, well-chosen details from the texts (“The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.”; “A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs.”; “The argument grew very pointed, and it looked as if the affair could not be settled without a battle, when at last, with mcuh, good sense, they agreed to let a judge decide the matter.”; “So they brought the case before the Hornet, justice of the peace in that part of the woods.”; “The first quarter is for me, he declared, because I am King of the Beasts. The second quarter is mine too, as I am the one sorting out the shares.”; “The third share shoudl be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*To support my claim, Another way, In my opinion, This shows, So in total*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*struggling to find a way, an argument was going to erupt, came out victorious, had to be dealt with, fair and square*). The response provides a concluding statement that follows clearly from the topic and information presented (*In total the passages had similar problems that came into different solutions that the characters came up with to solve their own problem. One used force to solve their problem. Which was the Lion who wanted the stag to himself. The other one got the honey fair and square. Which was the Bees beating the Wasps in their trial*). The response demonstrates grade-appropriate command of conventions, with few errors (*somesort, triumphant, arguement, opon, somone, mcuh, shoudl, wiwth, threatend, punctuation*).

## GUIDE PAPER 2a

Additional

39

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from **both** stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from **both** stories to support your response

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters have similar problems and come up with a way to find solutions. In either story, the problem is focused on who the food belongs to. Both stories tell us how the characters get to a solution differently, but in each story only one group or character gets the resource in the end.

For example, in The Lion’s share they are fighting over who gets the meat “The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.” This shows that they think they will share the catch, but later in the rest of the story the lion has other thing in mind. “Divide this stag up into quarters right NOW!” he bellowed, and the other animals leapt to it....” When they are dividing the stag into four parts it seems like each hunter will get a part. but then the lion says “the third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.” And the lion bared his teeth and flexed his sharp claws.” And in “The Bees and Wasps, and the Hornet” the conflict is “the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs.” And the two groups began to argue about who should have the honey.

In the rest of the stories we see that the solutions to these problems also result in a similar outcome. In “The Bees and Wasps, and the Hornet”, the solution is suggested when the wise old Bee said, “Your honor,” he said, “the case has now been pending for six weeks. If it is not decided soon, the honey will not be fit for anything. I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs.” The judge Hornet likes this idea but the Wasp don’t like it at all because they know they can’t make a honey comb. The judge then decides that the honey really belongs to the bees. “It is clear,” said the Judge, “who made the comb and who could not have made it. The honey belongs to the Bees.” And in "The Lion's Share" The Lion ends up deciding that the whole stag belongs to him and “The three other hunters slunk away into the shadows with their tails between their legs.”

In conclusion, “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters have similar problems and the solutions in each story tells us one group gets the resources and the other group doesn’t.

**Score Credit 4 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters have similar problems and come up with a way to find solutions. In either story, the problem is focused on who the food belongs to. Both stories tell us how the characters get to a solution differently, but in each story only one group or character gets the resource in the end.*). The response demonstrates insightful comprehension and analysis of the texts (*in The Lion's Share they are fighting over who gets the meat; they think they will share the catch, but later in the rest of the story the lion has other thing in mind; it seems like each hunter will get a part; judge Hornet likes this idea but the Wasp don't like it at all*). The response develops the topic with relevant, well-chosen details from the texts (*"The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.";* *"Divide this stag up into quarters right NOW!" he bellowed, and the other animals leapt to it....";* *"the third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it."* *And the lion bared his teeth and flexed his sharp claws.*"; *"the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs."*; *"Your honor," he said, "the case has now been pending for six weeks. If it is not decided soon, the honey will not be fit for anything. I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs."*; *"It is clear," said the Judge, "who made the comb and who could not have made it. The honey belongs to the Bees."*; *"The three other hunters slunk away into the shadows with their tails between their legs."*), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*For example, This shows, later, In the rest of the storys, In conclusion*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*focused on, the conflict is, the solution is suggested, a simmlar outcome, gets the resources*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters have similar problems and the solutions in each story tells us one group gets the resources and the other group doesn't*). The response demonstrates grade-appropriate command of conventions, with few errors (*soltions, charater, storys, simimilar*, punctuation, capitalization).

## GUIDE PAPER 3a

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In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from **both** stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from **both** stories to support your response

In "The Lions Share" and "The Bees and Wasps, and the Hornet" have a similar problem and have to find a way to solve their problem. According to "The Lions Share" the problem is that the wild animals don't know how to evenly split their food. In the story "The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch." This is the begining of the problem for the 4 hunters. According to "The Bees and Wasps, and the Hornet", The problem is that they don't know who the honey belongs to. The first part of the story is "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs. The argument grew very pointed, and it looked as if the affair could not be settled without a battle..." This shows that in both texts, the animals come to a problem about food and who gets it and they have to figure out a ways to solve their problems.

In each story one person takes charge to decied what to do. According to "The Lions Share" the main character (the Lion) solves the food problem. According to the text, "Just as an argument was about to break out, the lion threw back his head and gave a mighty roar. Devide this stag up into quarters right NOW!..." This shows that the Lion knows how to problem solve and you kind of think each of the hunters will get one piece to take home. Later though the Lion takes all of the food for himself. "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it." And the lion bared his teeth and flexed his sharp claws. The three other hunters slunk away into the shadows with their tails between

## GUIDE PAPER 3b

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their legs." In the story "The Bees and Wasps, and the Hornet", the bees and wasps take there problem to the judge in the woods, who is a hornet. The judge can't decide and tells the bees and wasps to come back later. This tells me it is a hard problem to solve. According to the text, a Wise old Bee comes in and tries to help by giving advise. "I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs." This shows that the Wise Old Bee knows how to problem solve and in the end, they figured out that the honey belongs to the Bees because Wasps can't make honey. In conclusion, in "The Lions Share" and "The Bees and Wasps, and the Hornet" the problems start out the same but they end differently. The lion in "The lions share" took charge and ends up taking all of the meat, and the other hunters got nothing. In The Bees and Wasps, and the Hornet" the hornet and the wise old bee helped figure out who the honey really belonged to and the wasps got Nothing.

### Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In "The Lions Share" and "The Bees and Wasps, and the Hornet" have a similar problem and have to find a way to solve their problem. According to "The Lions Share" the problem is that the wild animals don't know how to evenly split their food. [...] According to "The Bees and Wasps, and the Hornet", The problem is that they don't know who the honey belongs to*). The response demonstrates insightful comprehension and analysis of the texts (*in both texts, the animals come to a problem about food and who gets it and they have to figure out a ways to solve their problem; In each story one person takes charge to decied what to do; the Lion knows how to problem solve and you kind of think each of the hunters will get one piece to take home; that the Wise Old Bee knows how to problem solve*). The response develops the topic with relevant, well-chosen details from the texts (*"The hunters stood triumphant as the stag lay before them. But then they all began to wonder how they should share out their catch.", "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs. The argument grew very pointed, and it looked as if the affair could not be settled without a battle..."; "Just as an argument was about to break out, the lion threw back his head and gave a mighty roar. Devide this stag up into quarters right NOW!..."; "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it." And the lion bared his teeth and flexed his sharp claws. The three other hunters slunk away into the shadows with their tails between their legs.*; *the bees and wasps take there problem to the judge in the woods, who is a hornet. The judge can't decide and tells the bees and wasps to come back later; "I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs."*), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*According to, The first part of the story, This shows, In each story, Later though, In conclusion*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, in "The Lions Share" and "The Bees and Wasps, and the Hornet" the problems start out the same but they end differently. The lion in "The lions share" took charge and ends up taking all of the meat, and the other hunters got nothing. In The Bees and Wasps, and the Hornet" the hornet and the wise old bee helped figure out who the honey really belonged to and the wasps got Nothing*). The response demonstrates grade-appropriate command of conventions, with few errors (*begining, a ways, decied, Devide, there problem, giving advise, bcause, diferently, punctuation, capitalization*).

## GUIDE PAPER 4a

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In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

The similar problem that the main characters share is that in both stories the characters fight over who will get the item that they all want.

For instance, in the story "The Lion's Share" the four hunters fought over how to share the stag meat, "But then the lion whent on . . . The second quarter is mine too, as I am the one sorting out the shares.

But--

Hang on a minute--

Rubbish! The fox, the jackal and the wolf began to grumble, but the lion took not notice and carried on." This shows how the Lion, fox, jackal, and the wolf were fighting over how the meat would be shared.

In the story "The Bees and Wasps, and the Hornet," the characters, the Wasps and the Bees, were fighting over who the honey belonged to, "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs. The argument grew very pointed, and it looked as if the affair could not be settled without a battle, when at last, with much good sense, they agreed to let a judge decide the matter." This shows how the Bees and the Wasps were fighting over who the honey belonged to.

## GUIDE PAPER 4b

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The main characters in the story "The Lion's Share", solved this problem by letting the Lion eat all of the meat because he was much stronger and more powerful than them, "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it. And the lion bared his teeth and flexed his sharp claws. The three other hunters slunk away into the shadows with their tails between their legs." This shows how the other three hunters let the Lion eat all of the meat because he was too powerful and strong, which solves the problem.

The main characters in the story "The Bees and Wasps, and the Hornet", solved this problem by challenging the Bees and Wasps to see who could make a honey comb, "I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs. The wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey. It is clear, said the Judge, who made the comb and who could not have made it. The honey belongs to the Bees." This shows that the problem was solved because the Bees and Wasps were challenged to see who could be able to build the honey comb, and the Judge knew that because of the Wasps reaction, that the honey belonged to the Bees.

### Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The similar problem that the main characters share is that in both stories the characters fight over who will get the item that they all want*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in the story "The Lion's Share" the four hunters fought over how to share the stag meat; the Bees and the Wasps were fighting over who the honey belonged to; other three hunters let the Lion eat all of the meat because he was too powerful and strong; The main characters in the story "The Bees and Wasps, and the Hornet", solved this problem by challenging the Bees and Wasps to see who could make a honey comb*). The response develops the topic with relevant details from the texts ("But then the lion whent on . . . The second quarter is mine too, as I am the one sorting out the shares. But-- Hang on a minute-- Rubbish! The fox, the jackal and the wolf began to grumble, but the lion took not notice and carried on."); "A store of honey had been found in a hollow tree, and the Wasps declared positively that it belonged to them. The Bees were just as sure that the treasure was theirs. The argument grew very pointed, and it looked as if the affair could not be settled without a battle, when at last, with much good sense, they agreed to let a judge decide the matter."); "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it. And the lion bared his teeth and flexed his sharp claws. The three other hunters slunk away into the shadows with their tails between their legs."); "I move that the Bees and the Wasps both be instructed to build a honey comb. Then we shall soon see to whom the honey really belongs. The wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey. It is clear, said the Judge, who made the comb and who could not have made it. The honey belongs to the Bees."), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*For instance, This shows how, In the story*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*similar problem, The main characters, which solves the problem*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*whent, took not notice, too powerful, made, Waps*).

## GUIDE PAPER 5a

Additional

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. The similar problem that they share is both main characters claim something and don’t share. For example, the Wasps declared the store of honey and the lion claimed the stag. The text says, “As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.” And the lion bared his teeth and flexed his sharp claws.” Also, “the Wasps declared positively that it belonged to them. This proves that both the main characters (the Wasp and the Lion) wanted something and didn’t want to share. In “The Lion’s Share” the lion solves his problem by taking all the meat and threatening the other animals. The text says, “The three other hunters slunk away into the shadows with their tails between their legs.” This proves that the lion scared the others away because their tails are between their legs. In “The Bees and Wasps, and the Hornet” the main character solves their problem by going to court. The text says, “So they brought the case before the Hornet, justice of the peace in that part of the woods.” This proves that they brought their case to court.

All in all, in “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. The similar problem that they share is both main characters claim something and don’t share.

**Score Credit 3 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. The simular problem that they share is both main characters claim something and don’t share.*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*the Wasps declared the store of honey and the lion claimed the stag and the lion scared the others away because their tails are between their legs*). The response develops the topic with relevant details from the texts (“*As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it.*” *And the lion bared his teeth and flexed his sharp claws.*”; “*the Wasps declared positively that it belonged to them; The three other hunters slunk away into the shadows with their tails between their legs.*”; “*So they brought the case before the Hornet, justice of the peace in that part of the woods.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*For example, Also, This proves, The text says, All in all*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*All in all, in “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. The simular problem that they share is both main characters claim something and don’t share*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*simular and thier*).

## GUIDE PAPER 6a

39

In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response. [4]

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

My intiobution is I am going to see what similar problems and how their solutions similar in the 2 storys named the lions share and the bees and wasps, and hornets.

Both of their problem's are similar because both story's you kind of have to share something. In the bees and the wasps, and hornets they have to find out who the honey belongs to. In the lion's share they have to figure out a way how to share the stag with the fox, jackal, wolf, and the lion.

Their solution's are similar because in the first story the bees gets it honey and in the

## GUIDE PAPER 6b

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second story the lion gets the stagg that he hunted. The judge hornet decides who's honey it is. And in the lion's share he gets the stagg by telling them jackson, molt, and the fox why he should get it.

My supporting details that both story's problems are similar because you kind of have to share something is in the first story the judge hornet needs to find out if the stored honey belongs to the wasp or bee's. In the lion share they have to find out how to share the stagg among the four of them.

My supporting details that both's story's problems are similar by in both story's they figure out a way to find out to who the honey and stagg belongs to is in the first story they went to come and let the hornet bee decide who the honey belongs to by making them both build a honey comb to see who

## GUIDE PAPER 6c

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the honey belongs to. In the second story the lion, jackal, wolf, and fox had to figure out how to share the staggs among the four of them. The lion said "the first quarter is for me he declared because I am king of the beasts" then he said "the second quarter is mine too, as I am the one sorting out the shares. After he said "the third share should be mine because of the part I played in hunting the staggs" he said as for the fourth quarter, wolf, & jackal like to see which one of you will dare to lay a paw upon it!"

My conclusion sentence is that is how the solutions and problems are similar. In both of the stories the bees builded a honey comb and the hornet told them to a honey back and the share the lion got the jackal by telling the lions and one of them was saying if the three other stories the two animals lesson is in both fairly. The two animals lesson is in both got what was theirs

## **GUIDE PAPER 6d**

### **Score Credit 3 (out of 4 credits)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*My introduction is I am going to see what similar problem's and how their solution's similar in the 2 Storys named the lion's Share and the bee's and wasp's, and hornets*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Both of their problem's are similar because both story's you kind of have to Share something and in both story's they figure out a way to find out to who the honey and stagg belong's to*). The response develops the topic with relevant details from the texts (*the judge hornet need's to find out if the stored honey belong's to the wasp's or bee's; they have to find out how to Share the stagg among the four of them; they went to court and let the hornet bee decide who the honey belong's to by maki them both build a honey comb; "the first quarter is for me he declared because I am King of the beasts"; "the second quarter is mine too, as I am the on Sorting out the share's; "the third share should be mine because of the part I played in hunting the stagg"; as for the fourth quarter, well I should like to see which one of you will dare to lay a paw upon it.*"), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*both, in the first story, in the second story, my supporting details, my clonclusion sentence*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows from the topic and information presented (*My clonclusion sentence is that is how the solutions and problems are similar [...] The lesson in both story's the two animals got what was their's fairly*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*storys, the bee's gets it honey, stagg, who's honey, clonclusion, builded, their's, punctuation, capitalization*).

## GUIDE PAPER 7a

39

In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

In the "Bees and Wasps, and Hornet" and "The lion's Share" both have the same problem their is a character\charaters that are being selfish and want a whole object to themselves.

In "The Lion's Share" the characters don't do anything to resolve the problem that they do not want to share. For example "The first quarter is for me," ... "because I am the King of the Beasts." The author also says "The second quarter is mine too, as I am the one sorting out the shares." The Lion also says "The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it."

In "The Bees and Wasps, and the Hornet" the Hornets and the Bees bring in a wise judge to resolve their problems. The judge finds out it is the Bee's honey. Based on what I read "The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey. "

## **GUIDE PAPER 7b**

### **Score Credit 2 (out of 4 credits)**

This response introduces a topic in a manner that follows generally from the task and purpose (*In the “Bees and Wasps, and Hornet” and “The lion’s Share” both have the same problem their is a character\ charaters that are being selfish and want a whole object to theirselves*). The response demonstrates a literal comprehension of the texts (*In “The Lion’s Share” the characters don’t do anything to resolve the problem that they do not want to share and In “The Bees and Wasps, and the Hornet” the Hornets and the Bees bring in a wise judge to resolve their problems*). The response partially develops the topic of the essay with the use of some textual evidence (“*The first quarter is for me, ”... “because I am the King of the Beasts. ”;* “*The second quarter is mine too, as I am the one sorting out the shares. ”;* “*The third share should be mine because of the part I played in hunting the stag. As for the fourth quarter, well, I should like to see which of you will dare to lay a paw upon it. ”;* “*The Wasps protested loudly. Wise Judge Hornet quickly understood why they did so: They knew they could not build a honey comb and fill it with honey. ”*”). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*both, For example, Based on what I read*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that do not hinder comprehension (*their is, charaters, theirselves, punctuation, capitalization*).

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In "The Lion's Share" and "The Bees and Wasps, and the Hornet," the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response. [4]

In your response, be sure to:

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

Well in the story the "Lion's Share" the main character didn't solve the problem because when the Pack went hunting and found a male deer. Once they killed it the lion said "to cut the deer into quarters" when they finished the lion took all of the slices because he said "I get the first slices because I am the King and I get the second slice because he is the one sorting out the shares and I get the third slice because I played in hunting the stag and he said I'll take the last slice but if

One of done a Pow on it. This was a Problem because the other animal didn't get a Slice so they walked into the Shadows with their tail down and when an animal has its tail down it's Sad. In the Story "bees and the WASPS" their was a Problem because the wasps found honey but the bee's said It was surely theirs so the bee's and the wasps had an argument but after a while the both dicided to let the judge dicide, whoever gets to keep the honey, than the bee's end up winning. this story had a solution unlike the Story "lions Share".

**Score Credit 2 (out of 4 credits)**

This response introduces a topic in a manner that follows generally from the task and purpose (*Well in the Story the “lion’s Share” the main character didn’t Solve the Problem [...] In the story “bees and the wasPS” their was a Problem*). The response demonstrates a literal comprehension of the texts (*This was a Problem because the other animal didn’t get a Slice*). The response partially develops the topic of the essay with the use of some textual evidence (*the lion said “to cut the deer into quarters” “I get the first Slices because I am the King and I get the secont slice because he is the one sorting out the Shares and I get the third Slice because I played in hunting the Stag and he Said ILL take the last Slice but if One Of dare a Paw on it; they walKed into Shadows with their tail down; the wasps found honey but the bee’s Said It was surely theirs [...] both decided to let the Judge decide*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases. The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*this story had a soultion unlike the story “lion’s Share.”*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*one’s they Killed, secont, ILL take, one of dare a paw, it’s tail down, their was a, the both dicided, get’s, than the bee’s, soultion, punctuation, capitalization*).

## GUIDE PAPER 9

39

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems by kind of taking over what the problem is. Like in the *The Lion’s Share* the lion went hunting with a fox, a jackal, and a wolf and he told them to divide the deer in to quarters and the did but then the lion took over and took all of the quarters for himself. In *The Bees and Wasps, and the Hornet* the hornet also known as the judge took over and desided who got the honey. That is how the *Lion’s Share* and “The Bees and Wasps, and the Hornet,” main characters develop solutions to their problems.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems by kind of taking over what the problem is*). The response demonstrates a literal comprehension of the texts (*in the *The Lion’s Share* the lion went hunting with a fox, a jackal, and a wolf*). The response partially develops the topic of the essay with the use of some textual evidence (*he told them to divide the deer in to quarters and the did but then the lion took over and took all of the quarters for himself* and *the hornet also known as the judge took over and desided who got the honey*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*Like in* and *That is how*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*That is how the *Lion’s Share* and “The Bees and Wasps, and the Hornet,” main characters develop solutions to their problems*). The response demonstrates emerging command of conventions, with some errors that do not hinder comprehension (*and the did, desided, punctuation*).

## GUIDE PAPER 10

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

They both have big bt small easy problems to fix.

"Rubbish!, the fox, the jakal, and the wolf began to rumble, but the loin took no notice and carried on." "A store of honey had been found in a hollow tree, and the Wasps decaled positively that it belonged to them. The bees. Were just as sure that the treasure was theirs." How they solved their problems was by some stepping away from the problem or going to court. "The three hunters slunk away into the shadows with their tails between their legs." "Its clear, said the judge, who made the comb and who could not have made it. The honey belongs to the bees." Thats how the two storys had a problem but then fixed their problem.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*They both have big bt small easy problems to fix*). The response demonstrates little understanding of the texts (*How they solved their problems was by some stepping away from the problem or going to court*). The response partially develops the topic of the essay with the use of some textual evidence ("Rubbish!, the fox, the jakal, and the wolf began to rumble, but the loin took no notice and carried on."); "A store of honey had been found in a hollow tree, and the Wasps decaled positively that it belonged to them. The bees. Were just as sure that the treasure was theirs."); "The three hunters slunk away into the shadows with their tails between their legs."); "Its clear, said the judge, who made the comb and who could not have made it. The honey belongs to the bees."). The response exhibits little attempt at organization. The response lacks the use of linking words and phrases. The response uses language that is imprecise for the texts and task (*big bt small easy*). The response provides a concluding statement that follows generally from the topic and information presented (*Thats how the two storys had a problem but then fixed their problem*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*bt, jakal, loin, decaled, Its clear, Thats how, storys, capitalization, punctuation*).

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

This is a similar problem the main characters share. They both were saying this is mine. In the text it says that the hornet was saying the honey was his. Also in the other text it says that the lion was saying the all the food was his. This shows the problem the main characters share. That is the problem the main characters share.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*This is a similar problem the main characters share*). The response demonstrates little understanding of the texts (*They both were saying this is mine*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*the lion was saying the all the food was his*), some of which may be inaccurate (*the hornet was saying the honey was his*). The response exhibits little attempt at organization. The response inconsistently links ideas using words and phrases (*this is, Also, This shows*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*That is the problem the main characters share*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*That, punctuation, capitalization*).

## GUIDE PAPER 12

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

In both storys the problem was that all characters did not know who gets the prize. In the story “The Lion’s Share” the lion took all of the food from the other animals. In the story “The Bees and Wasps, and the Hornet” The Wasps tried to take the honey from the bees.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In both storys the problem was that all characters did not know who gets the prize*). The response demonstrates little understanding of the texts (*all characters did not know who gets the prize*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*the lion took all of the food from the other animals* and *The Wasps tried to take the honey from the bees*). The response exhibits little attempt at organization. The response lacks the use of linking words and phrases (*In both storys* and *In the story*). The response uses language that is imprecise or inappropriate for the texts and task. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

"the bees and wasps, and the hornet" the bees and the wasps had to work together to build the honeycomb. I do not think that the bees and wasps wanted to work together. But you have to get it done.

"The lion's share" the lion demanded to have them work together. But they did not want to work together. But the lion made them because he was the "king of the beasts" I think that they should be able to do what they want a be free

Both storys are baciley the same cause they both do not want to work together but the jude in "The bees and wasps, and the hornet" the jude made the bees and wasps work together. In "The lions share" he made them work together even though to told him they dont want to work with eachother

### Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (“*the bees and wasps, and the hornet*” *the bees and the wasps had to work together to build the honeycomb. I do not think that the bees and wasps wanted to work together. But you have to get it done.* “*The lion’s share*” *the lion demanded to have them work together. But they did not want to work together. But the lion made them because he was the “king of the beasts” I think that they should be able to do what they want a be free* Both storys are baciley the same cause they both do not want to work together but the jude in “*The bees and wasps, and the hornet*” *the jude made the bees and wasps work together. In “The lions share” he made them work together even though to told him they dont want to work with eachother*).

# GUIDE PAPER 14

Additional

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In “The Lion’s Share” and “The Bees and Wasps, and the Hornet,” the main characters develop solutions to their problems. What similar problem do the main characters share? How do the main characters solve this problem? Use details from both stories to support your response.

In your response, be sure to

- identify the similar problem the main characters share in both stories
- explain how the main characters solve this problem
- use details from both stories to support your response

"THE LOINS SHARE":

the main problem of the main character is that the fox is being really rude to them

"THE BEES AND WASPS":

the problem in this story is that other people take whats not theyres

## Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (“*THE LOINS SHARE*”: *the main problem of the main character is that the fox is being really rude to them*    “*THE BEES AND WASPS*”: *the problem in this story is that other people take whats not theyres*).