

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



# **New York State Testing Program**

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## **2018 English Language Arts Test Session 1**

**Grade 6**

**April 11–13, 2018**

**Released Questions**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

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

## **Excerpt from *Last Regrets***

*by Paige Hook*

- 1 I sat in my pink-flowered swimsuit on the hot concrete of the driveway, my legs stretched out in front of me, my chipped pink toenails pointing to the sky. I was reflecting on the brilliant defeat the boys had just suffered in yet another water fight with the neighborhood girls.
- 2 Looking down the driveway to the road, I felt the ground beneath me rumble. My legs began to shake, the leaves on the trees trembled, and I could swear that a flowerpot tumbled over on my neighbor's front porch. The intense rattling increased with every passing second.
- 3 I got up and started to run, my bare feet smacking against the scalding pavement. I had to hide until I found an excuse. Something, anything, to get me out of it.
- 4 "Paige," I heard my mom call from the front door, "come inside. Your grandparents just pulled up."
- 5 "Rats," I whispered. Slowly, I turned around and walked back with my head down, looking at the pavement.
- 6 When I got to my driveway, I looked up and saw the familiar sight. It was a monster, a big white monster, complete with an "I Love Fishing" bumper sticker. The shadow it made almost covered the entire driveway. But the real problem sat behind the white monster. It looked harmless at first, but I had already spent too many boring afternoons in it this summer. It was a little red fishing boat, my grandpa and grandma's pride and joy.
- 7 I walked inside the house where my grandparents and my mom were standing around the island in the kitchen. I gave both of my grandparents a hug and proceeded to the cupboard for a glass.
- 8 "How 'bout some fishing, Paige?" my grandpa asked. "Your two brothers are raring<sup>1</sup> to go."
- 9 This is what I'd been dreading. "I don't know, Grandpa. It's pretty hot out."

**GO ON**

- 10     “It’s never too hot to fish. I brought the boat and everything. It’s all hitched up behind the RV. I know how much you love riding in the boat.”
- 11     He was wrong. I hated that boat. I liked riding in boats when they were going fast. I liked riding in boats that I could water-ski behind. I’d even settle for tubing if skiing wasn’t an option. But fishing boats hardly ever moved.
- 12     “We’ll have to buy you a new fishing pole first. Your mom said you lost your last one,” said Grandpa.
- 13     I seemed to lose a lot of fishing poles, but my grandpa never minded. He would just take me to Target to buy another one.
- 14     In twenty minutes, I found myself walking into the mouth of the monster, complete with pink interior from the dirt-covered floor mats to the darker pink seats. Behind the seats nestled a small kitchenette, littered with what was surely last month’s breakfast: two plates covered with syrup, an old waffle box, an empty carton of eggs, and a basket filled with rotten fruit. Across from the kitchenette stood the bathroom, which contributed to the monster’s bad case of morning breath. Beyond this was a small bed, piled high with pink blankets, resembling a tongue that could lash out at any time and swallow me whole.
- 15     Hanging neatly on hooks above the kitchenette counter were Grandpa’s hats, white with stains, like teeth that hadn’t been brushed in a while. They all had sayings like “#1 Grandpa” and “King of the Sea.” Before he sat down in the driver’s seat, Grandpa plucked the nearest hat off a hook and put it on over his bald spot to avoid burning his head in the hot summer sun.
- 16     My grandpa maneuvered the large RV and boat out of our neighborhood, and in ten minutes, we were at Raccoon River, placing the red fishing boat in the water. I was going to borrow an extra pole that my grandpa kept “just in case.” Great.
- 17     In minutes, all three of us kids had our lines in the water. The sweat running down my body was already stinging my eyes and turning the fake leather seat beneath me into a wet, slippery mess. The breeze that may have made the summer heat bearable was nonexistent on the small lake surrounded by tall trees. It was going to be a long afternoon.

**GO ON**



- 18 Three hours later, everybody else had caught at least two fish. The boat was once again attached to the back of the RV, and we were on our way home, a waste of another Saturday afternoon.
- 19 “Wasn’t that fun, kids?” asked my grandpa as he peeked back at us through the rear-view mirror.
- 20 My brothers both responded enthusiastically and then began arguing about who had caught the biggest fish. I continued to stare out of the RV window without answering Grandpa’s question.

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<sup>1</sup>**raring:** eager

**GO ON**

**1** What does paragraph 5 reveal about Paige?

- A** She fears going out on the lake.
- B** She wants to avoid her grandparents.
- C** She prefers the outdoors to coming inside.
- D** She wants to play with the neighborhood girls.

**2** How do paragraphs 8 through 10 develop the plot of the story?

- A** They give background information about Paige.
- B** They illustrate Paige's internal conflict.
- C** They explain why Paige admires her Grandpa.
- D** They show how Paige and her brothers are alike.

**3** Read the sentence from paragraph 14 below.

**Across from the kitchenette stood the bathroom, which contributed to the monster's bad case of morning breath.**

What does the metaphor mean in the sentence?

- A** The RV had a rotten smell.
- B** People slept poorly inside the RV.
- C** The RV was a cramped place.
- D** People made a mess inside the RV.

**GO ON**

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

- A** Grandpa loans Paige a fishing pole.
- B** Paige warns her family about the heat.
- C** Grandpa and Grandma arrive in their RV.
- D** Paige and the girls beat the boys in a water fight.

**5** How does the author **most** develop Grandpa's point of view in the story?

- A** by having the narrator describe Grandpa
- B** by sharing Grandpa's thoughts with the reader
- C** by including dialogue between Grandpa and the kids
- D** by showing how Grandpa acts with Paige's brothers

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

- A** Paige loses a lot of fishing poles.
- B** Grandpa owns many different hats.
- C** Paige enjoys water-skiing and tubing.
- D** Grandpa wants to take the kids fishing.

**GO ON**

**7**

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

- A** People usually change as they grow older.
- B** Sometimes people are embarrassed by family.
- C** People often cherish their childhood memories.
- D** Sometimes people make choices to please others.

**GO ON**

# **D**irections

**Read this story. Then answer questions 22 through 28.**

*10-year-old Rakhee Singh and her mother have flown to India from Minnesota to visit her mother's childhood home for the summer.*

## **Excerpt from *The Girl in the Garden***

*by Kamala Nair*

- 1 We had to board a second plane, smaller and bumpier than the last, which carried us south, along the western coast of the country. My heartbeat quickened as I peered out the window, down through the clouds at the blue waves tossing and turning below us. My first glimpse of the ocean.
- 2 “Your grandmother will be so pleased to see you, Rakhee. Do you remember her—your Muthashi?” Amma asked over the whir of the engine.
- 3 I did remember Muthashi, my grandmother. She had come to stay with us in Minnesota when I was around three or four. I could not recall the exact details of her face, but I had a vague mental picture of a slight woman draped in white who used to sit me on her knee and sing a song in Malayalam about ants.
- 4 I used to run out onto the driveway humming the ant song, and guide a string of the black insects into my palm. Weaving my fingers together and making a delicate cup with my hands, I would transport them into the house, giggling as the ants tickled inside their little cage. Muthashi would always act so pleased when I proudly deposited the squirming ants into her outstretched hand, although I’m sure she would let them out the back door as soon as I wasn’t looking.
- 5 “Rakhee,” continued Amma. “I haven’t told you much about our family, have I?”
- 6 I shook my head.
- 7 “Well, the Varmas are the most prominent, respected family in the village. My father was a doctor, and he started a hospital across the street from our home. He died a long time ago, so now my younger brother, Vijay, is in charge. You’ll also meet my big sister, Sadhana, and her three daughters. One of them is about your age. And Vijay’s wife, Nalini, who I have never met, recently had a baby boy. Everybody lives together at Ashoka—that’s the name of the house where I grew up. You see, in India families stick together under one roof. It’s not the same as it is in America.”

**GO ON**

8 This airport was not as crowded or chaotic as the one in Bombay, and the people seemed neater and more subdued. In the bathroom Amma changed into a buttercup-yellow sari and painted a red raindrop on her forehead<sup>1</sup> with a bottle that she produced from her purse. “I can’t show up at home dressed like an American,” she explained.

9 I loved seeing that transformation, from my regular mother who took the trash out every morning with a bulky coat flung over her nightgown to this wondrous creature. From the moment she put on the sari and released her hair from its bun so that it streamed down her back in a lustrous river, she appeared younger and somehow more natural.

10 “How do I look?” she asked, as she ran a comb through her hair.

11 “You look beautiful, Amma,” I told her honestly.

12 A compact man with a bushy mustache and a symmetrical crescent of sweat under each arm met us outside the airport, holding a sign with “Mrs. Chitra Varma Singh and daughter” printed across it in block letters. He led us through the thick heat toward a white car and loaded all our suitcases into the trunk. Amma and I both slid into the backseat. My legs stuck to the synthetic leather.

13 “Are you hungry, molay?” Amma asked me. “We’ll be home soon.” But she sounded absent, as if my hunger was hardly her main concern.

14 I stared out the window as we drove. Unlike the gray, arrow-straight highways I was accustomed to, here the roads were red and twisty. In the distance I could see groves of coconut trees, their green fronds waving against the sky like pinwheels. We passed forests of rubber trees and stretches of lime-green grassland that Amma told me were rice paddy fields. Wiry, mustachioed men with protruding rib cages spiraling down their torsos and white cloths knotted around their waists (“Those cloths are called mundus,” explained Amma) were scattered here and there in the treetops, tapping the trunks and collecting sap in metal buckets.

15 At one point the driver stopped the car abruptly. I leaned over the seat and was shocked to see a cow blinking her long black lashes at me. The driver honked the horn and she took her sweet time ambling out of the way.

16 Soon after, I heard a dull thud and a hulking elephant rounded the corner, heading toward us, the tough black ripples of its trunk swaying to and fro.

17 “Amma!” I cried.

- 18     But Amma only laughed. “It’s normal for elephants to walk around on the street here, don’t worry.”
- 19     A man wearing a faded blue turban and carrying a gnarled stick was riding atop the great animal. I waited for either the turbanned man to steer his charge out of the way or for the car to slow down, but neither thing happened. The driver pushed forward with alarming speed, straight toward the elephant. I gasped, but at the last second he swerved, and both he and the man nodded politely to one another, as if this were perfectly normal. The elephant lumbered past the car window so close that I could have reached out and brushed my fingers against its sagging hide.

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**<sup>1</sup>painted a red raindrop on her forehead:** known as a bindi, which is a red dot painted on the forehead, commonly worn by Hindu women

**GO ON**

**22**

How do paragraphs 3 and 4 contribute to the story?

- A** They help show Rakhee's kindness and ease around creatures in the outdoors.
- B** They help the reader understand Rakhee's concern of whether her grandmother will remember her.
- C** They provide evidence for Rakhee's love of singing Indian songs as a child.
- D** They give the reader insight into Rakhee's memories of her grandmother.

**23**

Which important idea does the author develop in paragraphs 7 through 9?

- A** Rakhee has lived a very exciting life.
- B** Rakhee wishes she had grown up in India.
- C** Rakhee has much to learn about her family's culture.
- D** Rakhee's family is typical of Indian families.

**24**

Which statement **best** describes how the narrator reacts to the events in paragraphs 8 and 9?

- A** She becomes more appreciative of her mother.
- B** She is uneasy about the change in her mother.
- C** She becomes confused by her mother.
- D** She admires the change in her mother.

**GO ON**

**25**

In paragraph 9, what is the meaning of the phrase “it streamed down her back in a lustrous river”?

- A** her long hair was flowing and shiny
- B** her long hair was damp from being in a bun
- C** her long hair seemed heavier than normal
- D** her long hair moved steadily in one direction

**26**

What does paragraph 9 **most** reveal about the narrator’s mother?

- A** that she is more talkative when she is in India
- B** that she follows customary traditions when she is in India
- C** that she is more self-conscious when she is in India
- D** that she visits many people when she is in India

**27**

Which statement **best** states a theme of the story?

- A** Families can be surprising.
- B** Beauty can be found in most things.
- C** Traveling to new places can be tiring.
- D** New experiences can change how we see the world.

**GO ON**

- 28** How does the author **most** develop Rakhee's point of view?
- A** by comparing Rakhee's experience to her mother's
  - B** by having Rakhee describe her impressions of India
  - C** by showing Rakhee's alarm during the scene with the elephant
  - D** by including Rakhee's reaction to Amma's changed appearance

**GO ON**

# **D**irections

Read this article. Then answer questions 29 through 35.

## **Lightning Strikes**

by *Charlene Brusso*

- 1 The only difference between a lightning bolt and the small spark that jumps between your hand and a metal doorknob after you scuff across a rug is size. Both happen when electrical charge builds up and suddenly discharges.

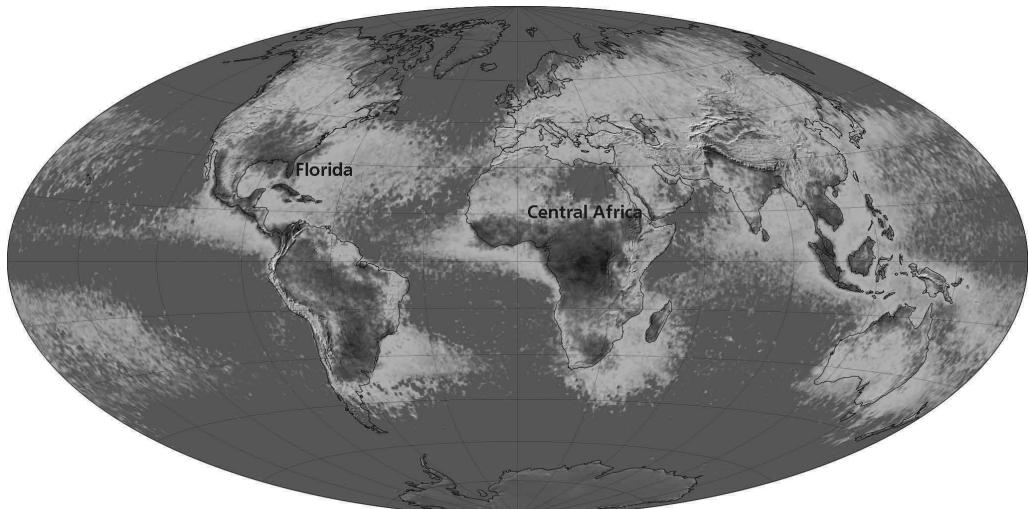
### **What Is Lightning?**

- 2 Lightning begins inside thunderstorms. Updrafts of air lift raindrops from the bottom of the cloud into freezing air at the top. Downdrafts move ice particles lower, into warmer air. Negatively charged electrons build upon the falling ice as it passes the water droplets. In time, the storm cloud becomes negatively charged on the bottom and positively charged on top.
- 3 When the negative charge builds up enough, a huge number of electrons jump through the air, looking for something that conducts electricity: the ground, a tree, a lightning rod. We see that discharge as a flash of lightning.
- 4 Lightning zips along at 40 miles (64 kilometers) a second. The center of the lightning bolt is only about as thick as a pencil, but it packs so much energy that it can melt rock or metal and set wood ablaze. An average lightning bolt has enough electricity to run the appliances in your house for a couple of days. But all that electricity arrives at once, at 54,000 degrees Fahrenheit (30,000 Celsius)—six times hotter than the surface of the sun. It would melt anything you tried to use to collect it.
- 5 Thunder is the sound of lightning. Each bolt super heats the air around it to 18,000 degrees Fahrenheit (9,980 Celsius) in less than a second. The superhot air instantly expands, sending out a shock wave that we hear as thunder. The farther away lightning strikes, the deeper the sound of the thunder—and the longer it takes to get to you. That's because light travels much faster than sound. In fact, if you count the delay between the lightning and the thunder, you can tell approximately how far away the lightning is (about a mile for every five seconds).

**GO ON**

## **Lightning around the World**

- 6 Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment—scientists estimate that lightning strikes somewhere on Earth about 100 times every second. Where does it strike the most often? Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day. There, air masses from the Atlantic Ocean collide with cooler mountain air, making lots of thunderstorms. The Himalayas are another lightning hotspot. In the United States, the best place to spot lightning is Florida. Warm air from the Gulf of Mexico banging into cool air from the Atlantic Ocean creates lightning almost daily across the Sunshine State.
- 7 Places with very stable weather get the least lightning. The Arctic and Antarctica have almost no thunderstorms because their air is about the same temperature everywhere. Lightning is also uncommon far out over the ocean, away from land, for the same reason.



**This map shows how often lightning strikes different places around the world (darker areas get more).**

## **Lightning Safety**

- 8 Because of its unpredictability and power, lightning can be extremely dangerous. If you're caught outside during a lightning storm, don't stand under a tree or lie flat in the open. Instead, crouch down with your hands and your head tucked close (but not touching the ground) and your feet close together. This makes you less of a conductor for any bolts that strike near you. Rubber-soled shoes are no protection—if lightning can zap through miles of air, which is an excellent insulator, your favorite trainers<sup>1</sup> won't stop it either.

**GO ON**

9 If you can, try to get inside a car or building. You're safe inside the car because electricity will travel over the metal surface instead of through the interior. In buildings, stay away from metal faucets and telephones connected to the wall—lightning can travel through pipes and wires. Then, once you're safe inside, look out and enjoy the awesome beauty of Earth's electricity!

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<sup>1</sup>**trainers:** British term for “sneakers”

**GO ON**

**29**

How is the idea “Lightning begins inside thunderstorms” (paragraph 2) developed in the article?

- A** by comparing a lightning bolt to a small spark
- B** by describing how lightning occurs in different types of weather
- C** by explaining how air at different temperatures creates a charge in clouds
- D** by providing examples of how much electricity is produced by electrons jumping through air

**30**

Read this quotation from paragraph 6.

**Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment . . .**

Why does the author use the words “crackling and booming” instead of “occurring”?

- A** to help the reader experience the speed of lightning
- B** to help the reader imagine the sounds of thunderstorms
- C** to be clear about the electrical nature of lightning
- D** to be accurate about how common thunderstorms are

**GO ON**

**31** How does the illustration support the author’s claims in the section “Lightning around the World”?

- A** by highlighting the size of lightning strikes in particular areas
- B** by providing evidence of why lightning strikes in some areas
- C** by illustrating which areas are more affected by lightning strikes
- D** by showing the limited areas in the world where lightning strikes occur

**32** How does the section “Lightning Safety” connect to the section “What is Lightning?”

- A** “Lightning Safety” summarizes the effects of lightning described in “What is Lightning?”
- B** “Lightning Safety” contrasts different types of lightning described in “What is Lightning?”
- C** “Lightning Safety” elaborates on the cause of the powerful lightning described in “What is Lightning?”
- D** “Lightning Safety” describes ways to avoid the powerful lightning explained in “What is Lightning?”

**33** Which sentence **best** expresses a central idea in the article?

- A** Lightning strikes are only about as thick as a pencil.
- B** Lightning strikes are uncommon far out over the ocean.
- C** Lightning strikes are due to unstable weather conditions.
- D** Lightning strikes are able to travel through pipes in a building.

**GO ON**

**34**

What does paragraph 9 suggest about the author’s point of view in the article?

- A** The author has great respect for lightning.
- B** The author has difficulty understanding lightning.
- C** The author believes that lightning can be useful.
- D** The author believes that it is impossible to avoid lightning.

**35**

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

- A** “The farther away lightning strikes, the deeper the sound of the thunder . . .”  
(paragraph 5)
- B** “Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day.” (paragraph 6)
- C** “Because of its unpredictability and power, lightning can be extremely dangerous.” (paragraph 8)
- D** “You’re safe inside the car because electricity will travel over the metal surface instead of through the interior.” (paragraph 9)

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this story. Then answer questions 36 through 38.

*In this Japanese fairy tale, Urashima Taro, a young fisherman, has saved the life of a tortoise. The tortoise then offers to take him to the underwater Rin Gin, the Palace of the Dragon King of the Sea. Urashima is willing to go, but tells the tortoise that he cannot swim to the bottom of the sea.*

## **Excerpt from *The Story of Urashima Taro, The Fisher Lad***

*by Yei Theodora Ozaki*

- 1     “What? You need not swim yourself. If you will ride on my back I will take you without any trouble on your part.”
- 2     “But,” said Urashima, “how is it possible for me to ride on your small back?”
- 3     “It may seem absurd to you, but I assure you that you can do so. Try at once! Just come and get on my back, and see if it is as impossible as you think!”
- 4     As the tortoise finished speaking, Urashima looked at its shell, and strange to say he saw that the creature had suddenly grown so big that a man could easily sit on its back.
- 5     The tortoise, with an unmoved face, as if this strange proceeding were quite an ordinary event, said:
- 6     “Now we will set out at our leisure,” and with these words he leapt into the sea with Urashima on his back. Down through the water the tortoise dived. For a long time these two strange companions rode through the sea. Urashima never grew tired, nor his clothes moist with the water. At last, far away in the distance a magnificent gate appeared, and behind the gate, the long, sloping roofs of a palace on the horizon.
- 7     “Ya,” exclaimed Urashima. “That looks like the gate of some large palace just appearing! Mr. Tortoise, can you tell what that place is we can now see?”
- 8     “That is the great gate of the Rin Gin Palace, the large roof that you see behind the gate is the Sea King’s Palace itself.”
- 9     “Then we have at last come to the realm of the Sea King and to his Palace,” said Urashima.

**GO ON**

10     "Yes, indeed," answered the tortoise, "and don't you think we have come very quickly?" And while he was speaking the tortoise reached the side of the gate. "And here we are, and you must please walk from here."

11     The tortoise now went in front, and speaking to the gatekeeper, said:

12     "This is Urashima Taro, from the country of Japan. I have had the honor of bringing him as a visitor to this kingdom. Please show him the way."

13     Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger.

14     "Urashima Sama, Urashima Sama! Welcome to the Sea Palace, the home of the Dragon King of the Sea. Thrice welcome are you, having come from such a distant country. And you, Mr. Tortoise, we are greatly indebted to you for all your trouble in bringing Urashima here." Then, turning again to Urashima, they said, "Please follow us this way," and from here the whole band of fishes became his guides.

15     Urashima, being only a poor fisher lad, did not know how to behave in a palace; but, strange though it was all to him, he did not feel ashamed or embarrassed, but followed his kind guides quite calmly where they led to the inner palace. When he reached the portals a beautiful Princess with her attendant maidens came out to welcome him. She was more beautiful than any human being, and was robed in flowing garments of red and soft green like the under side of a wave, and golden threads glimmered through the folds of her gown. Her lovely black hair streamed over her shoulders in the fashion of a king's daughter many hundreds of years ago, and when she spoke her voice sounded like music over the water. Urashima was lost in wonder while he looked upon her, and he could not speak. Then he remembered that he ought to bow, but before he could make a low obeisance the Princess took him by the hand and led him to a beautiful hall, and to the seat of honor at the upper end, and bade him be seated.

16     "Urashima Taro, it gives me the highest pleasure to welcome you to my father's kingdom," said the Princess. "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise. Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes, and I will be your bride if you will, and we will live together happily forever afterwards!"

**36**

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

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**GO ON**

**37**

How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

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**GO ON**

**38**

Read this sentence from paragraph 16.

**“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

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**GO ON**

# D

*irections*

Read this article. Then answer questions 39 and 40.

## The Thirst for First Is the Worst

by Reilly Blum

- 1 About a decade ago, I swam competitively. It was serious stuff. We 6-year-olds had a lot to remember like keeping track of all the strokes, but most importantly, we had to swim faster than everyone else.
- 2 I cultivated quite the collection of ribbons, even a few for first and second place. But winning was not my ultimate goal.
- 3 Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink—One day I was furious after winning a first place blue ribbon. I already had a few of those, and what I really needed was a green one. I should have finished in sixth place.
- 4 I didn't understand the competitive aspect of the team—I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals.
- 5 For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.
- 6 Here's a case in point. Last summer I tried being more competitive in cross-country. It wasn't very fun, and I didn't run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors) than when I was running with them.
- 7 My experience is fairly typical. One study published in the *Journal of Personality and Social Psychology* highlights this. It grouped children in three ways: two kids competing *against* each other, two players working for a high combined score, and two kids *cooperating* to land more free throws than another team.
- 8 The kids cooperating to beat another team got the highest scores.
- 9 While winning can be gratifying, it certainly isn't everything. For some people, extreme competition may be conducive to excellence, and that's perfectly OK. For me, however, it just leads to stress.

**GO ON**

10 My 6-year-old self didn't see the value in winning. Sure, I may have won a few first-place blue ribbons, but that doesn't mean much. I was far more satisfied to finally get the sixth-place ribbon that rounded off my rainbow collection.

11 Though I have certainly evolved from my preadolescent self, I retain that spirit.

**GO ON**

**39**

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

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**GO ON**

**40**

In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

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**GO ON**

# **D**irections

Read this article. Then answer questions 41 and 42.

## **Excerpt from *The Importance of Winning***

*by Andy Jobanek and Billy Low*

- 1 The way sports are watched, the way sports are played, the uniforms athletes wear and the money athletes make all change over time. But sports' nature as competition, whether recreational or serious, remains constant. The whole point of shooting the basketball at the basket or running fast in a race is to improve chances of winning. So how important is winning in sports? More specifically, to what extent should winning be emphasized at the many levels of organized sports?
- 2 For those who see sports as outlets for recreation and exercise, the answer is fairly straightforward: winning should take a backseat as long as participants enjoy playing the game.
- 3 But for athletes, coaches and parents who see sports as more than a casual hobby, the answer is less clear. Let's think in terms of parents who would very much like to see their child reach the highest levels of sport. My argument is that beginning levels should develop in youths a genuine passion for sports that fosters, at the high school level and above, the necessary emphasis on winning.
- 4 Few will deny that fun is more important than winning in youth leagues. But to focus on developing enthusiasm for sports requires more than turning off the scoreboard. Kids will have fun running around carefree anywhere. Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports.
- 5 However, once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.

**GO ON**

- 6 A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and “bonding with teammates,” why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their game or season or career ends.
- 7 That emphasis does not mean throwing a chair in response to a loss. It means an athlete puts in the work to turn a “good try” into a made basket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.

**GO ON**

**41**

What is the central idea of “Excerpt from *The Importance of Winning*”? Use **two** details from the article to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 42 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**

**42**

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

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**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2018 English Language Arts Tests Map to the Standards**  
**Released Questions on EngageNY**

**Grade 6**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>								
1	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.85		
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.5	Reading	0.66		
3	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Reading	0.87		
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.68		
5	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.6	Reading	0.70		
6	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.87		
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.56		
22	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.68		
23	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.70		
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.73		
25	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Reading	0.73		
26	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading	0.68		
27	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading	0.69		
28	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.6	Reading	0.38		
29	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.3	Reading	0.40		
30	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.4	Reading	0.78		
31	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.7	Reading	0.52		
32	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.5	Reading	0.58		
33	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.2	Reading	0.76		
34	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.6	Reading	0.59		
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.2	Reading	0.69		
<b>Session 2</b>								
36	Constructed Response		2	CCSS.ELA-Literacy.RL.6.4	Writing to Sources		1.24	0.62

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 2 continued</b>								
37	Constructed Response		2	CCSS.ELA-Literacy.RL.6.6	Writing to Sources		1.52	0.76
38	Constructed Response		2	CCSS.ELA-Literacy.RL.6.5	Writing to Sources		1.34	0.67
39	Constructed Response		2	CCSS.ELA-Literacy.RI.6.2	Writing to Sources		1.5	0.75
40	Constructed Response		2	CCSS.ELA-Literacy.RI.6.3	Writing to Sources		1.14	0.57
41	Constructed Response		2	CCSS.ELA-Literacy.RI.6.2	Writing to Sources		1.34	0.67
42	Constructed Response		4	CCSS.ELA-Literacy.RI.6.6	Writing to Sources		2.2	0.55

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

## 2-Point Rubric—Short Response

<b>Score</b>	<b>Response Features</b>
<b>2 Point</b>	<p>The features of a 2-point 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 Point</b>	<p>The features of a 1-point 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 Point*</b>	<p>The features of a 0-point 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 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> <i>the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</i>	W.2 R.1–9	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</li> <li>—demonstrate insightful 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> <li>—demonstrate grade-appropriate analysis of the text(s)</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> <i>the extent to which the essay presents evidence from the provided text to support analysis and reflection</i>	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> <i>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</i>	W.2 L.3 L.6	<ul style="list-style-type: none"> <li>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>—provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</li> <li>—establish and maintain a formal style using precise language and domain-specific vocabulary</li> <li>—provide a concluding statement or section that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization, with inconsistent use of transitions</li> <li>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>—provide a concluding statement or section 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 a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement or section 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>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement or section</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> <i>the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</i>	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

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

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### Possible Exemplary Response:

The sentence, “Urashima never grew tired, nor his clothes moist with the water,” makes the tone even more mysterious and fantastic than it already is. Taro has already questioned whether it is possible to ride on the tortoise’s back to the bottom of the sea and the creature has already magically grown in size to let Taro sit on its back. The tortoise replies to Taro’s doubts, “It may seem absurd to you, but I assure you that you can do so. Try at once! Just come and get on my back, and see if it is as impossible as you think!” These words increase the fantasy or fanciful tone even more. Now, Taro is riding to the bottom of the sea and is miraculously unaffected by fatigue, “Urashima never grew tired” and the sea, “nor his clothes moist with the water.” The tone of intrigue and wonder in this sentence sets the tone that sustains throughout the rest of the text.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

It makes the story seem more like a fantasy. He can just be in the water all day. In the text it says, "At last, far away in the distance a magnificent gate appeared, and behind the gate, the long, sloping roofs of a palace on the horizon". This is stated in paragraph six. They have palaces and it's like a dream world. Also in paragraph 13 it says, "Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger". They had a gatekeeper as a fish, and they had a Dragon King. Adding on to what I said before, this isn't real life. It makes the story more interesting because it's something that can never happen in real life.

## Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what effect the sentence, "Urashima never grew tired, nor his clothes moist with the water," has on the tone of the story (*It makes the story seem more like a fantasy* and *It makes the story more interesting because it's something that can never happen in real life*). The response provides evidence of analysis (*They have palaces and it's like a dream world* and *They had a gatekeeper as a fish, and they had a Dragon King*. *Adding on to what I said before, this isn't real life*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("At last, far away in the distance a magnificent gate appeared, and behind the gate, the long, sloping roofs of a palace on the horizon" and "Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

This sentence has a effect on the tone of the story. The effect is that it makes the story even more magical. The text shows of a tortise talking to Urashima and the boy understands the tortise, and the tortise grew in size. so Urashima could ride on its shell. This shows the effect of this sentence.

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### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (*The effect is that it makes the story even more magical*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*The text shows of a tortise talking to Urashima and the boy understands the tortoise and the tortise grew in size. so Urashima could ride on its shell*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

The effect that this sentence had on the tone of the story was that it gave it a wonderous and magical feeling! In the passage it stated "Urashima never grew tired, nor his clothes moist with water." This shows that somehow Urashima couldn't get wet, which was magic and he never grew tired which was also magical, and gave a happy, wonderous tone to the story. In the text it also stated "Now if you like you shall live here forever of eternal youth, where summer never dies, and sorrow never come's". This also proves that this story was magical and that the sentence "Urashima never grew tired, nor his clothes moist with the water" made sense, because he was in a magical setting!

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what effect the sentence, "Urashima never grew tired, nor his clothes moist with the water," has on the tone of the story (*It gave it a wonderous and magical feeling*). The response provides evidence of analysis (*This shows that somehow Urashima couldn't get wet, which was magic and he never grew tired which was also magical, and gave a happy, wonderous tone to the story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Urashima never grew tired, nor his clothes moist with water." and "Now if you like you sha'll live here forever of eternal youth, where summer never dies, and sorrow never come's."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

This affected the story because Urashima never gave up or was afraid. Urashima was a poor fisher lad, when she went to the palace as a visitor urashima didn't know how to act in a palace. the qoute 'cloths moist with the water. Is maybe the tone of Urashima not being nervous or acomplishing her dream. Goingo to the palace was probably a big for him,he got the feeling of excitement

### Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (*the tone of Urashima not being nervous and he got the feeling of excitement*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

The effect is on the tone is bad because the way it said it " Urashima never grew tired, nor his clothes moist with the water . For example, in the test in paragraph 6 it states "At last , far away n the distance a magnifcent gate appeared. Also in test in paragraph 6 it states" Sloping roofs of a palace on the horizon. My evidence is that Urashima is strong like he does not give up. Also, he does'nt care if their is something in front of him he will get pass it and Urashima had a lot of challenges.

## Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("At last , far away n the distance a magnifcent gate appeared and " Sloping roofs of a palace on the horizon); however, the response does not provide a valid inference from the text to explain what effect the sentence, "Urashima never grew tired, nor his clothes moist with the water," has on the tone of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

This sentence effects the story. One example of that is that she could ride all day and she won't get tired. Another example is that she swims so fast that she doesn't feel wet.

### Score Point 1 (out of 2 points)

This response only provides one relevant fact from the text for support (*she could ride all day and she won't get tired*). The response does not provide a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

36

Read this sentence from paragraph 6.

Urashima never grew tired, nor his clothes moist with the water.

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

The effect that this sentence have on the tone of the story is that it's showing that urashima never grew tired when he got to go under the sea. And that his clothes never grew tired even doe that it was wet.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*The effect that this sentence have on the tone of the story is that it's showing that urashima never grew tired when he got to go under the sea. And that his clothes never grew tired even doe that it was wet*).

## GUIDE PAPER 8

Additional

36

Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

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

One man said to a boy if u want to swim but u don't want to touch water sit on my back the man said but the boy said no becuse he think he big but the man said it ok sit on my back i will swim and u can sit on my back.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*One man said to a boy if u want to swim but u don't want to touch water sit on my back the man said but the boy said no becuse he think he big but the man said it ok sit on my back i will swim and u can sit on my back*).

## EXEMPLARY RESPONSE

37

How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Paragraph 15 helps develop Urashima's point of view by emphasizing that Urashima is in an unusual situation and does not know exactly what is happening to him. Urashima does not "know how to behave in a palace" and finds the situation "strange," but follows his guides into the inner palace. When he meets the Princess, he is "lost in wonder" and forgets to bow. These details show that Urashima feels out of place and is not sure how to react to what is happening.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

- 37 How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

In the excerpt from, "The story of Urashima Taro, The fisher lad." paragraph 15 helps develop Urashima's point of view. It helps develop his point of view because it describes Urashima's experience when he goes to this royal palace . For example, in paragraph 15 it states, " being just a poor young fisher lad, did not know how to behave in a palace; but, strange though it was all to him, he did not feel ashamed or embarrassed, but followed his guides quite calmly where they led to the inner palace. Another example I found in paragraph 15 is, " Urashima was lost in wonder while he looked upon her, and he could not speak, " Then he remembered that he ought to bow, but before he could make a low obedience the princess took him by the hand and led him to a beautiful hall, and to the seat of honor at the upper end, and bade him to be seated. To conclude, in paragraph 15 Urashima shows mixed emotions when entering the sea palace as a poor fisher lad.

### Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how paragraph 15 helps to develop Urashima's point of view (*because it describes Urashima's experience when he goes to this royal palace and Urashima shows mixed emotions when entering the sea palace as a poor fisher lad*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (" *being just a poor young fisher lad, did not know how to behave in a palace; but, strange though it was all to him, he did not feel ashamed or embarrassed, but followed his guides quite calmly where they led to the inner palace*"; "*Urashima was lost in wonder while he looked upon her, and he could not speak,*"; "*Then he remembered that he ought to bow, but before he could make a low obedience the princess took him by the hand and led him to a beautiful hall, and to the seat of honor at the upper end, and bade him to be seated*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

Paragraph 15 helps develop Urashima's point of view by showing that he was in awe of the palace and the princess. I know this because, in the text it states "Urashima, being only a poor fisher lad, did not know how to behave in a palace". Also, "Urashima was lost in wonder as he looked upon her, and he could not speak."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima's point of view (*by showing that he was in awe of the palace and the princess*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Urashima, being only a poor fisher lad, did not know how to behave in a palace" and "Urashima was lost in wonder as he looked upon her, and he could not speak."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

- 37 How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

It helps develop his point of view because he was poor and did not know how to act in somewhere so fancy but he was not embarrassed he didn't. "Urashima, being only a poor fisher lad, did not know how to behave in a palace..." "...strange though it was all to him, he did not feel ashamed or embarrassed."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima's point of view (*because he was poor and did not know how to act in somewhere so fancy but he was not embarrassed*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Urashima, being only a poor fisher lad, did not know how to behave in a palace..." and "...strange though it was all to him, he did not feel ashamed or embarrassed."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

- 37 How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

Paragraph 15 helps develop Urashima's point of view because it shows that he sees a princess and he thinks she's beautiful by expressing the way she looks. For an example "her lovely black hair streamed over her shoulders".

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima's point of view (*because it shows that he sees a princess and he thinks she's beautiful by expressing the way she looks*); however, the response only provides one concrete detail from the text for support ("*her lovely black hair streamed over her shoulders*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

Paragraph 15 helped developed Urashima's point of view by telling us how he lived in the human world. It gave us some back story about him. In the text it states, "Urashima, being only a poor fisher lad." Another piece of text evidence is, "He did not feel ashamed or embarrassed."

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("urashima, being only a poor fisher lad." and "He did not feel ashamed or embarrassed"); however, the response does not provide a valid inference from the text to explain how paragraph 15 helps to develop Urashima's point of view. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

When urashimas saw the  
Prinses he ~~not~~ he fell  
wunder and he kood hot spek

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*When urashimas saw the prinses he felt wunder and he kood not spek*). The response does not provide a valid inference from the text to explain how paragraph 15 helps to develop Urashima's point of view. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

- 37 How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

She or he is trying to get mor people to call her when they call her or things like that. i know this because it says " beging only a poor fisher lad." so that means that they need to get more and more people.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*She or he is trying to get mor people to call her when they call her or things like that. i know this because it says " beging only a poor fisher lad." so that means that they need to get more and more people*).

## GUIDE PAPER 8

Additional

37

How does paragraph 15 help develop Urashima's point of view? Use **two** details from the story to support your response.

She wants to be human and  
she doesn't understand the stuff  
at were she is. Also, she though  
stuff was great.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*She wants to be human and she doesn't understand the stuff at were she is. Also, she though stuff was great*).

## EXEMPLARY RESPONSE

38

Read this sentence from paragraph 16.

**“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

This sentence brings the story ‘full circle’ by lending insight to the meaning of events up to this point. For most of the story, Urashima does not know that the tortoise that he saved was actually the Princess. He, and even the “chief vassals of the Dragon King of the Sea,” refer to the Princess as “Mr. Tortoise” until her true identity is revealed. When the Princess finally tells him the truth, the importance of Urashima’s actions becomes clear. The Princess’s statement also explains why Urashima has been invited to the Sea King’s Palace—so that he can be rewarded for saving her life, “Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

38

Read this sentence from paragraph 16

"Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

The sentence in paragraph 16 contributes to the structure of the story by telling the readers why Urashima was at that Palace. For example, "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise." Urashima did a selfless act and he got a big reward. Also, "Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes..." Urashima had no idea he would get a reward for saving a tortoise, he just had a good heart.

## Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise," contributes to the structure of the story (*by telling the readers why Urashima was at that palace*). The response provides evidence of analysis (*Urashima did a selfless act and he got a big reward and Urashima had no idea he would get a reward for saving a tortoise, he just had a good heart*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise." and "Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes..."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

Read this sentence from paragraph 16.

"Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

This sentence contributes to the structure of the story by showing that if you help others you will get reward in amazing ways. Such as, in the story Urashima gets to marry a beautiful princess. Also Urashima gets to live in a land where it is always summer and where there is no sorrow.

### Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise," contributes to the structure of the story (*by showing that if you help others you will get reward in amazing ways*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*in the story Urashima gets to marry a beautiful princess and Urashima gets to live in a land where it is always summer and where there is no sorrow*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

Read this sentence from paragraph 16.

**"Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

Its helps show the reason for the tortoise bringing him to the underwater Rin Gin instead of just swimming away and backs up the idea of the tortoise being magical. Proof of this is ' He saw that the creature had suddenly grown so big that a man could easily sit on its back. ' Showing the magical abilities of the tortoise. Another reason it backs up bringing Urashima to the Rin Gin is the qween saying ' Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise. ' This shows that the tortoise brought him here to cangradulate Urashima for saving the qween. This proves that this sentence concludes unsolved questions about the fairy tale.

### Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise," contributes to the structure of the story (*Its helps show the reason for the tortoise bringing him to the underwater Rin Gin instead of just swimming away and backs up the idea of the tortoise being magical*). The response provides evidence of analysis (*This shows that the tortoise brought him here to cangradulate Urashima for saving the qween*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("He saw that the creature had suddenly grown so big that a man could easily sit on its back." and "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

Read this sentence from paragraph 16.

**"Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."**

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

This sentence contributes to the structure of the story by telling the reader that Urashima saved the tortoise and so he is being rewarded for it. For example according to Paragraph 16 states "yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise." This means that since Urashima saved the tortoise, the tortoise is giving the favor back.

DO NOT WRITE BEYOND THIS LINE

### Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise," contributes to the structure of the story (*by telling the reader that Urashima saved the tortoise and so he is being rewarded for it*); however, the response only provides one concrete detail from the text for support ("Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise." *This means that since urashima saved the tortoise, the tortoise is giving the favor back*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

38

Read this sentence from paragraph 16.

**“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

This contributes to the structure of the story by showing a small act (saving a turtles life) is something that will reward you for doing good, because that line set up the main idea at the end with showing he will receive a reward for doing good so it set up the end of the story.

### Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (*that line set up the main idea at the end with showing he will receive a reward for doing good*); however, the response only provides one relevant detail from the text for support [*(saving a turtles life)*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

Read this sentence from paragraph 16.

**“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

the way that the sentence contribute to the structure of the story is that she is saying thank you to the person that saved her life because she almost lost her life. She let the tortoise go because she was thinking that the tortoise did something to her but then she knew that he did not do nothing to her that he was helping her with the other that help and those are two or more details from the story that support my response.

### Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (*she is saying thank you to the person that saved her life because she almost lost her life*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

Read this sentence from paragraph 16.

**“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”**

How does this sentence contribute to the structure of the story? Use **two** details from the story to support your response.

Now we are all set out leiursewith words he lepted in to the sea urashima on his backdown through the torise)2) I don't think we com very quiltyin speaking the tories you must walk this w

### Score Point 0 (out of 2 points)

This response is unintelligible [*Now we are all set out leiursewith words he lepted in to the sea urashima on his backdown through the torise)2) I don't think we com very quiltyin speaking the tories you must walk this w*].

## GUIDE PAPER 8

Additional

38

Read this sentence from paragraph 16.

"Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise."

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

The story is supposed to sound old. The language is supposed to make it feel like it was a long time ago.

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### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The story is supposed to sound old. The language is supposed to make it feel like it was a long time ago*).

## EXEMPLARY RESPONSE

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

In paragraphs 1 through 4, the author reveals her experience as a 6-year-old on a competitive swim team. It is made clear early on that she swam for a different reason than her teammates and competitors likely did, “I completely ignored the competition to focus on my own goals.” The author provides this personal experience to show that it was more important to get “a ribbon of every color” than to win or to acquire just the top-place ribbons. This reveals to the reader a central idea that winning isn’t everything. In fact, the author states in paragraph 4 that she “didn’t understand the competitive aspect of the team” and that winning was not her ultimate goal.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

Paragraphs 1 through 4 develop a central idea in the article. I know this because in paragraphs 1 to 4 it talks about how the person in the story always swam against other swimmers and that now they want to swim for their own goals. For example, in paragraph 1 it states, "About a decade ago, I swam competitively. It was serious stuff." but in paragraph 4 it states, "I worked to improve my times, but I completely ignored the competition to focus on my own personal goals." The main idea of focusing on their personal goals was how they didn't always want to win and mostly wanted to be creative and have fun. In paragraph 2 it states, "But winning was not my ultimate goal." Also in paragraph 3 it states, "Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink." This is how paragraphs 1 through 4 develop a central idea of the article.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (*it talks about how the person in the story always swam against other swimmers and that now they want to swim for their own goals*). The response provides evidence of analysis (*The main idea of focusing on their personal goals was how they didn't always want to win and mostly wanted to be creative and have fun*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"About a decade ago, I swam competitively. It was serious stuff.";* *"I worked to improve my times, but I completely ignored the competition to focus on my own personal goals."*; *"But winning was not my ultimate goal."*; *"Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink."*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

In “The Thirst for First Is the Worst” Paragraphs 1 through 4 develop a central idea of the article. In the text it states “I didn’t understand the competitive aspect of the team.” In the text it also states “But winning was not my ultimate goal. Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink—one day I was furious after winning a first place blue ribbon. This means it’s always not about winning. You don’t need to win all of the time as long as you have fun.”

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (*This mean’s it’s always’s not about winning. You don’t need to win all of the time as long as you have fun*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I didn’t understand the competitive aspect of the team.*” and “*But winning was not my ultimate goal. Instead, I wanted a ribbon of ever color. Blue, red, orange, white, green, pink—one day I was furious after winning a first place blue ribbon*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

It develops a central idea of the article by telling us how the narrator didn't have a thirst for winning all she wanted was to achieve different ribbons. I can prove this because on paragraph 2 it states the narrator saying that “winning was not my ultimate goal”. Also on paragraph 3 it states thta she only “wanted a ribbon of every color.Blue, red, orange, white, green, pink”etc. This evidence shows the narrators thirst for different places and different experiences.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (*by telling us how the narrator didn't have a thirst for winning all she wanted was to achieve different ribbons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*winning was not my ultimate goal*” and *she only “wanted a ribbon of every color.Blue, red, orange, white, green, pink”etc.*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

Paragraphs 1 through 4 develop a central idea is about winning. In the text it state that about decade ago, I swim competitively. In the text it also state that I cultivated quite the collection of Ribbons, even a few for first and second place. This mean how this article talk about winning.

### Score Point 1 (out of 2 points)

This response provide a sufficient number of concrete details from the text for support as required by the prompt (*about decade ago, I swam competitively* and *I cultivated quite the collection of Ribbons, even a few for first and second place*); however, the response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

Paragraphs 1 though 4 it develop  
a Central idea by the kid in  
the Story he wanting to make  
a rainbow collection but he had  
to get the Green one but he  
won the race and he got a  
blue one he got of lot of those.  
He had to get sixth place. He had  
to make the team happy.

### Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*Paragraphs 1 though 4 it develop a central idea by the kid in the story he wanting to make a rainbow collection but he had to get the Green one but he won the race and he got a blue one he got of lot of those. He had to get sixth place. He had to make the team happy*). The response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

Paragraphs 1-4 showed how he was very childish and innocent. He didn't want to win, he wanted all of the colors of ribbons. He also said it was competitive when he was only six.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (*He didn't want to win, he wanted all of the colors of ribbons*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

39

In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

The central Idea of the story is to never go for first all the time. If you go for all of the ribbons or medals it would be better on your reputation.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*The central Idea of the story is to never go for first all the time. If you go for all of the ribbons or medals it would be better on your reputation*).

## GUIDE PAPER 8

Additional

- 39 In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use **two** details from the article to support your response.

because there based on the same thing and TALKS ABOUT how the team got a ribbin

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because there based on the same thing and TALKS ABOUT how the team got a ribbin*).

## **EXEMPLARY RESPONSE**

**40**

In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

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### **Possible Exemplary Response:**

In paragraph 6, the author explains that she tried to become more competitive in cross-country, but that “it wasn’t very fun, and I didn’t run any faster.” The author also states in paragraph 9 that attempting to become more competitive did not lead to excellence, but instead just “leads to stress” for her. Attempting to become competitive made the author realize that it is more important for her to enjoy sports because focusing on competition had a negative effect on her.

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Points:**

Apply 2-point holistic rubric.

## GUIDE PAPER 1

- 40 In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

The author was affected poorly when he tried to be competitive. He said when he tried to be competitive, that it wasn't fun. He said "Last summer I tried being more competitive in crosscountry. It wasn't very fun." That shows how he doesn't want to be competitive, he wants to be himself. Another detail is "Many of my times were slower when I set out to run against my teammates." That is how the author was affected poorly when he tried to be competitive.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive (*The author was affected poorly when he tried to be competitive*). The response provides evidence of analysis (*That shows how he doesn't want to be competitive, he wants to be himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Last summer I tried being more competitive in crosscountry. It wasn't very fun.*” and “*Many of my times were slower when I set out to run against my teammates.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

40

In "The Thirst for First Is the Worst," how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

The Author was affected when attempting to become more competitive because she would get stressed and it wasn't fun for her. One piece of evidence is, "I tried being more competitive in cross-country. It wasn't very fun, and I didn't run any faster." Another detail to support the claim that the author did not like being competitive is, "For some people, extreme competition may be conducive to excellence, and that's perfectly ok. For me, however, it just leads to stress."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "The Thirst for First Is the Worst," how the author was affected by attempting to become more competitive (*she would get stressed*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*I tried being more competitive in cross-country. It wasn't very fun, and I didn't run any faster.*" and "*For some people, extreme competition may be conducive to excellence, and that's perfectly ok. For me, however, it just leads to stress.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

40

In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

The author did Worse when he tried to be competitive. One detail is he had worse times than when “running with my teammates”. Another is he had A lot less fun “I wasn’t very fun”.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive (*The author did Worse when he tried to be competitive*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he had worse times than when “running with my teammates” and he had A lot less fun “I wasn’t very fun”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

- 40 In "The Thirst for First Is the Worst," how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

In "The Thirst Is The Worst", the author was affected by attempting to become more competitive. In swimming, the author really wasn't being competitive and was meeting her personal goals. When she tried to be competitive in cross country her times were even slower and it wasn't very fun. Clearly, in "The Thirst Is The Worst", the author was affected by attempting more competitive.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*When she tried to be competitive in cross country her times were even slower and it wasn't very fun*); however, the response does not provide a valid inference from the text to explain, in "The Thirst for First Is the Worst," how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

40

In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

*When the author was trying to be more competitive and ran against his team mates he realized that his times where slower than when he ran with them. The author also read a study in and it said that the teams you cooperate together get better scores.*

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support (*When the author was trying to be more competitive and ran against his team mates he realized that his times where slower than when he ran with them and the teams you cooperate together get better scores*); however, the response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

- 40 In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

The author was affected by being more competitive. He just tried to get out of the pool. The author tried to get out of the chilly pool and not really think about winning. He tried to be more competitive in crosscountry. Many times he was slower so he couldn't outrun his opponents and competitors.

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*He tried to be more competitive in crosscountry. Many times he was slower so he couldn't outrun his opponents and competitors*). The response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

40

In "The Thirst for First Is the Worst," how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

in "The thirst is the worst" The author Was arrested by Attempting to become More competitive because his Main goal wasn't to win. his goal was to get Six colors. therefore he didn't need to be first in place nor second nor third. his goal was to get in last place to get his last color. how I know? Well in paragraph two the author Stated that "but winning was not My ultimate goal." Then it Stated that winning wasn't his goal because he wanted all the Ribbon colors; paragraph 3 "Instead, I wanted a ribbon of every color, Blue, red, orange, white, green, and pink.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (in "The thirst is the worst" The author was affected by Attempting to become More competitive because his Main goal wasn't to win. his goal was to get six colors. therefore he didn't need to be first in place nor second nor third. his goal was to get in last place to get his last color. how I know? Well in paragraph two the author stated that "but winning was not My ultimate goal." Then it stated that winning wasn't his goal because he wanted all the Ribbon colors; "paragraph 3 "Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, and pink).

## GUIDE PAPER 8

Additional

- 40 In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use **two** details from the article to support your response.

The author want us to know that they naeed to swim faster then everyone else. He or she wan tusto know that they are 6 years old and had a lot to remember and also keeping track of all strokes.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*The author want us to know that they naeed to swim faster then everyone else. He or she wan tusto know that they are 6 years old and had a lot to remember and also keeping track of all strokes*).

## EXEMPLARY RESPONSE

41

What is the central idea of “Excerpt from *The Importance of Winning*”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The central idea is that winning should become more important as an athlete gets older and reaches a higher level of skill. The authors state that “beginning levels should develop in youths a genuine passion for sports.” As these youths get older, this passion should drive them to devote their energies to achieving excellence, “once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.” Also, in paragraph 6, “A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning.” These details suggest winning is a priority for those athletes at a more advanced level.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

41

What is the central idea of "Excerpt from *The Importance of Winning*"? Use two details from the article to support your response.

The central idea for the story is youth groups should just have fun playing sports and once they get older like high school sports they should care more about winning. I know this because the text says "Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports". That shows youth groups they shouldn't worry so much about winning but having fun. The text also states "However, once an athlete reaches high school level, winning should be a priority". In conclusion, the central idea is youth groups should have fun but high school should care more about winning.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of "Excerpt from *The Importance of Winning*" is (*youth groups should just have fun playing sports and once they get older like high school sports they should care more about winning*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports" and "However, once an athlete reaches high school level, winning should be a priority"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

41

What is the central idea of "Excerpt from *The Importance of Winning*"? Use **two** details from the article to support your response.

The central idea of "Excerpt from *The Importance of Winning*" is that when you a kid enjoy the sport and don't worry about winning, but when you older its nice to win a game, there is no "I" in team." In short, a desire to win pushes an athlete to be his or her best" You should try to win but its okay to lose sometimes." But to focus on developing enthusiasm for sports requires more than turning off the scoreboard". You should put forth effort in whatever you do but there is more important things than winning. As you can see, let kids be kids, and teenagers and adults try to win.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of "Excerpt from *The Importance of Winning*" is (*when your a kid enjoy the sport and don't worry about winning, but when your older its nice to win a game*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("In short, a desire to win pushes an athlete to be his or her best" and "But to focus on developing enthusiasm for sports requires more than turning off the scoreboard"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

What is the central idea of “Excerpt from *The Importance of Winning*”? Use **two** details from the article to support your response.

The central idea of “Excerpt from *The Importance of Winning*” is? To show that sports are naturally competition. “The whole point of shooting the basketball at the basket or running fast in a race is to improve chances of winning.” A second quote to prove this is. “But sports’ nature as competition, whether recreational or serious, remains constant.”

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### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from *The Importance of Winning*” is (*sports are naturally competition*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The whole point of shooting the basketball at the basket or running fast in a race is to improve chances of winning.*” and “*But sports’ nature as competition, whether recreational or serious, remains constant.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

- 41 What is the central idea of “Excerpt from *The Importance of Winning*”? Use **two** details from the article to support your response.

"Excerpt from The Importance Of Winning" has a central idea. For example, the central idea is that winning is a good thing. It states in paragraph 7 it says "a desire to win pushes an athlete to be his or her best"

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from *The Importance of Winning*” is (*winning is a good thing*); however, the response only provides one concrete detail from the text for support (“*a desire to win pushes an athlete to be his or her best*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

- 41 What is the central idea of “Excerpt from *The Importance of Winning*”? Use two details from the article to support your response.

The central idea from the pass is that athletes is that do a lot just to be a athletes 'but for athletes coaches abs parents who see sports as more than a casual hobby'.Also 'however once an athlete reaches the high school level,winning should be Priority they work hard to reach a high score

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from *The Importance of Winning*” is (*athletes is that do a lot just to be a athletes [...] they work hard to reach a high score*); however, the response only provides one concrete detail from the text for support (“*however once an athlete reaches the high school level,winning should be Priority*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

- 41 What is the central idea of “Excerpt from *The Importance of Winning*”? Use two details from the article to support your response.

To basicly work hard and not to give up on whats important to you. What i mean by that is the people in this text are doing something they want to do because they want to exercice or they wanna have fun. The people in this articale dont give up on what they want they work for it. In the text it says that,"athletes put in the work to turn a good try into a made basket or completed pass." In the text it also says that,"A player showes up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best."

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*athletes put in the work to turn a good try into a made basket or completed pass.*” and “*A player showes up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.*”); however, the response does not provide a valid inference from the text to explain what the central idea of “Excerpt from *The Importance of Winning*” is. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

- 41 What is the central idea of “Excerpt from *The Importance of Winning*”? Use two details from the article to support your response.

The Excerpt from The Importance of Winning central idea is its about a sport and that is basketball. Another idea is its talking about basketball and the plays.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*The Excerpt from The Importance of Winning central idea is its about a sport and that is basketball. Another idea is its talking about basketball and the plays*).

## GUIDE PAPER 8

Additional

41

What is the central idea of “Excerpt from *The Importance of Winning*”? Use two details from the article to support your response.

The central idea of excerpt from the importance of winning is talking about what people think about sports and what sports are really about.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The central idea of excerpt from the importance of winning is talking about what people think about sports and what sports are really about*).

## EXEMPLARY RESPONSE

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

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## Possible Exemplary Response:

The author of “The Thirst For First Is the Worst” and the authors of “Excerpt from *The Importance of Winning*” have differing opinions on the competitive aspect of sports, specifically on how winning should be prioritized as an athlete. While one set of authors’ points of view sheds winning in the most positive of lights, the other author feels that achieving personal goals set for yourself is just as important as winning, if not more. The authors reveal these points of view throughout the texts, using personal experiences and anecdotal evidence to support their arguments.

The author of “The Thirst For First Is the Worst” holds the point of view that winning is not the “ultimate goal” (paragraph 2) for athletes to achieve. She reveals this point of view by describing her personal experiences with sports. To support her point of view, she uses an example of when she was on a competitive swim team. She chose “to focus on my own personal goals” (paragraph 4) of attaining a full spectrum of colored ribbons rather than to win. To her, completing this task made her “far more satisfied.” (paragraph 10). In short, she “didn’t see the value in winning.” (paragraph 10). The author also shares a personal experience in how trying to be more competitive in cross-country did not have the expected positive result—“It wasn’t very fun, and I didn’t run any faster” (paragraph 6)—when she set out to run against teammates. She also uses evidence from a study that supports the point of view that cooperating with other players leads to better success than competing against other players. The details the author of “The Thirst For First Is the Worst” provides from her personal experiences with sports are all in support of her point of view that winning isn’t everything.

The authors of “Excerpt from *The Importance of Winning*” hold the point of view that the further an athlete advances in skill, the more they should be committed to winning. They reveal their point of view by clearly stating this in paragraph 3: “My argument is that beginning levels should develop in youths a genuine passion for sports that fosters, at the high school level and above, the necessary emphasis on winning.” (paragraph 3). This passion or “desire to win pushes an athlete to be his or her best.” (paragraph 7). To attain this high level of skill, the authors cite “self-discipline and work ethic” which are qualities that “develop out of a commitment to winning.” (paragraph 6). They also argue with those who have a conflicting point of view: “If athletes only value having a good time and ‘bonding with teammates,’ why should they bother to wake up early to lift weights or choose to get rest instead of partying?” (paragraph 6). The authors think that this sacrifice of time and energy are all in effort to “turn a ‘good try’ into a made basket or completed pass.” (paragraph 7). The authors of “Excerpt from *The Importance of Winning*” clearly believe in the competitive aspect of sports and their points of view focus on a commitment to winning and “achieving the highest level of sport.” (paragraph 3).

In conclusion, each article outlines a different view on the importance of being committed to winning. For one, winning isn’t everything. For the others, it is a priority.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

There are a lot of things that come from sports. There are many different perspectives on the games. Two stories with different authors see things differently.

In "The Thirst for First Is the Worst" the author believes winning is not important. That your side goals in the game are what you should achieve, and first place isn't everything. For example, the text states 'For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.' In 'Excerpt from The Importance of Winning' Winning is important. Sports are a competition. For example, the text says 'Once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.' In the first article, Reilly Blum believes that it's not all about winning. In the second article, by Andy Jobanek and Billy Low believe that winning should be emphasized. two different perspectives.

This point is revealed in each article in different ways. In The first article, "The Thirst for First is the Worst" the author takes from her experience and branches off of it to show why she believes sports are not just about getting that first place ribbon. In the second article, "Excerpt from The Importance of Winning" The authors reveal their opinion by stating facts, and using both perspectives on people's views of sports in their article. They show that as you go up by age, your goals and mindset should change.

There are a lot of things that come from sports. Is winning everything? or is it not important? there are many different perspectives. It's up to you how you decide to play the game, with your own goals or the first place ribbon, right there in your hands.

## **GUIDE PAPER 1b**

### **Score Point 4 (out of 4 points)**

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*There are a lot of things that come from sports. There are many different perspectives on the games. Two stories with different authors see things differently*). The response demonstrates insightful analysis of the texts (*your side goals in the game are what you should achieve, and first place isn't everything; Winning is important. Sports are a competition; the author takes from her experience and branches off of it to show why she believes sports are not just about getting that first place ribbon; The authors reveal their opinion by stating facts, and using both perspectives on people's views of sports; They show that as you go up by age, your goals and mindset should change*). The response develops the topic with relevant details from the texts ("For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.", "Once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport."). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*For example, the text says, In the first article, In the second article, they show*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*perspectives, see things differently, side goals, it's not all about winning, emphasized, takes from her experience, branches off, mindset, It's up to you how you decide to play the game*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*There are a lot of things that come from sports. Is winning everything? or is it not important? there are many different perspectives. It's up to you how you decide to play the game, with your own goals or the first place ribbon, right there in your hands*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*perspectives, differently, believes, achieve, isn't, competition, emphasized, experience, branches off, ribbon, capitalization*).

## GUIDE PAPER 2a

Additional

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

Both stories show the same lesson, winning isn't everything. But, still they have different perspectives on winning. In 'The Thirst for First Is the Worst' is showing that, he didn't really want to win, he just wanted a ribbon of every color. While, in 'Excerpt from The importance of Winning' it shows that as a kid you should be focused on developing enthusiasm for sports. Then, when you reach high school level then your main priority should be winning. Both stories show the same thing but it different ways. In the text "The Thirst for First Is the Worst" it shows that the boy didn't want winning to be his main priority. He just wanted to follow his dreams of getting a ribbon of every color. Most 6 year olds wouldn't be focused on winning. In the text, paragraph 2 it states 'But winning was not my ultimate goal'. So, as he is saying this, he is stating winning isn't his goal. Getting a ribbon of every color is. In the text 'Excerpt from The Importance of Winning' it is basically saying, if you are young you shouldn't be worried about winning you should be worried about having fun and gaining happiness and knowledge while doing the sport(s). In the text, paragraph 4 it states 'But to focus on developing enthusiasm for sports requires more than turning off the scoreboard...Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports'. Those two sentences show that as a kid winning shouldn't be a priority. Fun and knowledge should be. Another sentence from paragraph 5 states, 'However, once an athlete reaches high school level, winning should be a priority'. The authors revealed their point of view by having the experience of each author. In the text 'The Thirst for First Is the Worst' it shows how the author didn't want to win in swimming. The ribbons were important. In the text, paragraph 10 it states 'My 6 year old self didnt see the value in winning'. In the text 'Excerpt from The Importance of Winning' they show you should not be focused on winning as a kid. They should be focused about learning in sports. In the text, paragraph 4 it states 'Few will deny that fun is more important than winning in youth leagues'. To wrap this all up, both texts show that winning SHOULDN'T be a priority as a kid, you should focus on the fun and knowledge you can gain. But also, as you grow more in the sports then that is the time winning should be important. So basically, both texts show winning isn't everything. So if your a kid take the time to realize to focus on fun and knowledge not winning.

**Score Point 4 (out of 4 points)**

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*Both stories show the same lesson, winning isn't everything. But, still they have different perspectives on winning. In "The Thirst for First Is the Worst" is showing that, he didn't really want to win, he just wanted a ribbon of every color. While, in "Excerpt from The importance of Winning" it shows that as a kid you should be focused on developing enthusiasm for sports. Then, when you reach high school level then your main priority should be winning. Both stories show the same thing but it different ways*). The response demonstrates grade-appropriate analysis of the texts [*it shows that the boy didn't want winning to be his main priority. He just wanted to follow his dreams of getting a ribbon of every color. Most 6 year olds wouldn't be focused on winning; it is basically saying, if you are young you shouldn't be worried about winning you should be worried about having fun and gaining happiness and knowledge while doing the sport(s); by having the experience of each author; it shows how the author didn't want to win in swimming. The ribbons were more important; they show you should not be focused on winning as a kid. They should be focused about learning in sports*]. The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence ("But winning was not my ultimate goal"; "But to focus on developing enthusiasm for sports requires more than turning off the scoreboard...Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports"; "However, once an athlete reaches high school level, winning should be a priority"; "My 6 year old self didn't see the value in winning"; "Few will deny that fun is more important than winning in youth leagues"). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*But, is showing that, While, Then, In the text, So, Another sentence, To wrap this all up, But also, So basically*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*lesson, perspective, main priority, follow his dreams, focused, happiness, knowledge, experience, To wrap this all up, that is the time, take the time to realize*). The response provides a concluding statement that follows from the topic and information presented (*To wrap this all up, both texts show that winning SHOULDN'T be a priority as a kid, you should focus on the fun and knowledge you can gain. But also, as you grow more in the sports then that is the time winning should be important. So basically, both texts show winning isn't everything. So if your a kid take the time to realize to focus on fun and knowledge not winning*). The response demonstrates grade-appropriate command of conventions, with few errors (*it different ways, grow more in the sports, punctuation*).

## GUIDE PAPER 3a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

The author's of 'The Thirst for First Is the Worst' and 'excerpt from The Importance of Winning' have different opinions abut whether athletes should be committed to winning. One thinks that the importance of competition and winning shouldn't really matter, while the other believes winnign should be a priority.

The author of "The Thirst for First Is the Worst" believes that the importance of competition and winning shouldn't really matter, and you shoud focus on your own goals. The text says, 'I didn't understand the competition aspect of the team- I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals.' Th etext also says, 'For someone focused on winning, losing can be hard to stomach. In my experience, it is dar more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.' The point of view is revealed in this article by the author telling us about his experience with trying to be comeptitive. The text says, 'Last summer I tried being more comeptitive in cross-country. It wasn't very fun, and I didn't run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors than when I was running with them.'

The eauthor of "Excerpt from The Importance of Winning" believes that winning should be a priority of your's and you are wasting your time if you are only focused on having a fun time. The text says, 'A league title may pale in comparison to the self-discipline ans work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and 'bonding with teammates,' why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their game or season or career ends.' The text also says, 'It means an athlete puts in the work to turn a 'good try' into a mad ebasket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.' The point of view is revealed because the author explains that as you become older you should make winning more as a priority.

In conclusion, the authors of the two articles have different point of view on winning.

## GUIDE PAPER 3b

### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The author's of "The Thirst for First Is the Worst" and "excerpt from The Importance of Winning" have different opinions abut whether athletes should be committed to winning. One thinks that the importance of competition and winning shouldn't really matter, while the other believes winnign should be a priority*). The response demonstrates grade-appropriate analysis of the texts (*you shoud focus on your own goals; by the author telling us about his experience with trying to be comptitive; you are wasting your time if you are only focused on having a fun time; as you become older you should make winning more as a priority*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence [*"I didn't understand the competition aspect of the team- I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals."*; *"For someone focused on winning, losing can be hard to stomach. In my experience, it is dar more fulfilling to enjoy the work, game, or swim meet than to constantly compare myself to others."*; *"Last summer I tried being more comeptitive in cross-country. It wasn't very fun, and I didn't run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors than when I was running with them."*; *"A league title may pale in comparison to the self-discipline ans work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and 'bonding with teammates,' why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their gam or season or career ends."*; *"It means an athlete puts in the work to turn a 'good try' into a mad ebasket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best."*]. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*One thinks [...] while the other believes, The text says, The text also says, In conclusion*). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (*shouldn't really matter, telling us about his experience, wasting your time*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, the authors of the two articles have different point of view on winning*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*author's, winnign, shoud, Th etext, dar, comeptitive, Th eauthor, mad ebasket, have different point of view, grammar*).

## GUIDE PAPER 4a

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

In this essay, you will be learning about the authors’ different opinions about whether athletes should be committed to winning and how I will explain how the point of view is revealed in the articles with evidence from both articles.

In the article “The Thirst for First Is the Worst”, the author does not think athletes should be committed to winning because in his story, the narrator has own achievements for himself, which does not include winning. The narrator wants a colorful collection of ribbons. The text states “I didn’t understand the competitive aspect of the team - I swam so fast that I can exit the chilly pool, not so GO ON

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duced or transmitted by any means.

Form 4

I could

Page 9

win: “I worked to improve my

## GUIDE PAPER 4b

### Conclusion

These times, but I completely ignored the competition to focus on my own goals. In the other passage however the author's believe that winning is important because while you develop of and focus on your passion, all you'd whether desire would be wanting to win. The text of states "Beginning levels should develop in athletes youths a genuine passion for sports that should fosters at highschool level and above, stay committed the necessary emphasis of winning." Emphasis on winning wants the athlete's to winning to continue to achieve their goal until and their game, season, or career ends, how the point of views are revealed in the articles. In "Thirst For First IS the Worst," it's revealed by the title and how the narrator reacts and feels about the competitions. He says that he works evidence to improve on personal goals. In the other story, it's revealed by the title and how an athlete's passion would make them want to win. That's the author's point of view describe in STOP the whole article.

## **GUIDE PAPER 4c**

### **Score Point 3 (out of 4 points)**

This response clearly introduces the topic in a manner that follows from the task and purpose (*In this essay, you will be learning about the authors' different opinions about whether athletes should be committed to winning and how I will explain how the point of view is revealed in the articles with evidence from both articles*). The response demonstrates grade-appropriate analysis of the texts (*the author does not think athletes should be committed to winning because in his story, the narrator has own achievements for himself, which does not include winning. The narrator wants a colorful collection of ribbons; the author's believe that winning is important because while you develop and focus on your passion, all you'd desire would be wanting to win; it's revealed by the title and how the narrator reacts and feels about the competitions. He says that he works to improve on personal goals; it's revealed by the title and how an athlete's passion would make them want to win*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"I didn't understand the competitive aspect of the team – I swam so fast that I can exit the chilly pool, not so I could win.";* "I worked to improve my times, but I completely ignored the competition to focus on my own goals."; "Beginning levels should develop in youths a genuine passion for sports that fosters at highschool level and above, the necessary emphasis of winning."; *Emphasis on winning wants the athlete's to continue to achieve their goal until their, season, or career ends*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the article, in his story, The text states, In the other passage*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*whether, which does not include winning, desire, react*). The response provides a concluding statement that follows from the topic and information presented (*These are the author's different opinions of whether or not athletes should stay committed to winning and how the point of views are revealed with evidence from the two passages*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*how I will explain how, has own, achievements, ribbons, the author's believe, Emphasis on winning wants the athlete's, the author's point of view describe in the whole article, committed, run-on sentences*).

## GUIDE PAPER 5a

Additional

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The authors of "The Thirst for First is the worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning.

In "The Thirst for First" the authors point of view about this topic is it doesn't matter if you win just work hard for your own goals. One detail from the text is "I swam fast so I could exit the chilly pool, not so I could win." This shows that she does not really care about winning she just wanted to get out of the pool fast because it was cold. Another detail from

the text is "I worked to improve my time but I completely ignored the competition to focus on my own personal goal." This shows that she tries her hardest but doesn't think of the competitions because she wants to work on her own goals. And get a

In "Excerpt From The Importance of winning" the authors point of view is winning should be a priority when you get older. One detail from the text is "once an athlete reaches the high school level, winning should be a priority." This shows that you should be focused on winning and only winning. Another detail from the text is "A desire to win pushes an athlete to be his or her best." This shows that trying to win pushes you to become better and better each time you do your sport.

The opinions of the authors from "The Thirst for First is The Worst" and "Excerpt from The Importance of winning are different. One is you should try to win the other is try to beat your own goals, these articles are very good life lessons on how to treat sports.

STOP

**Score Point 3 (out of 4 points)**

This response clearly introduces the topic in a manner that follows from the task and purpose (*The authors of “The Thirst for First is the worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning*). The response demonstrates a literal comprehension of the texts (it doesn't matter if you win just work hard for your own goals; This shows that she does not really care about winning she just wanted to get out of the pool fast because it was cold; This shows that she tries her hardest but doesn't think of the competitions because she wants to work on her own goals; This shows that you should be focused on winning and only winning; This shows that trying to win pushes you to become better and better each time you do your sport). The response develops the topic with relevant details from the texts, with some lack of variety (“I swam fast so I could exit the chilly pool, not so I could win.”; “I worked to improve my time but I completely ignored the competition to focus on my own personal goal.”; “Once an athlete reaches the high school level, winning should be a priority.”; “A desire to win pushes an athlete to be is or her best.”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*One detail from the text, This shows, Another detail from the text, One is [...] the other is*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (whether, doesn't matter, winning and winning only, life lessons). The response provides a concluding statement that follows from the topic and information presented (*The opinions of the authors from “The Thirst for First is The Worst” and “Excerpt from The Importance of winning are different. One is you should try to win the other is try to beat your own goals. these articles are very good life lessons on how to treat sports*). The response demonstrates grade-appropriate command of conventions, with few errors (committed, competitions, do your sport, run-on sentences).

## GUIDE PAPER 6a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

The authors of both "The Thirst for First is the Worst" and "Excerpt from The importance of Winning" have very different opinions on winning and loosing and what the priorities of sports are. First off, the author of "The Thirst for First is the Worst" says that "While winning can be gratifying, it certainly isn't everything" While the author of "Excerpt from The Importance of Winning" says "...Winning should be a priority" This shows that the priorities of both authors are very different. The author of First is the Worst thinks winning should not be a priority and would rather just further him/her self than compete against other people. On the other-hand, the author of Importance of Winning that once you get to high school level that winning is a priority.

The authors points of view are both revealed quite simply in both texts, they just come right out and basically tell you their opinion. In First is the Worst, the author comes right out and says "While winning can be gratifying, it certainly isn't everything." And in Importance of Winning the author says "winning is a priority" they just comes right out and say it, clearly stating his mind.

As you can see, both articles portray different opinions but reveal their topicin the same way: simply and basically

## **GUIDE PAPER 6b**

### **Score Point 3 (out of 4 points)**

This response clearly introduces the topic in a manner that follows from the task and purpose (*The authors of both “The Thirst for First is the Worst” and “Excerpt from The importance of Winning” have very different opinions on winning and loosing and what the priorities of sports are*). The response demonstrates a literal comprehension of the texts (*The author of First is the Worst thinks winning should not be a priority and would rather just further him/her self than compete against other people; the author of Importance of Winning that once you get to high school level that winning is a priority; The authors points of view are both revealed quite simply in both texts, they just come right out and basically tell you their opinion*). The response partially develops the topic with some textual evidence, with inconsistency (“*While winning can be gratifying, it certainly isn’t everything*” and “*... Winning should be a priority*”). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*First off, says that, While, This shows, On the other-hand, In [...] and in, As you can see*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*further him/her self, quite simply, portray, basically*). The response provides a concluding statement that follows generally from the topic and information presented (*As you can see, both articles portray different opinions but reveal their topicin the same way: simply and basically*). The response demonstrates grade-appropriate command of conventions, with few errors (*loosing, the author of Importance of Winning that, authors points, topicin*).

## GUIDE PAPER 7a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The author of "The Thirst for First IS the Worst" opinion is that thinking about winning is only going to stress you out. The authors of "Excerpt from The Importance of winning" opinion is that winning is important.

The author of "The Thirst for First IS the Worst" opinion is the athletes shouldn't be committed to winning because it causes stress. The text says "it just leads to stress". That detail shows that being committed to winning leads to you being stressed out. The text also says "For someone focused on winning, losing can be hard to stomach". That detail shows that if you are committed to winning, and end up losing you will feel very upset that you

## GUIDE PAPER 7b

didn't win, so you never get over that you didn't win, and so you never want to play that sport again. This author believes that being committed to winning will stress you out. This opinion is revealed by the author plain out saying his/her opinion. The text says "For someone focused on winning, losing can be hard to stomach" and "it just leads to stress". Those details shows that for someone focused/committed to winning, losing can be hard to stomach, and leads to being stressed out.

The authors of "Excerpt from the importance of winning" opinion is that being committed to winning is important. The text says "spend so much time playing their sport". That detail shows being committed to winning. The text also says "a commitment to winning". That detail is how the author introduces their opinion to the readers.

One author's opinion is being committed to winning leads to stress and the other authors' opinion is being committed to winning is important. Both authors introduced their opinion to the readers by plain out telling us.

## GUIDE PAPER 7c

### Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The author of “The Thirst for First Is the Worst” opinion is that thinking about winning is only going to stress you out. The authors of “Excerpt from The Importance of Winning” opinion is that winning is important*). The response demonstrates a literal comprehension of the texts (*That detail shows that being committed to winning leads to you being stressed out; That detail shows that if you are committed to winning, and end up losing you will feel very upset that you didn’t win, so you never get over that you didn’t win, and so you never want to play that sport again; This opinion is revealed by the author plain out saying his/her opinion; Those details shows that for someone focused/committed to winning, losing can be hard to stomach, and leads to being stressed out; That detail shows being commited to winning; That detail is how the author introduces their opinion to the reader*). The response partially develops the topic with some textual evidence, with inconsistency (“it just leads to stress”; “For someone focused on winning, losing can be hard to stomach”; “spend so much time playing their sport”). The response exhibits some attempt at organization, with inconsistent use of transitions (*The text says, That detail shows, Those details shows*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*end up, upset you didn’t win, never get over, plain out*). The response provides a concluding statement that follows from the topic and information presented (*One author’s opinion is being committed to winning leads to stress and the other authors’ opinion is being committed to winning is important. Both authors introduced their opinion to the readers by plain out telling us*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*The author of [...] opinion is, commited, commitied, belives, Those details shows, a run-on sentence, spacing*).

## GUIDE PAPER 8a

Additional

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

The authors of The Thirst for First Is the Worst says that winning as an athlete shouldn't be the reason that you wanted to do the sport but to just have fun. The text says " My 6 year old self didn't see the value in winning." While winning can be gratifying, it certainly isn't everything." The authors of The Importance of Winning says that winning as an athlete makes you a stronger person because you want to work for the sport you play and that you want to get better at the sport you play. The text says " It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport." "In short, a desire to win pushes an athlete to be his or her best." They explain this point of view in The Thirst for First is the Worst by saying the person doesn't want to win. The text says : I didn't understand the competitive aspect of the team I swam fast so i could exit the chilly pool not so I could win." In The Importance of Winning the authors explain by saying that it makes an athlete stronger when they win. The text says " If athletes only value having a good time why should they bother to wake up and lift." This shows the opinion of winning between the two articles.

**Score Point 2 (out of 4 points)**

This response introduces the topic in a manner that follows generally from the task and purpose (*The authors of The Thirst for First Is the Worst says that winning as an athlete shouldn't be the reason that you wanted to do the sport but to just have fun [...] The authors of The Importance of Winning says that winning as an athlete makes you a stronger person because you want to work for the sport you play and that you get better at the sport you play*). The response demonstrates a literal comprehension of the texts (*They explain this point of view in The Thirst for First is the Worst by saying the person doesn't want to win and In The Importance of Winning the authors explain by saying that it makes an athlete stronger when they win*). The response develops the topic with relevant details from the texts (“*My 6 year old self didn't see the value in winning.*”; “*While winning can be gratifying, it certainly isn't everything.*”; “*It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing thier sport.*”; “*In short, a desire to win pushes an athlete to be his or her best.*”; “*I didn't understand the competitive aspect of the team I swam fast so i could exit the chilly pool not so I could win.*”; “*If athletes only vaule having a good time why should they brother to wake up and lift.*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*The text says and This shows*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*do the sport, work for the sport, the person doesn't want to win, This shows the opinion of winning*). The response provides a concluding statement that follows generally from the topic and information presented (*This shows the opinion of winning bettwen the two articles*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Thrist, The authors [...] says, thier, chilly, vaule, brother, bettwen*).

## GUIDE PAPER 9a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- ✓• describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- ✓• use details from **both** articles to support your response

Both of the articles had different points of view. Each quite different.

The author of "The thirst for First is the Worst," thinks it is about setting goals. "...but I completely ignored the competition to focus on my own goals." (p4) The author of "The Importance of winning," thinks it's about older kids having to want to win. "... Once a student reaches highschool level, winning should be a priority"

The author reveals this by saying there point at the beginning and giving examples.

DO NOT WRITE BEYOND THIS AREA

## **GUIDE PAPER 9b**

### **Score Point 2 (out of 4 points)**

This response introduces the topic in a manner that follows generally from the task and purpose (*Both of the articles had different points of view. Each quite different*). The response demonstrates a literal comprehension of the texts (*The author of “The thirst for First is the Worst,” thinks it is about setting goals; The author of The Importance of winning, thinks it’s about older kids having to want to win; The authour reaveals this by saying there point at the beginning and giving examples*). The response partially develops the topic of the essay with the use of some textual evidence (“... but I completely ignored the competition to focus on my own goals.” and “... Once a student reaches highschool level, winning should be a priority.”). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*it’s about older kids and saying there point*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*completely; compitition; highschool; authour; reaveals; there point; capitalization*).

## GUIDE PAPER 10

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

The pont of view is revealed in each article because inThe thirst for first is the worst a 6 year old keeps winning a race but she dosen't want to because she want all the colorful ribbions but she keeps get the blue ribbon because she keeps winning every time and that's only because she wants to get out of the cold water.In Excerpt from the important of winning is that when you get to high school you are always gonna want to win but when you lose that doesn't mean throw a chair acroos the room it mean try again some other time u might win next time who knows.

### Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*The pont of view is revealed in each article because inThe thirst for first is the worst a 6 year old keeps winning a race but she dosen't want to [...] In Excerpt from the important of winning is that when you get to high school you are always gonna want to win*). The response demonstrates a literal comprehension of the texts (*she keeps winning every time and it mean try again some other time u might win next time who knows*). The response partially develops the topic of the essay with the use of some textual evidence (*she want all the colorful ribbions but she keeps get the blue ribbon because she keeps winning every time and when you lose that doesn't mean throw a chair acroos the room*), some of which is irrelevant (*that's only because she wants to get out of the cold water*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*a 6 year old, she keeps winning every time, gonna, u*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*pont, inThe, dosen't, she want, ribbions, she keeps get, important of winning, gonna, acroos, u, run-on sentences*).

## GUIDE PAPER 11a

Additional

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

Athletes Should be Committed to winning it all depends  
What grade you are in if you are in high school  
it is all about winning and when you are not in 4 Grade through  
6 Grade it is all about having fun. The point of  
view in each article is about it doesn't matter if you  
win or not.

DO NOT WRITE BEYOND THIS AREA

**Score Point 1 (out of 4 points)**

This response introduces the topic in a manner that does not logically follow from the task and purpose (*Athletes shoudent be commeded to winning it all depends What grade you are in*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops the topic with minimal, occasional evidence (*if you are in high school it is all about winning and when you are not in 1 Grade through 6 Grade it is all about having fun*). The response exhibits little attempt at organization (*it is all about*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*1 Grade, 6 Grade, it is all about*). The response provides a concluding statement that is illogical to the topic and information presented (*The point of view in each artical is about it dosent mader if you win or not*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

## GUIDE PAPER 12a

42

The authors of "The Thirst for First Is the Worst" and "Excerpt from *The Importance of Winning*" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The author's point of view is  
an athlete should try there  
best because all athletes want  
to come in first place and beat  
the record for anything.  
Athlete want to do it  
for there time beat the record  
for example; like you run track and  
we have a relay race and the  
record is 35.2s and so athletes  
are try there best to beat the time  
the new record is 34.98 that's  
why athletes have to try there  
best not just track every sport  
in the book.

## **GUIDE PAPER 12b**

### **Score Point 1 (out of 4 points)**

This response introduces the topic in a manner that does not logically follow from the task and purpose (*The author's point of view is a athlete should try there best*). The response demonstrates little understanding of the texts (*all athletes want to come in first place and beat the record for anything*). The response provides no evidence. The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*want to do it foR there time, like you run track, in the book*). The response provides a concluding statement that is illogical to the topic and information presented (*that's why athletes have to try there best Not Just Track every sport in the book*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

## GUIDE PAPER 13a

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

In both Articles “The Thirst for First is the Worst” and “Excerpt from The Importance of Winning” the authors both have different point of views on whether athletes should be committed to win or not. In the article “The Thirst for first is the Worst” the author thinks that you should always win if you’re a winner at what you do. In the text it says “I have to win to get the blue ribbon”.

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## **GUIDE PAPER 13b**

### **Score Point 0 (out of 4 points)**

This response demonstrates a lack of comprehension of the texts (*In the article “The Thirst for First is the Worst” the author thinks that you should always win if you’re a winner at what you do*). The response provides evidence that is completely irrelevant (“*I have to win to get the blue ribbon*”).

## GUIDE PAPER 14

Additional

42

The authors of “The Thirst for First Is the Worst” and “Excerpt from *The Importance of Winning*” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from **both** articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from **both** articles to support your response

The Thirst for is worst and Excerpt from the Importance of winning is first point of view because they talk about their selves 'It should be a priority'.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*The Thirst for is worst and Excerpt from the Importance of winning is first point of view because they talk about their selves*). The response provides evidence that is completely irrelevant (“*It should be a priority*”).