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# **New York State Testing Program**

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# **2016 Common Core English Language Arts Test Book 1**

**Grade 7**

**April 5–7, 2016**

**Released Questions**

# Book 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this article. Then answer questions 1 through 7.

## **Excerpt from *Into the Unknown***

by Walter Dean Myers

When, in 1728, James Cook was born in Yorkshire, England, the entire world could have been described as “new” in the sense that most people had little idea of what life was like beyond the borders of their own country. Maps of the day would show Europe itself, the eastern coast of North America, the western coast of Africa, and only parts of  
5 what we now know as the Middle East and Far East. Could there possibly be great cities in central Africa? In the South Pacific? Was the bottom of the earth capable of sustaining human life?

There were many places on Earth where no Europeans had visited, even places where no human beings at all had visited. Scholars tried to guess what these places would be like.

10 Some imagined monsters, or beings only half human, living in wildly exotic and scary lands. Others thought there might be wonderful areas with fertile soil for food crops and rich mineral deposits. But these were all guesses. To discover the reality, human beings needed to go to these places.

15 Cartographers, those who made maps, weren’t sure how to represent these places. On maps the vaguely drawn lower regions of the earth were often labeled *Terra Australis Incognita*, “Unknown Southern Land.” Great Britain, the world’s leading sea power in the eighteenth century, decided to send an expedition to these unknown lands. They chose James Cook to lead it.

20 James Cook was born into a farm family and might well have spent his life in the family business. But Cook was an exceptional youngster and, unlike most English boys of his time, was allowed to attend school when he was twelve years old. As a teenager, Cook became apprenticed to a man who owned a *collier*, a ship that transported coal, and soon found himself carrying cargoes of coal from northern England to the bustling docks of London.

25 Cook was ambitious and quickly learned that his ability to read set him apart from other sailors, even ones much older than he was. Ships at that time had none of the sophisticated electronics found on ships today. Instead, they found their way around the oceans using instruments that determined their position relative to the sun and stars. This took considerable skill. Cook read whatever books he could find on navigation and  
30 learned to use the instruments to find his position on the ocean. While the merchant ships he worked on carried cargo from port to port, James Cook assumed more and more

**GO ON**

responsibility as a navigator and learned the ways of the sea. Perhaps the greatest idea that he absorbed was that self-discipline gave one a huge advantage at sea.

After ten years on the collier, Cook decided to join the Royal Navy. The British navy  
35 was the most powerful in the world. Its officers were recognized not only as outstanding sailors but also as "gentlemen." For a young man born on a farm, it was decidedly a step up the social ladder. Again, Cook relied on his discipline and skills, thinking they would set him apart. He was right. Before long he was made a junior officer.

Cook, who had already taught himself a great deal about navigation, soon taught  
40 himself to draw accurate maps.

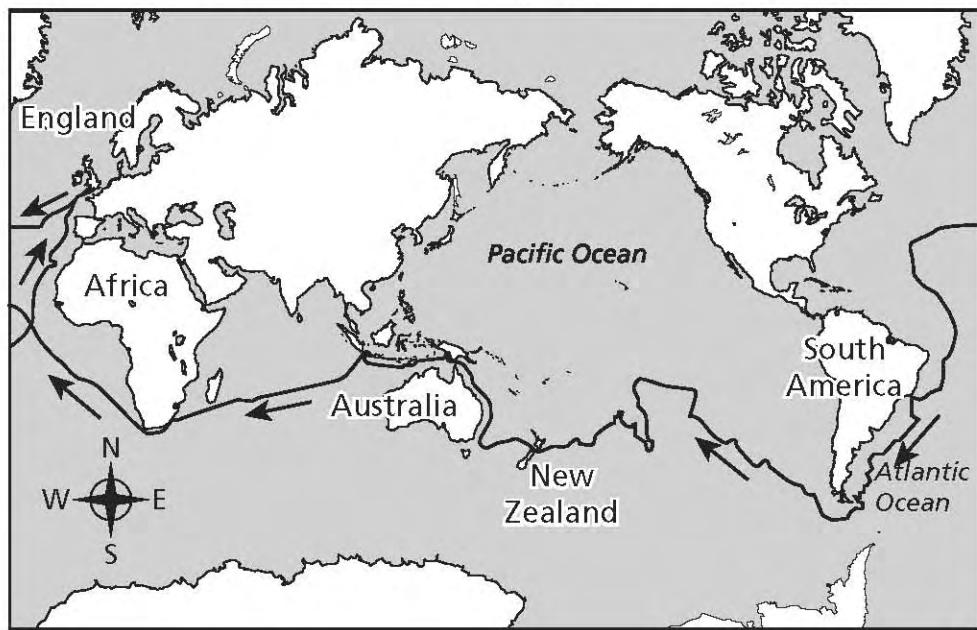
Cartography, the art of making maps, was a truly important skill. With so much of the world unknown, each time a ship left port, it was in danger of never finding its way back. A small error on a map, showing a body of land to be in one direction when it was not, could lead a ship hundreds of miles off course. Ships that needed to find sources of food or water could scarcely afford the days, and sometimes weeks, an errant map would cause them. But Cook's calculations were so well done, and so well thought out, that his reputation grew quickly. He was sent to the east coast of North America and directed to draw charts of the Canadian border, which he also did successfully.  
45

In August 1768, the Royal Society decided to fund an expedition to the South Seas. It  
50 would be headed by Lieutenant James Cook.

Cook carried out the expedition, which was to chart the astronomy of the planet Venus from the South Seas. He did so successfully, using a converted collier, the *Endeavour*. During the trip, he also explored New Zealand and the east coast of Australia, which had never been visited by a European. Cook claimed the lands for Great Britain  
55 and drew highly accurate maps of the region. On his return to England in 1771, he was given a hero's welcome. By then, some geographers, people who studied the physical features of the earth, thought that there might be an undiscovered continent on the bottom of the earth.

In July 1772, Cook sailed from England in the sloop *Resolution* in company with the ship *Adventure*. His instructions were clear, to continue to explore the southern regions and to claim for Great Britain any new lands he discovered. When he said good-bye to his wife, Elizabeth, he knew it would be years before he would see her again.  
60

### Cook's Endeavor Voyage, 1768–1771



**GO ON**

**1** Why are lines 14 through 18 important to the article?

- A** They explain how old maps were inaccurate.
- B** They emphasize the limited knowledge of geography at the time.
- C** They emphasize Great Britain's knowledge of sea exploration.
- D** They explain Great Britain's choice for using James Cook to explore unknown lands.

**2** Read this sentence from lines 25 and 26.

**Cook was ambitious and quickly learned that his ability to read set him apart from other sailors, even ones much older than he was.**

Which evidence from the article **best** supports the author's claim in these lines?

- A** "While the merchant ships he worked on carried cargo from port to port, James Cook assumed more and more responsibility as a navigator and learned the ways of the sea." (lines 30 through 32)
- B** "After ten years on the collier, Cook decided to join the Royal Navy." (line 34)
- C** "Its officers were recognized not only as outstanding sailors but also as 'gentlemen.'" (lines 35 and 36)
- D** "During the trip, he also explored New Zealand and the east coast of Australia, which had never been visited by a European." (lines 53 and 54)

**3** According to the article, why were cartographers so valued during Cook's lifetime?

- A** They provided the information ships required to stay on course while at sea.
- B** They were responsible for informing the public of the names of unfamiliar regions.
- C** They prevented sailors from visiting exotic lands with unknown dangers.
- D** They were assigned the duty of teaching other sailors to read and draw maps.

**4** What idea about Cook is demonstrated by lines 46 through 53?

- A his impressive experience with the collier *Endeavour*
- B the necessity of sending him to North America
- C the praise he deserved for expanding Great Britain's territory
- D his effectiveness in drawing charts

**5** What connection does the article make between astronomy and navigation?

- A Explorers traveled the seas to try to discover new planets and stars.
- B Explorers used maps to determine the positions of planets and stars.
- C Traveling on the sea was difficult without a reference to the position of the sun and stars.
- D Traveling on the sea required a constant view of the sun and stars.

**6** How do lines 51 through 58 develop a central idea of the article?

- A by naming previously unknown lands
- B by emphasizing Cook's value to the navy
- C by describing Cook's contributions to exploration
- D by explaining improvements in the study of geography

**7** How does the author organize the ideas in the article?

- A by explaining how James Cook encouraged Great Britain to seek out new lands
- B by showing how the lack of reliable maps caused dangers in early ocean expeditions
- C by relating events sequentially to elaborate on James Cook's accomplishments
- D by describing ship instruments to show the development of sea navigation

**GO ON**

# **D**irections

Read this article. Then answer questions 8 through 14.

## Rethinking Youth Sports to Prevent Kids' Head Injuries

by Representative Betty McCollum

Youth sports are important. Now girls, as well as boys, have an opportunity to be physically active and learn new skills. Whether participating in an individual or group activity, sports teach children and young adults that hard work and personal discipline will help them achieve their personal best. My family and I know firsthand the benefits that  
5 sports can offer. I enjoyed playing basketball and volleyball during high school and college. My son had fun participating in soccer and swimming. My daughter scored ice time being a hockey cheerleader.

With all the positive aspects associated with youth sports, these activities also come with some very real risks. Stories of athletes suffering traumatic brain injuries after playing  
10 hockey, football, soccer and other sports are becoming more common. A traumatic brain injury is a severe blow to the head, impairing the brain's normal functions. Symptoms can include confusion, motor dysfunction, dizziness, headaches and temporary amnesia. Repeated concussions or other head injuries could run the greater risk of damage to the brain and spinal cord. Public awareness about the seriousness of head injuries is growing.

15 We are already learning a lot about traumatic brain injuries from our returning Afghanistan and Iraq veterans. An estimated 40,000 men and women veterans have been diagnosed with traumatic brain injuries from multiple concussions in combat. While the situations are vastly different, some of the consequences of repeated head injuries sustained in combat can be similar to those experienced by some athletes.

20 According to the American Association of Neurological Surgeons (AANS), roughly 446,788 sports-related head injuries were treated at U.S. emergency rooms in 2009. This number represents an increase of nearly 95,000 sports-related injuries from 2008. No longer can a soccer player or cyclist just "walk off" a bump to the head. A child who begins playing full-contact football at age 6 is at risk of brain injuries that could cause  
25 long-term cognitive damage.

As parents, coaches and policymakers, we must use what we know about head injuries and rethink how our youth can engage in sports safely. Some organizations and states are already working to reform the athletic programs in their schools and communities. Last year, Minnesota passed legislation aimed at reducing sports-related brain injuries in  
30 children by educating coaches, parents and young athletes about the symptoms and risks of head injuries. The new law also ensures students do not return to a sport before seeing a trained health professional.

**GO ON**

Recently, the largest youth football league, Pop Warner, announced it will limit the amount of contact and collisions in practice to protect its 285,000 football players (ages 5–15) from potential repetitive brain trauma. This move responded to a recent study of second-grade football players that showed the average player suffers more than 100 head impacts during 5 games and 10 practices. Some of these head impacts were characterized as equivalent to those sustained in a car accident.

Young players rely on coaches, parents and health professionals to minimize risk through proper practice techniques, good supervision and immediate medical intervention. Pop Warner's move to limit contact in practice should remind governing bodies that procedures, training methods and the rules of the game can be modified to ensure our youth participate safely.

Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFL<sup>SM</sup> players filed a lawsuit against football helmet maker Riddell® and the NFL<sup>SM</sup> for hiding information about dangers of concussions and the consequences of hits to the head.

Coaches, parents, athletes, health professionals, policymakers and the athletic community must come together for the best interests of our children. By taking what we already know, we can create opportunities for our children to participate in sports while keeping them healthy and safe. As a parent, watching your child compete should be a sense of pride, not a sense of fear.

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NFL<sup>SM</sup> is a registered service mark of the National Football League.  
Riddell® is a registered trademark of the Ridemark Corporation.

**GO ON**

**8**

The author's purpose in lines 4 through 7 is to

- A give examples of the variety of sports available
- B emphasize the benefits of participating in sports
- C provide reasons for letting her family play sports
- D show a personal connection to the topic of sports

**9**

According to the article, why have injuries to veterans influenced studies of athletes with concussions?

- A Thousands of veterans have been diagnosed with traumatic brain injuries.
- B Repeated head injuries are potentially damaging to the brain or spinal cord.
- C Repeated head injuries sustained in sports and combat have similar outcomes.
- D Public awareness of the symptoms and seriousness of head injuries has been growing.

**10**

Read this sentence from lines 22 and 23.

No longer can a soccer player or cyclist just “walk off” a bump to the head.

What does the phrase “walk off” suggest?

- A The injury is made worse by moving around.
- B The person needs to leave the playing area.
- C The person is not seriously injured.
- D The injury does not affect the legs.

**GO ON**

**11**

Lines 26 through 32 support the central idea that

- A progress is being made to make sports safer for kids
- B resistance to changes in youth sports is being overcome
- C children count on parents and coaches to keep them safe
- D a lack of training in treating brain injuries has inspired legislation

**12**

Read these sentences from lines 44 through 47.

Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFL<sup>SM</sup> players filed a lawsuit against football helmet maker Riddell® and the NFL<sup>SM</sup> for hiding information about dangers of concussions and the consequences of hits to the head.

Which inference do these sentences best support?

- A Older helmets do not protect athletes from head injuries.
- B The problem of head injuries is not confined to student athletes.
- C Professional athletes are reluctant to report head injuries during their careers.
- D Legal action is an effective way to discover information about the dangers of concussions.

**GO ON**

**13**

Read this sentence from lines 50 through 52.

**By taking what we already know, we can create opportunities for our children to participate in sports while keeping them healthy and safe.**

Which lines best support the author's claim in this sentence?

- A** "We are already learning a lot about traumatic brain injuries from our returning Afghanistan and Iraq veterans. An estimated 40,000 men and women veterans have been diagnosed with traumatic brain injuries from multiple concussions in combat." (lines 15 through 17)
- B** "According to the American Association of Neurological Surgeons (AANS), roughly 446,788 sports-related head injuries were treated at U.S. emergency rooms in 2009." (lines 20 and 21)
- C** "Recently, the largest youth football league, Pop Warner, announced it will limit the amount of contact and collisions in practice to protect its 285,000 football players (ages 5–15) from potential repetitive brain trauma. This move responded to a recent study of second-grade football players that showed the average player suffers more than 100 head impacts during 5 games and 10 practices." (lines 33 through 37)
- D** "Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFL<sup>SM</sup> players filed a lawsuit against football helmet maker Riddell<sup>\*</sup> and the NFL<sup>SM</sup> for hiding information about dangers of concussions and the consequences of hits to the head." (lines 44 through 48)

**14**

Which claim can be supported by evidence from the article?

- A** Participating in youth sports can expose children to risks.
- B** Limiting physical contact during practice keeps players safer during games.
- C** The age that a child begins playing football is related to the incidence of head injuries.
- D** Poorly made sports equipment accounts for increases in head injuries among professional athletes.

**GO ON**

# **D**irections

Read this story. Then answer questions 15 through 21.

*A kit car is a car bought as a kit of parts and assembled by the owner. Fourteen-year-old Terry has always been curious about the kit car his father had purchased but never finished putting together. Now that Terry has grown up, today would be the day.*

## **Excerpt from *The Car***

*by Gary Paulsen*

And the kit car was still in the garage.

He looked once at the clock on the kitchen wall. It was in the shape of a cat with eyes that went back and forth and the hands were in a circle on the cat's belly. It was, Terry thought, the ugliest thing he had probably ever seen. He had bought it for a Christmas present when he was nine years old, trying to get his mother's attention. It hadn't worked except that she'd put the clock on the wall over the kitchen window where Terry could see it every day.

Nine-thirty.

He could, of course, sit and watch television—the thought hit him even as he was moving toward the door that led to the garage. He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or . . .

He opened the door to the garage, pulled the cord that turned on the overhead light, and looked at the pile near the wall.

Yeah, he thought. *I could go to bed or watch the tube, or I could go over there and just take a look at what's involved.*

He went to the workbench at the end of the garage where he worked on his mower. He had a complete set of tools—sockets and wrenches, feeler gauges, everything to work on motors. He'd bought the set at a rummage sale for thirty dollars two years before without knowing how complete the set was; it had belonged to an old man who had passed away, who had done all his own work on his car, and the tools were so complete they included a torque wrench and special deep-well sockets. There was even a small dental mirror for looking up in hard-to-see places, and everything, from the mirror to the largest wrench, every tool had been kept in top condition.

Terry kept them the same way. He'd bought a large bag of clean red mechanics' rags at the discount store and each time he used a tool he wiped it carefully before putting it back.

**GO ON**

His toolbox was the kind that sat upright with four drawers that pulled out, and he moved to the box now and opened the top, pulled the drawers out, and made sure—as he always did—that the tools were all there.

30 Then he turned to the car.

The boxes and parts were in a haphazard pile on top of the frame. The man who had initially owned the kit car had done some basic work on it. The frame was bolted and welded together correctly and the wheels and tires had been put on. The motor and transmission were also bolted into position on the frame, set in rubber motor mounts, and  
35 the drive shaft was in place back to the rear differential, but none of the body was on nor any of the controls for the wheels or motor. The car sat on the floor on tires—the frame, the motor—and stacked on top was the rest of the car in torn paper wrapping and cardboard boxes.

“Let’s see what we’ve got . . .,” Terry said under his breath and started taking the boxes off, setting them around the garage on the floor, looking in each one as he did so.  
40

Much of the stuff he couldn’t identify. There were large boxes with the fenders, the rear trunk lid, the hood (tags called the hood a bonnet and the trunk lid a boot), doors, interior panels, molded black dashboard, windshield. All of that he knew, could understand, but there were numbered bags and boxes with just bolts and parts, and many  
45 of them made no sense to him, and he despaired of ever understanding it all when in the bottom of one of the boxes he found the instructions.

They were in the form of a book or magazine and seemed incredibly complete, explaining things in detail with step-by-step instructions and with photos to show each step being accomplished.

50 “A monkey could do this,” he said, sitting on the frame, going page by page. “You don’t have to know anything about cars at all. It’s beautiful . . .”

Not only were the instructions complete but they explained what was in each numbered box or bag—what each set of bolts was for—and he set about organizing all of them to get ready for starting work on the car.

55 Time seemed to stop while he worked. He used a notebook to catalog and place items, writing them down as he put them in order on the garage floor, and after a period he felt hungry and went into the kitchen for some lunch meat. Once he started to eat he was amazed at his hunger and he looked up to the cat clock, stunned to see that it was three in the morning.

60 *I should feel tired*, he thought, but the sandwich seemed to give him energy, and he moved back to the garage to start work on the car.

**15**

Read lines 10 and 11.

He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or . . .

These lines suggest that Terry

- A** prefers to relax in the evening
- B** disapproves of snacking in front of the television
- C** wants to do something different from his usual activities
- D** wastes time deciding whether to watch television or sleep

**16**

How do lines 16 through 23 mostly contribute to the story?

- A** by describing the types of tools made for fixing cars
- B** by revealing details about the previous owner of the tools
- C** by suggesting that Terry has had previous experience fixing cars
- D** by showing that Terry has all the necessary tools for the work he plans to do

**17**

Based on lines 24 through 29, readers can conclude that Terry

- A** rarely works in the garage
- B** feels proud of his possessions
- C** is worried about losing his tools
- D** is still becoming familiar with his tools

**18**

What is the main significance of the cat clock in the story?

- A** Details about the clock help the reader to better understand the characters.
- B** Descriptions of the clock provide clues about upcoming conflicts.
- C** Descriptions of the clock help the reader to understand the theme.
- D** Details about the clock add suspense to the story.

**GO ON**

**19**

In lines 55 through 59, what does “Time seemed to stop” suggest about Terry?

- A Terry works very quickly.
- B Terry is absorbed in his task.
- C Terry forgets to eat his dinner.
- D Terry is ignoring the cat clock.

**20**

Which lines best reveal the change in Terry’s attitude toward the task he has chosen?

- A “Let’s see what we’ve got . . . ,” Terry said under his breath and started taking the boxes off, setting them around the garage on the floor, looking in each one as he did so.” (lines 39 and 40)
- B “All of that he knew, could understand, but there were numbered bags and boxes with just bolts and parts, and many of them made no sense to him, and he despaired of ever understanding it all when in the bottom of one of the boxes he found the instructions.” (lines 43 through 46)
- C “A monkey could do this,” he said, sitting on the frame, going page by page. “You don’t have to know anything about cars at all. It’s beautiful . . . ” (lines 50 and 51)
- D “Not only were the instructions complete but they explained what was in each numbered box or bag—what each set of bolts was for—and he set about organizing all of them to get ready for starting work on the car.” (lines 52 through 54)

**21**

How does the setting affect the plot of the story?

- A The pile of boxes and car parts motivate him to clean up the garage.
- B The instructions and set of tools inspire Terry to work on the car.
- C The car parts and tools in the garage bring up memories Terry has long forgotten.
- D The time of night gives Terry time to do something interesting.

**GO ON**

# Book 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this article. Then answer questions 36 through 42.

## How to Fix School Lunches

by Peg Tyre and Sarah Staveley-O'Carroll

Celebrity chefs, politicians and concerned parents are joining forces to improve the meals kids eat every day.

For Jorge Collazo, executive chef for the New York City public schools, coming up with the perfect jerk sauce is yet another step toward making the 1.1 million schoolkids he serves healthier. In a little more than a year, he's introduced salad bars and replaced whole milk with skim. Beef patties are now served on whole-wheat buns. Until recently, "every piece of chicken the manufacturers sent us was either breaded or covered in a glaze," says Collazo. Brandishing the might of his \$125 million annual food budget, he switched to plain cutlets and asked suppliers to come up with something healthy—and appealing—to put on top. Collazo tastes the latest offering. The jerk sauce isn't overly processed and doesn't have trans fats. "Too salty," he says with a grimace. Within minutes, the supplier is hard at work on a lower-sodium version.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others across the country—celebrity chefs and lunch ladies, district superintendents and politicians—say they're determined to improve what kids eat in school. Nearly everyone agrees something must be done. Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year. Often the meals, produced for about \$1 each, consist of breaded meat patties, french fries and overcooked vegetables. So the kids buy muffins, cookies and ice cream instead—or they feast on fast food from McDonald's, Pizza Hut and Taco Bell, which is available in more than half the schools in the nation. Vending machines packed with sodas and candy line the hallways. "We're killing our kids" with the food we serve, says Texas Education Commissioner Susan Combs.

As rates of childhood obesity and diabetes skyrocket, public-health officials say schools need to change the way kids eat. It won't be easy. Some kids and their parents don't know better. Home cooking is becoming a forgotten art. And fast-food companies now spend \$3 billion a year on television ads aimed at children. Along with reading and writing, schools need to teach kids what to eat to stay healthy, says culinary innovator Alice Waters, who is introducing gardening and fresh produce to 16 schools in California. It's a golden opportunity, she says, "to affect the way children eat for the rest of their lives." Last year star English chef Jamie Oliver took over a school cafeteria in a working-class suburb of London. A documentary about his work shamed the British government into spending \$500 million to revamp the nation's school-food program. Oliver says it's the United States' turn now. "If you can put a man on the moon," he says, "you can give kids the food they need to make them lighter, fitter and live longer."

**GO ON**

Changing school food takes time. More than a decade ago, when local restaurateur Lynn Walters lobbied school-board members in Santa Fe, N.M., to provide kids with healthy alternatives to soggy pizza, they refused. So Walters and parent volunteers began an in-school cooking class. Armed with an electric griddle and a bag of fresh produce, 40 they taught fractions using measuring cups and discussed nutrition over bunches of kale while concocting such lunch alternatives as spinach fettuccine and black-bean tostadas. The teachers loved it; so did the kids. But getting the entrees on the school menu was another challenge. The school kitchens there, like many around the country, were equipped to reheat food, not to prepare it. “I was passionate, but I was ignorant of the 45 realities” the school was facing, says Walters, who got a grant to buy knives so the school cooks could at least peel and chop fresh fruits and vegetables.

Changing school food will take money, too. Many schools’ administrators are hooked on the easy cash—up to \$75,000 annually—that soda and candy vending machines can bring in. Three years ago Gary Hirshberg of Concord, N.H., was appalled when his 50 13-year-old son described his daytime meal—pizza, chocolate milk and a package of Skittles. “I wasn’t aware Skittles was a food group,” says Hirshberg, CEO of Stonyfield Farm, a yogurt company. So he devised a vending machine that stocks healthy snacks: yogurt smoothies, fruit leathers and whole-wheat pretzels. So far 41 schools in California, Illinois and Washington are using his machines—and a thousand more have requested them. The 55 schools don’t make as much money. Kids spend about half as much on granola bars as they did on Fritos. But, Hirshberg says, “schools have to make good food a priority.”

Some states are trying. California, New York and Texas have passed new laws that limit junk food sold on school grounds. Districts in California, New Mexico and Washington have begun buying produce from local farms. Las Vegas parent Terri Jannison 60 says real change can be incremental. After three years of lobbying, the cafeterias there now sell reduced-fat muffins. The soda and candy in the vending machines have been replaced by juice and beef jerky. Doritos were banned, but then replaced by baked Doritos. “It’s not perfect,” says Jannison. But it’s a cause worth fighting for. Even if she has to battle one chip at a time.

**36**

Read these sentences from lines 13 through 16.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others across the country—celebrity chefs and lunch ladies, district superintendents and politicians—say they’re determined to improve what kids eat in school.

Which central idea is supported by these sentences?

- A** It is not easy to make changes in school lunch programs.
- B** Public schools have become test kitchens for improving the American diet.
- C** Many people have been seeking to improve the nutritional value of school lunches.
- D** Educating students about nutrition can improve their health for the rest of their lives.

**37**

Read this sentence from lines 16 through 18.

Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year.

What does the phrase “churn out” suggest about the school lunches?

- A** They are mass-produced without careful planning.
- B** They are easily prepared using modern kitchens.
- C** They are economically made and include nutritious ingredients.
- D** They are thoughtfully created and include wide-ranging menus.

**GO ON**

**38**

Read this sentence from lines 24 and 25.

As rates of childhood obesity and diabetes skyrocket, public-health officials say schools need to change the way kids eat.

Why should this information be included in a summary of the article?

- A It predicts the consequences of current eating habits for students.
- B It emphasizes the importance of healthy meal options for students.
- C It suggests that schools are responsible for diseases related to eating.
- D It highlights the role school administrators have in teaching healthy habits.

**39**

Based on lines 24 through 30 of the article, what is an obstacle to improving nutrition outside of school?

- A Families do not make time to cook meals at home.
- B Kids enjoy watching ads for fast food.
- C Health officials hinder meal planning by parents.
- D Kids do not know how to grow fresh produce.

**40**

How do lines 36 through 46 mostly contribute to the development of ideas in the article?

- A They show how restaurateurs can get involved to improve school lunches.
- B They show how easily students accepted healthy changes to school food.
- C They use the Santa Fe school district as an example of how change happens gradually.
- D They explain why a Santa Fe school district did not serve fruits and vegetables.

**GO ON**

**41**

Based on lines 43 through 46, which statement about school kitchens is **most likely** true?

- A** They do not have professional cooks.
- B** They have too little time to prepare healthy foods.
- C** They are not equipped to serve fresh foods.
- D** They contain older equipment that should be replaced.

**42**

According to lines 47 through 56, why is cost a factor in changing school food?

- A** Schools receive income from the sale of popular but unhealthy vending machine snacks.
- B** Schools across the country have to buy new vending machines to sell healthy snacks.
- C** Students have less money to buy healthy snacks from vending machines.
- D** New vending machines stock healthy but expensive snacks.

**GO ON**

# **D**irections

Read this story. Then answer questions 43 and 44.

*In this account from the mid 1800s, the author, John Ross Browne, describes how the members of the ship he was traveling on spent a night trying to find a place to come ashore on Juan Fernandez, an island off the coast of Chile.*

## **Excerpt from Shipwrecked Sailor**

by John Ross Browne

Having pulled about twelve miles along the shore from Goat Island, where we first got under the lee,<sup>1</sup> and seeing no sign of a cove or harbor, we began to despair of getting ashore before daylight. In this extremity, Abraham, a ship-neighbor of mine, succeeded in lighting the lantern again, which he held out in his hand from the bow, hoping thereby to cast a light upon the rocks, that we might grope out our way and reach some place of safety; but it only seemed to make the darkness thicker than it was before. We therefore concluded it was best to pull on till we rounded a point some few miles ahead, where we thought there might be a cove. So we put out the light and got Paxton to go in the bow<sup>2</sup> as a look-out, he being the most keen-sighted, from the habit of looking from the mast-head for whales. On turning the point we were startled by a loud cry of "Light, ho!" Everybody turned to see where it appeared. It was close down by the water, about three miles distant, within a spacious cove that opened upon us as we turned the point. Paxton's quick eye had descried<sup>3</sup> it the moment we hove<sup>4</sup> round the rock. Greatly rejoiced by this discovery, we pulled ahead with a good will and rapidly bore down toward the light.

Chilled through with the sharp gusts from the mountains, wet with spray, and very hungry, we congratulated ourselves that there were still inhabitants on the island, and we could not but think they would give us something to eat, and furnish us with some place of shelter. Captain Brooks had told us that he had been here several times in a whaler; that sometimes people lived upon the island from the coast of Chile, and sometimes it was entirely deserted. The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob and murder any stranger whom misfortune or the love of adventure might cast in their power. Pirates, also, had frequented its bays from the time of the buccaneers; and it was a question with us whether the light was made by these outlaws, or by some unfortunate shipwrecked sailors or deserters from some English or American whale-ship. The better to provide against danger, we loaded our two guns, and placed them in the bow, as also the harpoon; upon

<sup>1</sup> lee: the side of a ship sheltered from the wind

<sup>2</sup> bow: the front section of a ship or boat

<sup>3</sup> descried: discovered by careful observation or investigation

<sup>4</sup> hove: past tense and past participle of *heave*: *v. to raise or lift with great force or effort*

**GO ON**

which we steered for the light. All of a sudden it disappeared, as if quenched by water. This was a new source of trouble. What could it mean? There was no doubt we had all seen it. The early voyagers had often seen strange lights at night on the tops of the mountains, which they attributed to supernatural causes; but this was close down by the water, and was too well defined and too distinctly visible to us all either to be a supernatural visitation or the result of some volcanic eruption. While we lay upon our oars wondering what it meant, it again appeared, brighter than before. Now, if the inhabitants were not pirates or freebooters,<sup>5</sup> why did they pursue this mysterious conduct?

30     We suspected that they heard our oars, and had lit a fire on the beach to guide us ashore; but if they wanted us to land in the right place, why did they put out the light and start it up again so strangely? For half an hour it continued thus to disappear and reappear at short intervals in the same mysterious way, for which none of us could account.

35

It being now about four o'clock in the morning, we felt so cast down by fatigue and dread of death, that we decided to run in at all hazards, and, if necessary, make our way through the breakers. All hands fell to upon the oars, and soon the light bore up again close on by the head. Paxton, who was in the bow, quickly started up, and began peering sharply through the gloom. "What's that?" said he: "look there, my lads. I see something black; don't you see it—there, on the larboard<sup>6</sup>—it looks to me like the hull of a ship! Pull, my lads, pull!" and so all gave way with a will, and in a few minutes the tall masts of a vessel loomed up against the sky within a hundred yards! I shall never forget the joy of the whole party at that sight. The light which we had seen came from a lamp that swung in the lower rigging, and though the ship might be a Chilean convict vessel, or some other craft as little likely to give us a pleasant reception, yet we were too glad to think of that,

40     and straightway pulled up under her stern and hailed her. For a moment there was a pause as our voices broke upon the stillness; then there was a stir on deck, and a voice answered us in clear sailor-like English, "Boat ahoy! where are you from?" "The ship Anteus," said we, "bound for California; what ship is this?" "The Brooklyn, of New York, bound for California. Come on board!"

45

50     No longer able to suppress our joy, we gave vent to three hearty cheers—cheers so loud and genuine that they swept over the waters of Juan Fernandez, and went rolling up the valleys in a thousand echoes. In less than five minutes we were all on deck, thankful for our providential deliverance from the horrors of that eventful night.

<sup>5</sup> **freebooters:** a person, especially a pirate, who steals

<sup>6</sup> **larboard:** the port, or left, side of a ship

**GO ON**

**43**

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from *Shipwrecked Sailor*"? Use two details from the story to support your response.

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**GO ON**

**44**

In “Excerpt from *Shipwrecked Sailor*,” how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

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**GO ON**

# **D**irections

Read this passage. Then answer question 45.

## **“My Brooklyn Grandmother” from *The Lost Garden***

by Laurence Yep

During my early years of writing, one of the strongest influences on my life had been my grandmother; and it was inevitable that she should also affect my writing.

As I said, she lived in Brooklyn Place so that I sometimes thought of her as my Brooklyn grandmother. I didn't always know what to make of my grandmother; and I 5 don't think she always knew what to make of me. We were like two wrestlers on a slippery mat where the true victory would have lain in a mutual embrace that would have supported one another; but it was as if we were oiled, our hands slipping even as we tried to grip one another.

Most of the time, though, it didn't matter how different I was. She accepted her 10 Americanized grandchild; and the way she expressed that love was with food. As the youngest, I would often be seated next to her at a family banquet so she would, of course, heap my plate with food. If I didn't clear the plate, she was bound to think something was wrong with the food. So I would dutifully make my way through the pile of food. However, if I made the mistake of turning to say something to someone else, I would find 15 the plate heaped up once again. Eating with my grandmother took a certain amount of concentration.

My grandmother had become a great cook; and, like any good cook, my grandmother was careful about her praise. The highest compliment she gave to another cook was to allow how Auntie Mary's cooking wasn't bad.

Like all good cooks, my grandmother was especially particular about the ingredients. 20 For one thing, she preferred small sweet potatoes, eating those with gusto. She was fussiest, though, about rice.

One day she asked me to help her in the kitchen—which was her way of saying that she was going to teach me. First, she announced, we were going to wash the rice. In the old days, washing rice was wise because I'm told they used talcum on the grains. Even 25 now, it's wise to wash the rice at least once to see what might come up.

My grandmother had me pour lukewarm water into a pot of rice and swirl my hand around in it. Instantly the water turned milky; and she had me look alertly for stray bits of chaff or even the occasional pebble that might slip by the processing machines.

**GO ON**

30 Then, setting the lid over most of the pot, I had to pour the water out gently. However, when I asked her what the next step was, she told me that the rice wasn't clean yet and to refill the pot with lukewarm water and repeat the process. By the sixth time, the water was clear no matter how often I swirled my hand around. Even then, that wasn't enough. I remember my fingers were wrinkled by the time she declared the dirt was gone—as were  
35 most of the vitamins and nutritional elements as well.

My grandmother, like most experienced cooks, never used exact measurements. It was a pinch of this or a handful of that. When she had me add water the final time, she rested her fingertip on the surface of the rice until the water came up almost to the knuckle of her index finger. Then the rice was allowed to soak for a half-hour before cooking. The  
40 rice was brought to a boil, stirred once with a spoon, and then allowed to simmer for twenty minutes. The result was rice of just the right consistency and density.

Along with the cooking lessons, some of my grandmother's own personality soaked into me. I've never been able to abide instant rice—which tastes mushy to me. Brown rice tastes musty; and I've never been able to get the hang of a modern rice cooker. Instead, I  
45 still make rice basically the way my grandmother showed me, even to measuring the water in the pot with a knuckle—though I only wash the rice once now. I think some of the fussiness over the rice carries over into my writing forcing me to write several drafts of a book before I'm satisfied.

As expressions of her love, she kept me well supplied with what I used to call potato  
50 chip fish but which was really called *dai day*, salted sand dabs, a small flat fish from Monterey that I have never been able to find since the Chinese fishing colony there disappeared. The flesh was denser and saltier than regular salted fish, *hom yee*.

However it was something as humble and homely and unlikely as that taro root that called out the artist in her. She made many tasty and delightful dishes out of taro root.  
55 But I especially remember how she would take a taro root, cut a slender thread from it, and skillfully turn the root, making the thread grow longer until she had enough to make a small ball. In to this would go onions and bits of meat; and she would deep fry the whole concoction.

Later when I had left San Francisco to go to college, she always sent me boxes of  
60 special treats, from my favorite cookies to preserved plums to *lop cheong*—the latter of which I cooked on a hot plate with rice in my dorm room. Much to my delight, her care packages followed me all across America.

**GO ON**

**45**

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

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**GO ON**

**STOP**

# Book 3

## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this article. Then answer questions 46 and 47.

## Your Head's Battery

by Sid Perkins

A natural powerhouse in the ear of guinea pigs can run a tiny electronic device, researchers show. Human ears contain that same structure, which operates like a battery. Doctors might one day use this system to power implants. Some might monitor an individual's blood. Others could dispense medicines.

5 Deep within the ear of all mammals is a spiral-shaped structure called a cochlea (KOKE lee ah). It contains two storage regions, each filled with a different liquid. One fluid contains dissolved minerals, such as potassium, in concentrations close to those found in blood. The other fluid contains a higher proportion of potassium.

10 A thin membrane separates the two chambers. Cells in that membrane continually pump potassium from one chamber into the other. The difference in potassium concentrations between the chambers creates a small voltage difference. Voltage is a measure of how much energy it takes to move charged particles between two points, or how much energy can be extracted from those moving particles. In the cochlea, this voltage difference normally drives signals that carry sound information along a nerve 15 going to the brain.

Importantly, there is always a voltage difference between the cochlea's fluid chambers. So it's like a battery that never loses its charge, explains Anantha Chandrakasan. He's an electrical engineer at the Massachusetts Institute of Technology (MIT).

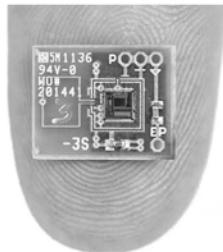
20 He and his coworkers designed a tiny device to measure changes in the strength of the ear's natural battery. Periodically, the device would then wirelessly transmit the data it had collected.

That battery had to power those transmissions. But the ear's natural battery is far less powerful than those used to run watches or calculators. So circuits in this device had to be very efficient.

25 To tap into the ear's natural battery, the researchers attached electrodes. One penetrated each chamber of the cochlea. These electrodes had to be very small and provide little resistance to the flow of electricity.

**GO ON**

Konstantina Stankovic, an ear surgeon at Harvard Medical School, led a team that implanted those electrodes. Wires connected them to the new device—a computer chip similar to those found in many types of electronics. That chip was small enough to fit on a fingertip. For these early tests, the device itself remained outside the guinea pig's ear.



Scientists have designed a small electronic circuit (inside the two squares) that can monitor the strength of the natural battery in a guinea pig's inner ear.

The tiny device had to collect energy from the ear's battery and then store it until there was enough power to transmit data. The researchers provided the test device with enough starting energy to operate only about 6 minutes. In fact, the device operated for up to 5 straight hours. That shows the device succeeded in pulling power from the ear's natural battery. The device derived enough power to send data every 40 seconds to 6 minutes. The researchers described their findings online November 11 in *Nature Biotechnology*.

Overall, the cochlea's battery provided a little more than 1 nanowatt of power. That's less than one-billionth as much as would be needed to run a faint nightlight. But the device didn't interfere with hearing.

Future versions could be implanted inside the body near the ear, Chandrakasan says. There it might do things such as monitor chemicals in the blood—blood sugar or cholesterol, for example. Alternatively, a tiny ear-powered device might occasionally release small amounts of some medicine into the bloodstream or into tissues near the ear. For such tasks, researchers will need to improve the electrodes and device's circuitry, Chandrakasan says.

Researchers are just beginning to find ways to capture, store and use the body's energy in unusual ways. For example, scientists have designed backpacks that can harvest the energy of a person walking to power a variety of devices. The new ear battery testing "shows you can do neat stuff," says Gene Frantz. He's an electrical engineer at Texas Instruments in Dallas.

But before researchers design implants with complicated circuits to perform many tasks, Frantz says they should ask themselves: "How do I build a circuit that does only what's necessary?" This, he says, might allow scientists to design small devices that won't need more power than the tiny amounts of energy that an ear's microbattery can provide.

**Power Words:**

**auditory nerve** The nerve that carries electrical signals that represent sound from the ear to the brain.

**battery** A device that can convert chemical energy into electrical energy.

60   **cochlea** A spiral-shaped structure in the inner ear of humans and other mammals. The natural battery in the mammalian inner ear provides power to drive signals from the ear to the brain. Those signals travel along the auditory nerve.

**current** The flow of electrical charges through a wire or other electrical conductor.

**electrical engineer** A researcher who uses the principles of electricity, electronics, and

65   **electromagnetism** to design or analyze devices that transmit or use electrical power. Examples include computers, radios, and electrical circuits.

**implant** A device manufactured to replace a missing biological structure, to support a damaged biological structure, or to enhance an existing biological structure. Examples include artificial hips and knees, pacemakers, and the insulin pumps used to treat diabetes.

**power** The energy used to run machines or devices and is typically measured in watts.

**voltage** The difference in electrical potential between one point and another—say, for instance, one end of a battery and the other. Electrical potential measures the amount of energy needed to move a charged particle from one spot to another.

**GO ON**

**46**

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

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**GO ON**

**47**

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 48 and 49.

*In this excerpt, Justin invites his new friend, Jinsen, to visit his father's art studio over spring break.*

## **Excerpt from *Buddha Boy***

*by Kathe Koja*

We were walking home, on a day finally more spring than winter, chirping birds and actual sun, snow lumps melted down to visible grass, heading this time to my house because the banner was pretty much finished, only minor touch-ups left to do, nothing I could even pretend to help with. So today we were going to look through art books,  
5 Picasso and Klee and Monet, all the stuff I'd gotten from my dad and "He's working on a new piece now," I said. "It's black-and-white and big as a car, he says. . . . You know, I'm going to visit him for spring break. Would you—do you want to come with?"

"To your dad's studio, you mean? Really?" and he smiled, a big smile, we both did, but then "For a whole week?" he said; his smile dwindled. "My great-aunt—I don't know."

10 "You mean she'll say no?" That wavery smile, *Oh Michael*, she didn't seem like the bossy type but "She can check it out with my dad first. Or he could call her—"

"No, I mean I don't know if I can leave her on her own for that long. Maybe if someone came to check, made sure she was OK—"

15 I almost volunteered Audrey, *Hey, my mom could do it*, but then I thought I ought to ask her first. Still, "Do you always have to, to worry about that stuff?" I asked, as we turned down my street, winding sidewalks beneath elms bare-branched to show last year's birds' nests, squirrels' nests, winter-worn but still intact. The Dalmatian on the corner sniffed through his redwood gate, then barked as we passed, a sharp fierce noise, *strangers!* "It's not fair to you, why can't she just—"

20 "She's old," he said, which wasn't really an answer but somehow it shut me up, because it was true, she *was* old, old and frail, we walked along in silence until "Your street," he said, as we turned up the driveway. "All the trees, and everything. . . . It's nice."

25 He thought our house was nice, too, nice and big, which compared to his I guess it was, but I'd stopped seeing his house as small, or shabby, especially his room, which made mine look like a dumping ground for "King Consumer," too much junk piled way too high, stuff I never used or didn't need, or even really want. It was strange, as if I were seeing through his eyes, like catching a glimpse of myself in a mirror, a mirror I didn't know was there.

**GO ON**

“How about some herbal tea?” Audrey asked, Audrey who followed us into the  
30 kitchen, Audrey who seemed to like Jinsen instantly. “Or oolong, I have oolong,” like *shaved head and dragon shirt* must equal *tea drinker*, no stereotypes there.

“We’ll just have Cokes,” I said, annoyed—until I saw Jinsen’s smile, smiling at Audrey, almost wistful and *His mom*, I thought. *She’s gone*.

“Tea’s good, too,” I said.

35 We spent a while going through the art books—he liked Picasso best, the blunt bent faces, the force behind the brush—but Jinsen looked longest at my dad’s painting, looked and touched, one finger gentle on the whorls and flecks of paint. “I don’t use oils,” he said, “yet. Mostly I do acrylics. . . . Does your dad ever sell his paintings?”

“Not a lot; sometimes. He says he sells just enough to buy the paint to do more.”

40 I picked up my cup, the tea was cold and “When my parents died,” Jinsen said, looking down at the painting in his hands, “there was a settlement, and insurance money too, I guess. My great-aunt had it put in some kind of trust, like for when I’m twenty-one. But some of it,” red and green, red and green, tracing the circle around, “she gave to me. And that’s what I spent it on.”

45 I thought of the tackle box, the paints and brushes. “All of it?”

“All of it. She told me it was mine and I should do whatever I thought was best. So I thought, what would Kim do with it? And then I knew. . . . Kim always told me I ought to go to art school.”

“Well, once you get that internship, you—”

50 “Who knows if I’ll get it? If Keeley doesn’t like the banner—”

“How can he not like it? It’s great, it’s—the lion looks alive, all of it is alive—” in spring green and crimson and smoky gray, ideograms like water flowing beneath, STUDENTS OF ASIA AT CAC, and “If he hasn’t gone blind,” I said, “he’ll see how great it is.”

55 “Maybe,” he said, and shrugged, but in that moment his face, his gaze, was so still that I could see all the way to the bottom, like looking into a deep clear pond, and what I saw there was a longing so intense that it startled me, a want that was a need, like needing food or air. “I did my best,” he said, and looked away. “I just wish I’d had that other scroll to show him, too.”

“Don’t worry.” I said; because I knew, I was sure. “The banner will be enough.”

60 And then “Knock knock,” from Audrey, opening the door a crack. “Jinsen, would you like to stay for dinner? I’m making chicken stew,” and “Sure,” he said, head turned to smile up at her; suddenly he seemed younger, almost like a kid. “Sure, thanks.”

**GO ON**

Audrey outdid herself with the meal—stew, fresh-baked rolls, corn on the cob—and Jinsen ate everything she put on the table, thanking her again and again. During dinner 65 she asked her usual million questions—what kind of music did he listen to, did he play any sports, how did he like school (I had to roll my eyes at that one)—but to Jinsen, I guess, it didn't seem intrusive. Maybe he liked having a mom give him the friendly third degree, even if it wasn't his mom.

He ended up staying till almost nine o'clock, I wondered what his great-aunt would say 70 but "It's Tuesday," he said to me, as Audrey searched for her car keys. "Tuesday nights she goes to bingo with our neighbor. . . . Thanks again," to Audrey, "for driving me home."

"Oh, it's no trouble at all. Do you have your coat?" which made me cringe a little, but "Well," Jinsen said, past the closing door, "the thing with that is—"

I cleared up the dinner stuff and loaded the dishwasher, as a way to say thank you to 75 Audrey. She didn't come back right away, and when she did I was ready for some more *Oh that poor boy* no-jacket stuff, but "What a sweet family," she said; her voice was soft, almost sad, but in a good way, the way it is when something you see touches you, moves your heart inside. "Jinsen is quite a remarkable young man. And his great-aunt is just adorable—"

80      "You met her?"

"Only for a minute—You know," hanging up her coat, "your father mentioned that you were asking Jinsen along to his place, for vacation. Do you think his great-aunt might need a little help while he's gone? Just someone looking in, stopping by for a cup of tea or something. . . . I would have suggested it myself, but I didn't want to seem pushy."

85      "I don't think it would be pushy at all," I said, with a little smile; the tickle of karma again? "I think it would be nice."

**48**

In “Excerpt from *Buddha Boy*,” what theme do lines 35 through 58 develop? Use **two** details from the story to support your response.

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**GO ON**

**49**

In “Excerpt from *Buddha Boy*,” why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 50 and 51.

*Basil's grandmother is giving the new girl in seventh-grade, Tenzie, a tour of their unusual house. Tenzie is trying to become friends with Basil and teasingly nicknames him Pesto.*

## **Excerpt from One + One = Blue**

*by MJ Auch*

Gram took Tenzie around the room, showing her the various projects she had going. That's how Gram earned money, by selling her fabric and stained-glass designs from her website. Even though Gram tended to be disorganized, she had managed to keep her small business going well enough to support us. Lately, she seemed to be sending out more  
5 orders than ever.

The cell phone rang in the kitchen, and Gram ran to answer it. She could never remember to keep it in her pocket.

That's when I looked over at Tenzie and realized she was crying. I didn't know what to say. I hadn't cried since I was a little kid. This would be the hitch with having a friend  
10 because it would be my responsibility to ask what was wrong and try to make it better, wouldn't it? I decided to turn away and hope that Gram's phone conversation would be short and she'd be back to handle this before it got embarrassing.

Then Tenzie made a loud choking sound. She had her hand over her mouth, and her cheeks were glassy with tears. "You're so lucky."

15 "Me? Why?"

"You live in this mind-boggling place. It can look just the way you and your grandmother want it." Tenzie quickly wiped her eyes. "You don't know how good you have it, Pesto." She went over to a bookshelf and picked up a picture in a frame. "Who's this?"

Ordinarily I would have made something up, but I was set off balance by Tenzie's  
20 crying and quick recovery. "It's me and Carly—my mother—when I was little," I said.

"She's beautiful and looks so young for a mother. Where is she now? At work?"

"No. She's gone," I said.

Tenzie looked up, startled.

"No, not that kind of gone. She just left—probably not long after that picture was  
25 taken. Took off to Hollywood to become an actress."

"Really?" Tenzie wiped the dust from the glass and studied the picture more closely.  
"Have I ever seen her in anything?"

**GO ON**

“Not unless you get LA used-car commercials on your TV. She’s done a couple of those. We haven’t heard from her in a while.”

30 “It must be fun to go visit her in Hollywood, though.” Tenzie carefully replaced the picture on the shelf. “Where’s your father?”

“Never met him.” I didn’t want to get into my family stuff with Tenzie. Then there was a flash of light, followed by a loud boom that set the sun catchers quivering. Just as I noticed that there was no sun left for them to catch, the dome was pelted with rain. I  
35 was saved.

Gram appeared in the doorway. “Looks as if your father was right this time, Tenzie.”

“Yeah,” Tenzie said. “Maybe he’s finally getting the hang of this meteorology business.” She grinned at me. “We might even get to do some wall painting for a change.”

For a storm that wasn’t supposed to happen, the rain put on a spectacular show. There  
40 was lightning that crackled all the way to the ground followed by one clap of thunder after another.

“I bet Dad is really enjoying this,” Tenzie said. “He loves weather extremes. The last place we lived was San Jose, where it was in the seventies and sunny almost every day. Dad got so bored, he started making things up for his weather report. Naturally, he  
45 got fired.”

A sudden stream of water splatted on the floor, then another and another. “Grab the pans, Basil,” Gram shouted. She kept a supply of old dented thrift shop pots and pans in the corner of the hippie room, because every time it rained, the dome leaked something fierce. The three of us ran around the room sliding pots under the leaks.

50 The sound of the pans catching rain was almost musical. The bigger the pot, the lower the note, and each leak had its own tempo of drips, so there was a lot of syncopation going on. Soon we had an orchestra of nine pans in strategic places catching water.

Gram grabbed a small African drum called a *djembe* from under her stained-glass worktable and started beating her own rhythm on it. “I use the drum to unwind when  
55 I’ve been working on a glass project that sets my nerves on edge,” she called over the din. “You can actually get your own pulse to speed up or slow down with these things. There are more drums under there. Help yourself, Tenzie. Drumming isn’t meant to be a solitary thing.”

Tenzie pulled out my favorite drum and started in, following Gram’s rhythm as if she  
60 had been drumming all her life. “This is amazing,” she said, throwing back her head and laughing.

Gram’s eyes were closed now, and she slipped into her own little world. I knew that feeling, where the cadence of the drum carried you away somewhere. But I wasn’t being carried away anywhere. I was watching from the outside while my grandmother and my  
65 friend . . . no, guest . . . bonded without me. First Tenzie had taken over my desk in the cafeteria, then she had invaded my seat on the bus. Now she was squeezing herself into my family.

And I didn’t like it.

**GO ON**

**50**

In “Excerpt from *One + One = Blue*,” what effect does the difference in Basil’s point of view and Tenzie’s point of view regarding Basil’s family have on the story? Use two details from the story to support your response.

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**GO ON**

51

In “Excerpt from *Buddha Boy*” and “Excerpt from *One + One = Blue*,” both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
  - explain what they learn about themselves through the conversations and events in each story
  - use details from **both** stories to support your response

**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2016 English Language Arts Tests Map to the Standards**  
**Released Questions Available on EngageNY**

Grade 7

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	<b>Multiple Choice Questions:</b>		<b>Constructed Response Questions:</b>	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
<b>Book 1</b>										
1	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.5	Reading		0.49			
2	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.8	Reading		0.68			
3	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.1	Reading		0.66			
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.3	Reading		0.52			
5	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading		0.53			
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.2	Reading		0.69			
7	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.5	Reading		0.63			
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.6	Reading		0.56			
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading		0.54			
10	Multiple Choice	C	1	CCSS.ELA-Literacy.L.7.4a	Reading		0.58			
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.2	Reading		0.75			
12	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.1	Reading		0.29			
13	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.8	Reading		0.63			
14	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.8	Reading		0.57			
15	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.1	Reading		0.53			
16	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.5	Reading		0.53			
17	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.1	Reading		0.51			
18	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.3	Reading		0.43			
19	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.4	Reading		0.74			
20	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.3	Reading		0.55			
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.3	Reading		0.51			
<b>Book 2</b>										
36	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.2	Reading		0.66			
37	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading		0.79			

## Grade 7

## Released Questions Available on EngageNY

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
38	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.2	Reading		0.53			
39	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.3	Reading		0.55			
40	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.5	Reading		0.41			
41	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.1	Reading		0.62			
42	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.1	Reading		0.58			
43	Constructed Response		2	CCSS.ELA-Literacy.RL.7.3	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.29	0.65	
44	Constructed Response		2	CCSS.ELA-Literacy.RL.7.3	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.43	0.71	
45	Constructed Response		4	CCSS.ELA-Literacy.W.7.2, CCSS.ELA-Literacy.W.7.9, CCSS.ELA-Literacy.RI.7.2	Writing to Sources	CCSS.ELA-Literacy.L.7.1 CCSS.ELA-Literacy.L.7.2 CCSS.ELA-Literacy.L.7.3 CCSS.ELA-Literacy.L.7.6		2.17	0.54	
<b>Book 3</b>										
46	Constructed Response		2	CCSS.ELA-Literacy.RI.7.7	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.52	0.76	
47	Constructed Response		2	CCSS.ELA-Literacy.RI.7.3	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.40	0.70	
48	Constructed Response		2	CCSS.ELA-Literacy.RL.7.2	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.28	0.64	
49	Constructed Response		2	CCSS.ELA-Literacy.RL.7.5	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.30	0.65	
50	Constructed Response		2	CCSS.ELA-Literacy.RL.7.6	Writing to Sources	CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.9		1.22	0.61	
51	Constructed Response		4	CCSS.ELA-Literacy.W.7.2, CCSS.ELA-Literacy.W.7.9, CCSS.ELA-Literacy.RL.7.9	Writing to Sources	CCSS.ELA-Literacy.L.7.1 CCSS.ELA-Literacy.L.7.2 CCSS.ELA-Literacy.L.7.3 CCSS.ELA-Literacy.L.7.6		1.95	0.49	

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

## 2-Point Rubric—Short Response

Score	Response Features
<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 Expository 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> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	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> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.9 R.1-9	<ul style="list-style-type: none"> <li>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence with inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> <li>—exhibit clear 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> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

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

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

## EXEMPLARY RESPONSE

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from *Shipwrecked Sailor*"? Use two details from the story to support your response.

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### Possible Exemplary Response:

Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important because they knew to prepare for danger and wouldn't be caught off guard. For example, in the text, it states, "The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob and murder any stranger whom misfortune or the love of adventure might cast in their power." This shows the dangers they knew they might encounter and because it is night, they are even more concerned. Therefore, they loaded their guns and got ready for possible trouble.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important in "Excerpt from Shipwrecked Sailor". They knew that "...sometimes people lived upon the island from the coast of Chile, and sometimes it was entirely deserted." This knowledge was important because they knew there were people on the island. Although, "The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob and murder any stranger whom misfortune or the love of adventure might cast in their power." This kept them cautious and careful.

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*because they knew there were people on the island and This kept them cautious and careful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*...sometimes people lived upon the island from the coast of Chile, and sometimes it was entirely deserted*" and "*The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob and murder any stranger whom misfortune or the love of adventure might cast in their power*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

Captain Brooks' and his crew's knowledge of the island of Juan Fernandez were important, because Captain Brooks said, "The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly conflicts and outcasts, who would not hesitate to rob and murder any stranger..." (lines 21-22).

This helps the crew know to bring weapons for safety. "The better to provide against danger, we loaded our guns, and placed them in the bow, as also the harpoon upon which we steered for the light." (lines 25-27)

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*This helps the crew know to bring weapons for safety*). The response provides a sufficient number of relevant facts and details from the text for support as required by the prompt ("The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly conflicts and outcasts, who would not hesitate to rob and murder any stranger..." and "The better to provide against danger, we loaded our guns, and placed them in the bow, as also the harpoon upon which we steered for the light"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

The crew's knowledge of the island Juan Fernandez is important in "Shipwrecked Sailor" because they knew there were hazards if they went there. For example, John Ross Browne said that "The Chileans who frequented this <sup>lonely</sup> island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob or murder any stranger..." Another example is when he says that "Pirates, also, had frequented its bays from the time of the buccaneers." This shows that there were risks if the crew went to the island, which is why the crew were hesitant to go to the island.

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*because they knew there were hazards if they went there*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt ("The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob or murder any stranger..." and "Pirates, also had frequented its bays from the time of the buccaneers"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from *Shipwrecked Sailor*"? Use two details from the story to support your response.

Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important. For example, they knew that there could be convicts on the island, so they loaded their guns just in case. Also, they knew that sometimes nice people lived on the island, so they went cautiously towards the light just in case. In conclusion, the captain's and crew's knowledge of the island was very important.

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*they knew that there could be convicts on the island*). However, this response only provides one concrete detail from the text for support (*they loaded their guns just in case*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

The Crew's knowledge of the Island of Juan Fernandez is important in the Excerpt because this created their expectation of what might happen there for example they knew that that place was filled with bad people so they expected thieves.

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*this created their expectation of what might happen there*). This response, however, only provides one concrete detail from the text for support (*they knew that that place was filled with bad people, so they expected thieves*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from *Shipwrecked Sailor*"? Use two details from the story to support your response.

Captain Brooks and his crew's knowledge are important because they know what can happen to them. They know what it is like out in the ocean and what the islanders can do to them. Or know what happened to the islanders.

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

This response provides a valid inference from the text to explain why Captain Brooks' and his crew's knowledge of the island of Juan Fernandez is important (*They know what it is like out in the ocean and what the islanders can do to them*); however, this 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

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor" because it had riches never have found before. (lines 55-58).

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

This response is totally inaccurate (*Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor" because it had riches never have found before*).

## GUIDE PAPER 8

Additional

43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from Shipwrecked Sailor"? Use two details from the story to support your response.

Captain and his Crews knowledge of this island of Juan Fernandez impacting the novel. It impacted the novel because it make it more interested. the Reader would want to read it more

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

This response does not address any of the requirements of the prompt (*Captain and his crews knowledge of this island of Juan Fernandez impact the novel. It impacted the novel because it make it more interested. the Reader would want to read it more*).

## EXEMPLARY RESPONSE

44

In “Excerpt from *Shipwrecked Sailor*,” how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from Shipwrecked Sailor,” the attitude of the crew members changes throughout the story. They start out frightened and discouraged as the text states, “...we began to despair of getting ashore before daylight.” Not only were they worried they wouldn’t get there, they were scared about finding convicts on the island. However, towards the end of the story the crew thinks they see a ship and they become more hopeful and positive. This is evident when the author says, “I shall never forget the joy of the whole party at that sight.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

In "Excerpt from Shipwrecked Sailor" the attitude of the crew members change throughout the story. In the beginning of the story the crew members were scared. "...the horrors of that eventful night" (line 58). The crewmember were frightened and had no light. But, towards the end of the story, the crewmembers became elated. "No longer able to suppress our joy, we gave vent to three hearty cheers..." (line 55). The crew members were happy that they have found other people. The attitude of the crew members changed dramatically from scared to elated.

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

This response provides a valid inference from the text to explain how the attitude of the crew members changed throughout the story (*changed dramatically from scared to elated*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*In the beginning of the story the crew members were scared "... the horrors of that eventful night" and towards the end of the story, the crew members became elated, "No longer able to suppress our joy, we gave vent to three hearty cheers . . ."*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

44

In "Excerpt from *Shipwrecked Sailor*," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

The crew members are happy, then scared, and then happy again. They are happy at first because they see a light. Then they know that Chileans are known to rob + murder people so they are scared. Then they are happy again because they see a ship heading in the same direction as them and went aboard the other ship.

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

This response provides a valid inference from the text to explain how the attitude of the crew members changed throughout the story (*happy, then scared, and then happy again*). The response provides a sufficient number of relevant facts and details from the text for support as required by the prompt (*happy at first because they see a light, Chileans are known to rob and murder people so they are scared, happy again because they see a ship heading in the same direction as them*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

44

In "Excerpt from *Shipwrecked Sailor*," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

"At first they were serious had no hope "We began to despair" But at the end of the Excerpt but at the end they were happy joyful cheering "No longer able to suppress our joy"

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

This response provides a valid inference from the text to explain how the attitude of the crew members changed throughout the story (*serious had no hope, but at the end they were happy joyful cheering*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt ("We began to despair" and "No longer able to suppress our joy").

## GUIDE PAPER 4

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

In "Excerpt from Shipwrecked Sailor" the attitude of the crew members change throughout the story because first they were nervous and after they were joyful. They were nervous because in lines 19-20 says "sometimes people lived upon the island from the coast of Chile, and sometimes it was easily deserted".

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

This response provides a valid inference from the text to explain how the attitude of the crew members changed throughout the story (*first they were nervous and after they were joyful*). However, this response only provides one concrete detail from the text for support (*They were nervous, "sometimes people lived upon the island from the coast of Chile, and sometimes it was easily deserted"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

The attitude of the crew members change throughout the story because in the beginning the crew was looking for the land and in the end of the story the crew members were happy and gave hearty cheers.

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

This response provides only one relevant detail from the text to explain how the attitude of the crew members changed throughout the story (*In the beginning the crew was looking for the land and in the end of the story the crew members were happy and gave hearty cheers*); however, no valid inference is provided.

## GUIDE PAPER 6

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

In the beginning of the story  
the sailors were sad and weary  
and at the end they were  
happy

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

This response provides a valid inference from the text to explain how the attitude of the crew members changed throughout the story (*In the beginning of the story the sailors were sad and weary and at the end they were happy*); however, this response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 7

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

The attitude of the crew members changed during the story. Their attitudes changed because in the beginning they weren't shooting at the enemy's. At the end the soldiers started shooting.

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

This response is totally inaccurate (*The attitude of the crew members changed during the story. Their attitudes changed because in the beginning they weren't shooting at the enemy's. At the end the soldiers started shooting*).

## GUIDE PAPER 8

Additional

44

In "Excerpt from Shipwrecked Sailor," how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

the attitude of the crew members change throughout the story was from a tough pirate to a happy person when they win a lottery.

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

This response is totally inaccurate (*the attitude of the crew members change throughout the story was from a tough pirate to a happy person when they win a lottery*).

## **EXEMPLARY RESPONSE**

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
  - explain how the author learns this lesson
  - explain how the author shows this lesson has remained with him into his adult life
  - use details from the passage to support your response

## Possible Exemplary Response:

The author learns a lesson about culture from his grandmother in “My Brooklyn Grandmother from The Lost Garden.” As a child, he spent much time with his “Brooklyn grandmother.” These experiences teach him many lessons, which are still with him as an adult. Because she loved to cook, many of these lessons took place in the kitchen. One in particular was cooking rice.

The author’s grandmother was a great cook, but she could be very fussy. When he was a boy, she showed him how to cook rice, which turned out to be a long and unique process. One important step was washing the rice – not once, but over six times! This is how she had always done it. “In the old days, washing rice was wise because I’m told they used talcum on the grains.” Also, using exact measurements wasn’t how good cooks did it in the old days. She taught him to add water to the rice until it reached his knuckle. By passing down these cooking methods, she taught him cultural traditions. As an adult, he makes rice in this same fussy way, “though I only wash the rice once now.”

“How to cook rice” is a lesson about Chinese culture the author has carried into his adult life, but it isn’t just about rice. He says, “I think some of the fussiness over the rice carries over into my writing forcing me to write several drafts of a book before I’m satisfied.” So, not only did his grandmother teach him lessons about cooking, but also how to be a good writer and try your best. Another example is when he moved away to college, she always sent him treats and care packages. Some of these he would cook with rice, just like she taught him. This shows her lessons stayed with him even when they were no longer together.

In conclusion, his grandmother taught him lessons about cooking, sharing culture from the old days. As an adult, he carries out some of these cooking traditions, both in the kitchen and in other parts of his life, like writing.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

- In your response, be sure to
- identify the lesson about culture that the grandmother teaches the author
  - explain how the author learns this lesson
  - explain how the author shows this lesson has remained with him into his adult life
  - use details from the passage to support your response

of "My Brooklyn Grandmother" from *The Last Circular*  
The author learns a lesson from his grandmother during his childhood. He learns that affection can be shown in different ways. The author learns this during his time with his grandmother in Brooklyn, showing her affection through her cooking. This lesson had also affected ~~less~~ <sup>him</sup> to remain in his adult life, to become a writer from his love of writing.

The author, Laurence Yep was able to learn the lesson about his culture, to show affection in different ways. "She accepted her Americanized grandchild (Author's), and the way she expressed that love was with food." (10). Laurence was loved by his grandmother, even though he was not familiar with his family's culture. Also Laurence had to appreciate his grandmother's love

## GUIDE PAPER 1b

by finishing every dish his grandmother serves him, "If I didn't clear the plate, she was bound to think something was wrong with the food. So I would dutifully make my way through the pile of food" (line 12&13). The author mainly learned this lesson from the cooking lesson with his grandmother. On making rice, truly learning his grandmother's affection to him, "Along with the cooking lesson, some of my grandmother's personality soaked into me" (43).

Laurence's childhood was also affected from his lesson from his grandmother. Laurence is able to show his affection to his grandmother through the things he loves, writing. "During the early years of writing, one of the strongest influence ~~on~~ my life had been my grandmother and it was inevitable that she should also affect my writing." (1) Soon after keeping writing from the lesson of cooking with grandmother "I think some of the business over the rice carried over into my writing, forcing me to rework it over and over before I am satisfied" (4).

The author Laurence was able to learn the lesson of his culture, to be able to show affection through many ways like his grandmother did with her cooking. He appreciated her affection, so he eat the food until the dish is clean. Later as he becomes an adult he showed the gratitude by doing something he loves, writing ~~to~~ his

## **GUIDE PAPER 1c**

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

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*He learns that affection can be shown in different ways. The author learns this during his time with his grandmother in Brooklyn, showing her affection through her cooking. This lesson had also affected & remained in his adult life, to become a writer from his love of writing*). The response demonstrates insightful analysis of the text (*The author was able to learn the lesson about his culture; Laurence was loved by his grandmother, even though he was not familiar with his family's culture. Also Laurence had to appreciate his grandmother's love by finishing every dish his grandmother serves him; Laurence's adulthood was also affected from his lesson from his grandmother. Laurence is able to show his affection to his grandmother through the things he loves, writing*). The topic is developed with the sustained use of relevant, well-chosen details from the text ("She accepted her Americanized grandchild (Author); and the way she expressed that love was with food."); "Along with the cooking lesson, some of my grandmother's personality soaked into me"; "I think some of the fussiness over the rice carries over into my writing forcing me to several drafts of a book before I am satisfied") The response exhibits clear organization and provides a concluding statement that is compelling and follows clearly from the topic (*The author Laurence was able to learn the lesson of his culture, to be able to show affection through many ways like his grandmother did with her cooking. He appreciates her affection, so he eats the food until the dish is clean. Later as he becomes an adult he shows his gratitude by doing something he loves, writing*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*affection, love of writing, appreciate, truly learning, appreciates, gratitude*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

- In your response, be sure to
- ✓ identify the lesson about culture that the grandmother teaches the author
  - ✓ explain how the author learns this lesson
  - ✓ explain how the author shows this lesson has remained with him into his adult life
  - ✓ use details from the passage to support your response

The author learns a lesson about culture from his grandmother. In "My Brooklyn Grandmother" by Laurence Yep, Laurence Yep learned to pursue things and be determined to achieve his goals until they are perfect.

Over the course of the story, the author learns to be determined until he reaches his goal. The Grandmother was especially particular about ingredients and other things. When the author was washing the rice he had to wash it six times in order to get it perfect. "By the sixth time, the water was clear no matter how often I swirled my hand around. Even then that wasn't good enough." (32-33). In the end, the result of the rice was perfect so it showed that

## GUIDE PAPER 2b

Additional

If you stick with something there will be a good result." The result was "rice of just the right consistency and density," (41). Therefore, he learned to stay determined by spending time and learning from his grand mother.

As shown in the passage, the message was remained with the author. In the beginning he states, "It was inevitable that he should also affect my writing," (1e2). Then, later in the story he says, "The rice carries over in my writing forcing me to write several drafts of a book before I'm satisfied," (4648). So, the author's life is writing and if the lesson of persistence has carried over in his writing than he has clearly kept the message with him.

Therefore, the message learned by the author in "My Brooklyn Grandmother" is that persistence pays off in the end. This message stays with the author, Laurence Yep throughout his adult life.

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

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*The author learns a lesson about culture from his grandmother in “My Brooklyn Grandmother” by Laurence Yep. Laurence Yep learned to pursue things and be determined to achieve his goals until they are perfect.*). The response demonstrates insightful analysis of the text, (*Over the course of the story, the author learns to be determined until he reaches his goal; In the end, the result of the rice was perfect so it showed that if you stick with something there will be a good result; the message has remained with the author.; So, the author’s life is writing and if the lesson of persistace has carried over in his writing than he has clearly kept the message with him.*). The topic is developed with the sustained use of relevant, well-chosen details from the text (*When the author was washing the rice he had to wash it six times in order to get it perfect; Even then that wasn’t good enough; The result was rice of just the right consistency and density; “The rice carries over in my writing forcing me to write several drafts of a book before I’m satisfied,”*). Clear organization is exhibited by the skillful use of appropriate and varied transitions to create a unified whole (*Over the course of the story, until, Even then, In the end, As shown in the passage, In the beginning, Therefore*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*determined to achieve, stick with something, stay determined, lesson of persistace, pays off in the end*). The response provides a concluding section that follows clearly from the topic and information presented (*Therefore, the message learned by the author in “My Brooklyn Grandmother,” is that persistence pays off in the end. This message stays with the author, Laurence Yep throughout his adult life*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The author learns from his grandmother that culture can influence ones life and bring people closer together! Most of the time though it didnt matter how different I was, She accepted her americanized grandchild and the way she expressed, that love was with food. "As expression of her love she kept me well supplied with dai day, salted sand dabs, a small flat fish from manterey, that I have never been able to find since the chinese fishing colony there disappeared". The author learns this lesson by the different types of food from all different countries that his grandmother gives him which brings them closer together since they are so different. "We were like two wrestlers on a slippery mat." but it was

## GUIDE PAPER 3b

as if we were oiled, our hands slipping even as we tried to grip one another." "Most of the time it didn't matter how different I was, She accepted her americanized grandchild and the way she expressed that love was with food. This lesson stayed with the author through his adult life because his grandmother sends him food from all across america "later when I left San Francisco to go to college She always sent me boxes of special treats," "Much to my delight her care packages followed me all across America. In conclusion the author learned that culture can influence ones life and bring people closer together; his grandmother showed that the food she gave him that came from all across america made them have a better bond and another way to show her love.

## **GUIDE PAPER 3c**

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The author learns from his grandmother that culture can influence ones life and bring people closer together.*”). The response demonstrates insightful analysis of the text (*she accepted her americanized grandchild and the way she expressed that love with food.*”; *The author learns this lesson by the different types of food from all different countries that his grandmother gives him which brings them closer together since they are so different.*”; *This lesson stayed with the author through his adult life because his grandmother sends him food from all across america.*; *the author learned that culture can influence ones life and bring people closer together*). The topic is developed with the sustained use of relevant, well-chosen details from the text (“*As expression of her love she kept me well supplied with dai day, salted sand dabs, a small flat fish from monerey that I have never been able to find since the Chinese fishing colony there disappeared.*”; *later when I left San Francisco to go to college she always sent me boxes of special treats.*” *Much to my delight her care packages followed me all across America.*). Clear organization is exhibited by the use of appropriate transitions and a concluding statement is provided (*In conclusion the author learned that culture can influence ones life and bring people closer together, his grandmother showed that the food she gave him that came from all across america made them have a better bond and another way to show her love*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 4a

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The author's grandmother teaches him a great lesson about culture in the story. The grandmother lives in Brooklyn, and the author is more Americanized. The grandmother teaches the author how to cook and also teaches her that even though they are much different and it is hard for them to understand each other, they are family. Eventually, the author was able to learn this lesson.

The author learned this lesson when his grandmother became accepting of him. They sat next to each other when they ate. The grandmother taught him her techniques of cooking. Over time—they bonded and the author learned the lesson his grandmother was teaching.

## GUIDE PAPER 4b

The author showed that this lesson remained with him in many ways.

One way the author showed this was through his writing. The story says that the grandmother had a positive influence on the author. Her personality and determination followed him into adulthood. His grandmother helped him become a better writer. The grandmother also sent the author boxes of special treats while he was in college. The author's grandmother had an essential impact on his life.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The author's grandmother teaches him a great lesson about culture*). The response demonstrates grade-appropriate analysis of the text (*also teachers her that even though they are much different and it is hard for them to understand each other, they are family. The author learned this lesson when his grandmother became accepting of him and Over time they bonded and the author learned the lesson his grandmother was teaching*). The topic is developed with relevant details from the text (*the author is more Americanized, The grandmother taught him her techniques of cooking, Her personality and determination followed him into adulthood*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*even though, Eventually, One way, also*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*great lesson, techniques, bonded, positive influence, essential impact*). The concluding statement follows from the topic and information presented (*The author's grandmother had an essential impact on his life*). The response demonstrates grade-appropriate command of conventions, with few errors (*teachers her*).

## GUIDE PAPER 5a

Additional

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The author learns a lesson that acts somewhere a hidden secret in his life towards his success. The lesson taught to him by his grandmother does revolve anything many times before it is finalized can give you the outcome of perfection. "By the sixth time the water was clear no matter how often I swirled my hand around" and "The result was rice of just the right consistency and density" These quotes prove how the grandmother revised and led to the outcome of perfection.

The author learns this lesson by once trying this process himself under supervision of his grandmother "I had to pour the water out gently... Even then that wasn't enough. I remember my fingers were wrinkled by the time she declared the dirt was gone..."

The author shows this lesson had remained with him into his adult life when he says "I think some of

*Fussiness over the rice carries over into my writing forcing me to write several drafts of a book before I'm satisfied." This shows how his grandmother's lesson has followed him through life. The author believes that followed by that lesson, some of his grandmother's personality soaked into him.*

*In conclusion, I believe that what the author's grandmother taught him remained successfully with him throughout his life and career.*

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The author learns a lesson that was somewhere a hidden secret in his life towards his success. The lesson taught to him by his grandmother was revising anything many times before it is finalized can give you the outcome of perfection*). The response demonstrates grade-appropriate analysis of the text (*the grandmother revised and led to the outcome of perfection, The author learns this lesson by once trying this process himself, some of his grandmother's personality soaked into him*). The topic is developed with relevant details from the text ("By the sixth time the water was clear no matter how often I swirled my hand around" and "the result was rice of just the right consistency and density"; "I had to pour the water out gently... Even then that wasn't enough. I remember my fingers were wrinkled by the time she declared the dirt was gone. ..."; "I think some of the fussiness over the rice carries over into my writing forcing me to write several drafts of a book before I'm satisfied"). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*By the sixth time, and, These quotes prove, This shows, In conclusion*). The concluding statement follows from the topic and information presented (*In conclusion, I believe that what the author's grandmother taught him remained successfully with him throughout his life and career*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 6a

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The lesson about culture that the grandmother teaches the author is that the measurement of food doesn't count its just "a bit of this & a handful of that". The author learns this because he was taught by his grandmother. The grandmother taught him how to wash the rice because it has talcum.

The author learns this lesson because his grandmother taught him how to cook. She taught him all sorts of kinds of things to cook. He learned about how to wash rice. According to the passage it states that, "Instead, I still make rice basically the way my grandmother showed me, even to measuring the water in the pot with a

## GUIDE PAPER 6b

knuckle — though I wash the rice only once". It also states that, "I think some of the fussiness over the rice carries over to my writing forcing me to write several drafts of a book before I'm satisfied."

The author shows that this lesson had stayed in his adult life because he still cooks like his grandmother & he follows her recipes. He also cooks without measurement like his grandma but his food still comes out good.

To conclude, family recipes go on by generations. Some might change it but the food still comes out good. It is good to follow family recipes because it is nice to see what did your mother's mother liked to cook.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*the measurement of food doesn't count its just "a bit of this & a handful of that"* and *his grandmother taught him how to cook*). The response demonstrates some literal comprehension of the text (*The author learns this because he was taught by his grandmother* and *This lesson had stayed in his adult life because he still cooks like his grandmother*). The topic is developed with relevant facts and details from the text (*The grandmother taught him how to wash the rice because it has talcum, "Instead, I still make rice basically the way my grandmother showed me, even to measuring the water in the pot with a knuckle- though I wash the rice only once"* and *He also cooks without measurement like his grandma but his food still comes out good*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The author learns, because, According to, Instead, It also states, To conclude*). The concluding statement follows generally from the topic and information presented (*To conclude, family recipes go on by generations. Some might change it but the food still comes out good*). The response demonstrates grade-appropriate command of conventions, with few errors (*dosen't* and *knukle*).

## GUIDE PAPER 7a

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

In the passage, the author learned a lesson about culture from his grandmother. He learns this lesson when he was supplied with daidai and hom yee. He shows that it remained with him into his adult life when he makes his own rice.

The lesson the grandmother teaches the author about culture is to "make their culture's food right." For example, his grandmother always made rice by washing it 6 times. Or when, she made good dishes out of taro root.

The author learns this lesson by actually doing it in his adult life and watching his grandmother when he's younger. For example, he used to watch his grandmother make dishes out of taro root. Another instance is when he makes his own rice, except he washes it once instead of six.

## GUIDE PAPER 7b

The author shows that this lesson he learned with him in his adult life when he makes rice. He recalls washing rice for his grandmother 6 times, and when he's older, he washes it once instead. When he's in college, his grandmother continues to send him treats.

The lesson the author learned is that he has to know to make food right. He shows it when he used to watch his grandmother and does it when he makes rice. The lesson remains with him in his adult life when he makes his own rice.

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

This response introduces a topic that follows generally from the task and purpose (*The lesson the grandmother teaches the author about culture is to “make their culture’s food right”*). The response demonstrates a literal comprehension of the text (*The author learns this lesson by actually doing it in his adult life and watching his grandmother when he’s younger and He shows it when he used to watch his grandmother and does it when he makes rice*). The topic is partially developed with the use of some textual evidence (*his grandmother always made rice by washing it 6 times; he used to watch his grandmother make dishes out of taro root; and he makes his own rice, except he washes it once instead of six*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In the passage, For example*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

## GUIDE PAPER 8

Additional

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The Author learns Some lessons from his grandma. The first lesson she taught him was a cultural lesson, the cultural lesson she taught him to do was to Soak rice in a pot with luke warm water until it is perfectly clean. Another lesson she teaches him was to accept other people because she was another race and she accept her American grand child. In the author's adult life he show one of his grandma's lesson which was him soaking the rice with luke warm water in his dorm room. Those are the lesson that his grandmother taught him and what he does up to this present day.

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

This response introduces a topic that follows generally from the task and purpose (*The Author learns some lessons from his grandma*). The response demonstrates a literal comprehension of the text (*the cultural lesson she taught him to do was to soak rice in a pot with luke warm water until it is perfectly clean and accept other people because she was another race and she accept her American grand child*). The topic is partially developed with the use of some textual evidence (*she taught him to do was to soak rice in a pot with luke warm water* and *In the author's adult life he show one of his grandma's lesson which was him soaking the rice with luke warm water in his dorm room*). This response exhibits little attempt at organization (*Another lesson* and *Those are*). The response demonstrates emerging command of conventions, with some errors (*accept her american grand child* and *he show one*).

## GUIDE PAPER 9

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The lesson his grandmother teaches him is making rice. He learns how to make rice by his grandmother teaches him you have to clean the rice till there is no more dirt and then you fill the water to a certain height and then cook the rice. He shows how the lesson remains with him because he keeps on making it the way his grandmother taught him but only cleans it once.

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

This response introduces a topic that follows generally from the task and purpose (*The lesson his grandmother teaches him is making rice*). The response demonstrates a literal comprehension of the text (*He learns how to make rice by his grandmother* and *He shows how the lesson remains with him because he keeps on making it*). This response demonstrates an attempt to use minimal evidence (*you have to clean the rice till there is no more dirt and then you fill the water to a certain height and then cook the rice*). This response exhibits little attempt at organization and there is no concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*by his grandmother teaches him you*).

## GUIDE PAPER 10

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The lesson the author teaches the author is that ever culture cooks food a diffrent way. For example, in the grandmother culture they make rice a diffrent way then other cultures. So she want her grand son to learn that traditions as well.

The author learns this lesson by cooking with his grandmother. By doing this the author learns now

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

This response demonstrates little understanding of the text (*ever culture cooks food a diffrent way*). This response demonstrates an attempt to use minimal evidence (*in the grandmother culture they make rice a different way then other cultures*). This response exhibits some attempt at organization (*For example, By doing this*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*ever culture and the grandmother culture*).

## GUIDE PAPER 11

Additional

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

• The grandmother taught him how to cook rice the old way.  
• His grandmother taught him how to cook rice.  
• In college he still cooks the rice the way she told him. And she sends him food to cook. (And rice)

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

This response demonstrates little understanding of the text (*The grandmother taught him how to cook rice the old way*). This response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid (*In college he still cooks the rice the way she told him*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors.

## GUIDE PAPER 12

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

After the authors experience of making rice with his grandmother, he gains life lessons and the "taste" of his family culture.

In the passage "My Brooklyn Grandmother from The Lost Garden" the author ~~learns~~ learns about his culture through his grandmother.

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

This response demonstrates little understanding of the text (*he gains life lessons and the "taste" of his family culture*). This response demonstrates an attempt to use evidence but only develops ideas with little relevant evidence (*The author learns about his culture through his grandmother*). This response exhibits little attempt at organization, and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors.

## GUIDE PAPER 13

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The author in the story learned a lot from his cultured grandmother. She really influenced his life right from the start.

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

This response demonstrates a lack of comprehension of the text and task (*The author in the story learned a lot from his cultured grandmother*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 14

Additional

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
- explain how the author learns this lesson
- explain how the author shows this lesson has remained with him into his adult life
- use details from the passage to support your response

The Author learn this lesson by Figuring out stuff like opening his eyes by doing the good stuff instead of the bad STUFF. He finally starts doing the good stuff. Once he got more things in life he went to college he writes a book & gets famous.

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

This response demonstrates a lack of comprehension of the text and task (*learn this lesson by Figuring out stuff like opening his eyes by doing the good stuff instead of the bad stuff*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*author learn this, got more*).

## EXEMPLARY RESPONSE

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

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### Possible Exemplary Response:

The photograph aids the reader's understanding of the article by giving a picture of how small and detailed the circuit is as compared to a fingertip. The photograph shows the chip on an actual fingertip so the reader really gets an idea of how "these electrodes had to be very small." It also shows the small electronic circuit, "inside the two squares," so the reader is able to visualize how tiny and detailed the circuit is when compared to an index finger.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph aids the reader's understanding of the article because since the author starts to talk a lot about the chip the author knows that the reader would like to know what it looks like and how tiny it is. For example, on lines 24-31 it says, "Wires connected them to the new device-a computer chip similar to those found in many types of electronics. That chip was small enough to fit on a fingertip" and on the second page at the top it says, "Scientists have designed a small electronic circuit that can monitor the strength of the natural battery in a guinea pig's inner ear." These 2 examples show that the photograph does aid the readers understanding of the article because without it it would be hard to visualize what half - the story is talking about.

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

This response provides a valid inference from the text to explain how the photograph aids the reader's understanding of the article (*what it looks like and how tiny it is* and *without it it would be hard to visualize what half the story is talking about*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("That chip was small enough to fit on a fingertip" and "a small electronic circuit that can monitor the strength of the natural battery in a guinea pig's inner ear"). This response includes complete sentences where errors do not impact readability.

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph helps readers compare the size of the small electric circuit to the size of a fingertip to see the tininess of the small electric circuit. The eighth paragraph says that the chip was small enough to fit in a guinea pig's ear. Lines 26 and 27 say that the electric circuit has to be very small and provide little resistance to the flow of electricity.

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

This response provides a valid inference from the text to explain how the photograph aids the reader's understanding of the article (*helps readers compare the size of the small electric circuit to the size of a fingertip to see the tininess of the small electric circuit*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt (*the chip was small enough to fit in a guinea pig's ear and has to be very small and provide little resistance to the flow of electricity*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photo graph aids the readers understanding of the device because it shows how small it is compared to the finger. "These electrodes had to be very small" (page 2) "That chip was small enough to fit on a fingertip" (page 2) The chip was small!

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

This response provides a valid inference from the text to explain how the photograph aids the reader's understanding of the article (*it shows how small it is compared to the finger*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("These electrodes had to be very small" and "That chip was small enough to fit on a fingertip"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph aids the reader's understanding of the article because it shows how small the device is. It also helps the reader's understanding of the article because on the photograph it says that scientists have designed a small electronic circuit that can monitor the strength of the natural battery in a guinea pig's inner ear. So that statement helps the reader understand what the device do.

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

This response provides a valid inference from the text to explain how the photograph aids the reader's understanding of the article (*shows how small the device is*); however, this response only provides one concrete detail from the text for support (*can monitor the strength of the natural battery in a guinea pig's inner ear*). This response includes complete sentences where errors do not impact readability.

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph aid the reader's understanding of the article is that Scientists have designed a small electronic circuit (inside the two squares) that can monitor the strength of the natural battery in the guinea pig's inner ear.

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

This response provides only one relevant detail from the text to explain how the photograph aids the reader's understanding of the article [*Scientists have designed a small electronic circuit (inside the two squares) that can monitor the strength of the natural battery in the guinea pig's inner ear*]; however, no valid inference from the text is provided.

## GUIDE PAPER 6

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph aids the readers understanding because it helps them show how it looks.

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

This response provides a valid inference from the text to explain how the photograph aids the reader's understanding of the article (*it helps them show how it looks*); however, this response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 7

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The reader may start to understand the feeling of the article and also can use Text based evidence, to determine the purpose of a scientific article.

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

This response does not address any of the requirements of the prompt (*The reader may start to understand the feeling of the article and can use Text based evidence to determine the purpose of a scientific article*).

## GUIDE PAPER 8

Additional

46

How does the photograph aid the reader's understanding of the article? Use two details from the article to support your response.

The photograph aids the reader's by understanding that it will help gineau pig's inner there ear, as in controling what there doing.

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

This response does not address any of the requirements of the prompt (*The photograph aids the reader's by understanding that it will help gineau pig's inner there ear, as in controling what there doing*).

## EXEMPLARY RESPONSE

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

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### Possible Exemplary Response:

Experts from different fields of study have been involved in this research to help at different points of the project. First, it took engineers to design a very small device that could “measure changes in the strength of the ear’s natural battery.” This is how they were able to get data from the battery. Then, a medical team had to implant the chip into the ear.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Based on the article experts from different fields of study have been involved in this research because each experts has a part of work that they need to make this project. "Konstantin Stankovic an ear surgeon led a team that implanted those electrodes." "Anantha Chandrakasan he's an electrical engineer. He and his coworkers designed a tiny device to measure changes in the strength of the ear's natural battery." These details specifically shows that each expert has their speciality in which will make the research a raging success if they're involve in it.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*each expert has their speciality in which will make the research a raging success if they're involve in it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Konstantin Stankovic an ear surgeon led a team that implanted those electrodes" and "Anantha Chandrakasan he's an electrical engineer, designed a tiny device to measure changes in the strength of the ear's natural battery"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Experts from different fields of studies have been involved in this research because they are needed to do different jobs. Experts such as Anantha Chandrakasan had been involved in this research to help with electric engineering. And also Konstantina Stankovic was involved to insert the Chip she was an ear surgeon.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*they are needed to do different jobs*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt (*Anantha Chandrakasan had been involved in this research to help with electric engineering and Konstantina Stankovic was involved to insert the Chip she was an ear surgeon*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

For this project, many things are needed to be done. They need electrical engineers for making the chip and measuring the voltage. They need scientists to understand how and why it happens. Finally, they need doctors to get the chip into the ear.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*For this project, many things are needed to be done*). The response provides a sufficient number of relevant facts and information from the text for support as required by the prompt (*They need electrical engineers for making the chip and measuring the voltage and they need doctors to get the chip into the ear*).

## GUIDE PAPER 4

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Experts from different fields of study are involved in this research because they are using different types of science. This is also because you can't have an electrical engineer perform ear surgery.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*because they are using different types of science*); however, this response only provides one relevant fact from the text for support (*you can't have an electrical engineer perform ear surgery*).

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Experts from different fields of study been involved with the research because Konstantina Stankovic an ear surgeon at Harvard Medical School led up with a team that implanted smaller electrodes.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*Experts from different fields of study been involved with the research because Konstantina Stankovic an ear surgon at Harvard Medical School led up with a team*); however, this response only provides one relevant detail from the text for support (*implanted smaller electrodes*).

## GUIDE PAPER 6

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Experts from different fields are involved because they want varied information.

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

This response provides a valid inference from the text to explain why experts from different fields of study have been involved in this research (*because they want varied information*); however, this response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 7

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Experts from different fields of study been involved in this research because it's a very interesting topic so any expert from any field can come, they can come and work on the same topic.

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

This response does not address any of the requirements of the prompt (*experts from different Fields of study been involved in this research because it's a very interesting topic so any expert From any Field can come. they can come and work on the same topic*).

## GUIDE PAPER 8

Additional

47

Why have experts from different fields of study been involved in this research? Use two details from the article to support your response.

Many different experts study this because its not anormal thing to think about.

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

This response does not address any of the requirements of the prompt (*Many different experts study this because its not anormal thing to think about*).

## EXEMPLARY RESPONSE

48

In “Excerpt from *Buddha Boy*,” what theme do lines 35 through 58 develop? Use two details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from *Buddha Boy*,” the theme of lines 35 through 58 is to try your best and great things may happen. When Jinsen is asked if he spent all of his insurance money on art supplies, he says, “All of it. She told me it was mine and I should do whatever I thought was best.” This shows Jinsen is really trying to be an artist and investing in his talent. In line 57, Justin says, “...there was a longing so intense that it startled me,” as he looks closely at Jinsen’s face. This shows how much Jinsen wants to get the internship, and how hard he has tried, responding with, “I did my best.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

48

In "Excerpt from *Buddha Boy*," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

The theme in lines 35 through 58 in "Excerpt from *Buddha Boy*" is, You shouldn't be insecure. One way lines 35 through 58 shows this is, "Well, once you get that internship, you—" "Who knows if I'll get it." He is saying "he" won't get the internship. When his friend is saying he can. Another way is "I just wish I'd had that other scroll to show him, too." "Don't worry." I said; because I knew, I was sure. "The banner will be enough." He can get the internship, but, not with the negative attitude. To conclude, this is the theme in lines 35 through 58.

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

This response provides a valid inference from the text to explain what theme is developed (*You shouldn't be insecure*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Well once you get that internship, you—" "who knows if I'll get it" and "I just wish I'd had that other scroll to show him, too" "Don't worry." I said; because I knew, I was sure. "The banner will be enough"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

48

In "Excerpt from *Buddha Boy*," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

I believe the theme of lines 35-58 is . . . all you can do is try your hardest and best and hopefully you'll get what you deserve. For example, "... go to art school... banner..." This shows Jinsen wants to go to art school and he made a banner trying his hardest to make it great to get in. Another example is, "I did my best." This shows he tried his hardest on the banner and hopefully his work will pay off.

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

This response provides a valid inference from the text to explain what theme is developed (*try your hardest and best and hopefully you'll get what you deserve*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Jinsen wants to go to art school and he made a banner trying his hardest to make it great to get in* and "*I did my best . . .*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

48

In "Excerpt from Buddha Boy," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

They started to bound because in the story they were talking about art and scholarships and was talking about when his dad used to sell paintings.

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

This response provides a valid inference from the text to explain what theme is developed (*They started to bound*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt (*because in the story they were talking about art and scholarships and was talking about when his dad used to sell paintings*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

48

In "Excerpt from Buddha Boy," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

I think theme between lines 35 to 58 were about art. For example the story states "we spent a while going through art books..." This example shows how even in the first line ~~heated~~ they were talking about art. Another detail would be "...I ought to go to art school". This quotes shows what he want to do in life, art. All these details show what theme is between these lines (35-58).

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

This response provides some relevant facts and details from the text for support as required by the prompt ("we spent a while going through art books . . ." and ". . . I ought to go to art school"). While the response provides some information from the text, no valid inference is present (*I think theme between lines 35 to 58 were about art*). Although "art" is a topic, it is not a theme. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

48

In "Excerpt from Buddha Boy," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

The theme from 35 through 58 show that the boys emotion changed quickly from happy to depressed due to his parents death.

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

This response provides a valid inference from the text to explain what theme is developed (*show that the boys emotion changed quickly*); however, the response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 6

48

In "Excerpt from *Buddha Boy*," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

*It was about what and how she like to paint.*

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

The response provides some information from the text for support as required by the prompt (*It was about what and how she like to paint*); however, no valid inference from the text is provided to explain what theme is developed.

## GUIDE PAPER 7

48

In "Excerpt from *Buddha Boy*," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

It shows how responsible she is.

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

The response is totally inaccurate (*It shows how responsible she is*).

## GUIDE PAPER 8

Additional

48

In "Excerpt from *Buddha Boy*," what theme do lines 35 through 58 develop? Use two details from the story to support your response.

DO YOU think his great aunt might  
need a little help while he's  
gone. the tickle of karma again.

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

This response does not address any of the requirements of the prompt (*Do you think his great aunt might need a little help while he's gone. and the tickle of karma again*).

## EXEMPLARY RESPONSE

49

In “Excerpt from *Buddha Boy*,” why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

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### Possible Exemplary Response:

Lines 81 through 84 are important to the plot of the story because Audrey offers to help out with Jinsen's great-aunt. Earlier in the story, Jinsen is unsure if he can go with Justin to visit his dad because Jinsen can't leave his great-aunt alone. He says, “Maybe if someone came to check, made sure she was OK—” then he could go. Justin thinks of suggesting Audrey, but decides he should ask first, and stays silent. So, at the end of the story, when Audrey offers to help with the great-aunt without even being asked, Justin thinks this is karma.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

49

In "Excerpt from Buddha Boy," why are lines 81 through 84 important to the plot of the story?  
Use two details from the story to support your response.

Lines 81 through 84 are important because if Aubrey looks after Jinsen's great-aunt, then Jinsen could go on vacation with Justin. In the story Jinsen said, "'No, I mean I don't know if I could leave her on her own for that long. Maybe if someone came to check, make sure she was OK' I almost volunteered Aubrey, Hey, my mom could do it, but then I thought I ought to ask her first.' This shows Jinsen couldn't go because of his great aunt and Justin didn't want to just offer his mom. Also, in the story Audrey says, "'Do you think his great aunt might need a little help while he's gone? Just someone looking in, stopping by for a cup of tea or something...'" This shows how Audrey solved Jinsen's problems by offering to watch his great aunt.

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

This response provides two valid inferences from the text to explain why lines 81 through 84 are important to the plot of the story (*if Aubrey looks after Jinsen's great-aunt, then Jinsen could go on vacation with Justin and this shows how Audrey solved Jinsen's problems*). The response provides a number of relevant facts and concrete details from the text for support as required by the prompt ("No, I mean I don't know if I could leave her on her own for that long. Maybe if someone came to check, make sure she was ok and Hey, my mom could do it, but then I thought I ought to ask her first" and Audrey says, "Do you think his great aunt might need a little help while he's gone? Just someone looking in, stopping by for a cup of tea or something . . . "). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

49

In "Excerpt from Buddha Boy," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

lines 81 through 84 is important to the plot because they show how Justin's mom agreed without even him asking. This was also important because Justin's mom felt bad for Jinson and wanted to do everything possible from her side. In line 81 it states, "I would have suggested it myself, but i didn't want to seem pushy". In line 83 it states "Do you think his great-Aunt might need a little help". Both show Andray trying to help Jinson.

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

This response provides a valid inference from the text to explain why lines 81 through 84 are important to the plot of the story (*they show how Justin's mom agreed without even him asking*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*I would have suggested it myself, but i didn't want to seem pushy*" and "*Do you think his great-Aunt might need a little help*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

49

In "Excerpt from *Buddha Boy*," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

Lines 81 through 84 are important in "Buddha Boy." These lines are important to the plot. The main character thinks, "Hey maybe my mom can do it." He needs someone to watch Jinsen's great-aunt. Then in line 84, Audrey says, "I would have suggested it myself, but I didn't want to seem pushy." This line tells us that his mom is willing to do it. He didn't even need to volunteer her. In "Excerpt from Buddha Buddy," lines 81 through 84 are important to the plot.

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

This response provides a valid inference from the text to explain why lines 81 through 84 are important to the plot of the story (*He needs someone to watch Jinsen's great-aunt*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt (*The main character thinks "Hey my mom can do it" and "I would have suggested it myself, but I didn't want to seem pushy" and He didn't even need to volunteer her*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

49

In "Excerpt from *Buddha Boy*," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

lines 81 through 84 important to the plot of the story because its state in the article that "Just someone looking in stopping by for a cup of tea or something . . . I would have suggested it myself, but I didn't want to seem pushy"

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

The response provides one concrete detail from the text for support as required by the prompt ("Just someone looking in stopping by for a cup of tea or something . . . I would have suggested it myself, but I didn't want to seem pushy"); however, no valid inference from the text is provided to explain why lines 81 through 84 are important to the plot of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

49

In "Excerpt from Buddha Boy," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

Lines 81-84 are important because it will allow a chance to meet Jinson great-aunt. As the quote on line 84 says "Do you think his great-aunt might need a little help while he's gone?"

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

This response provides one concrete detail from the text for support as required by the prompt ("Do you think his great-aunt might need a little help while he's gone"); however, no valid inference from the text is provided to explain why lines 81 through 84 are important to the plot of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

49

In "Excerpt from *Buddha Boy*," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

Lines 84 and 85 states how the boy met Jinsen's great aunt and Audrey wanted to help Jinsen's great aunt. Also Jinsen did not want to seem pushy in front of Audrey.

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

This response only provides one concrete detail from the text for support as required by the prompt (*Audrey wanted to help Jinsen's great-aunt*); however, no valid inference from the text is provided to explain why lines 81 through 84 are important to the plot of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

49

In "Excerpt from Buddha Boy," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

The lines 81 through 84 were important because this whole text was talking about tea, and many people were asking Jinsen if he wanted tea..

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

This response does not address any of the requirements of the prompt (*The lines 81 through 84 were important because This whole text was talking about tea and many people were asking Jinsen if he wanted tea*).

## GUIDE PAPER 8

Additional

49

In "Excerpt from *Buddha Boy*," why are lines 81 through 84 important to the plot of the story? Use two details from the story to support your response.

Lines 81 through 84 is important to the plot of the story because it explains what happened to them and that was the plot and main idea in those lines.

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

This response does not address any of the requirements of the prompt (*Lines 81 through 84 is important to the plot of the story because it explains what happened to them and that was the plot and main idea in those lines*).

## EXEMPLARY RESPONSE

50

In “Excerpt from *One + One = Blue*,” what effect does the difference in Basil’s point of view and Tenzie’s point of view regarding Basil’s family have on the story? Use two details from the story to support your response.

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### Possible Exemplary Response:

In “Excerpt from *One + One = Blue*,” the reader sees Basil’s family from both Basil’s and Tenzie’s point of view, giving the reader more insight into the characters’ feelings. Tenzie thinks Basil’s family is wonderful and so much better than hers, but that’s not the way Basil sees it. When Tenzie says, “You live in this mind-boggling place. You don’t know how good you have it, Pesto,” it shows that Tenzie really admires his family life and wants to be his friend. However, she doesn’t know what’s really going on, but the reader does because the story is also told from Basil’s point of view. Basil tells the reader his mom and dad have both left and don’t really see him anymore. Because Tenzie doesn’t know, she goes on saying, “It must be fun to go visit her in Hollywood, though.” These different points of view help the reader feel more sympathy for Basil and his family.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

50

In "Excerpt from One + One = Blue," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

Their opposite views creates a bitter-sweet feeling in the story. Tenzie makes it seem sweeter by commenting on the finer points in Basil's life and easily joining in with the Grandma's drumming. "You live in this mind-boggling place. It can look just the way you and your grandmother want it" (Auch, 16). However, Basil creates a darker feeling by showing the not-so-good parts of her life and showing hatred towards Tenzie. "Where's your father?" 'Never met him.' I didn't want to get into my family stuff with Tenzie" (Auch, 31-32).

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

This response provides a valid inference from the text to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story (*creates a bitter-sweet feeling in the story Tenzie makes it seem sweeter and Basil creates a darker feeling*). The response provides a sufficient number of relevant facts and concrete details from the text for support as required by the prompt (*Tenzie makes it seem sweeter by commenting on the finer points in Basil's life and easily joining in the drumming. "You live in this mind-boggling place. It can look just the way you and your grandmother want it" and Basil creates a darker feeling by showing the not-so-good parts of her life and showing hatred towards Tenzie. "Where's your father?" 'Never met him.' I didn't want to get into my family stuff with Tenzie*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

50

In "Excerpt from One + One = Blue," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

Basil's point of view and Tenzie's point of view are very different regarding Basil's family, which shows a twist in the story. In the text it states "You live in this mind-boggling place. It can look just the way you and your grandmother want it.... You don't know how good you have it, Pesto." Also, Basil in his point of view doesn't think his life is so perfect, because in the text it states "Where's your father, "Never met him," which show that he doesn't have his father in the picture and his mother went away too. This all makes a twist in the story because Tenzie thinks Basil is living a perfect life but doesn't know what is really going on.

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

This response provides a valid inference from the text to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story (*are very different regarding Basil's family, which shows a twist in the story*). The response provides a sufficient number of relevant facts and concrete details from the text for support as required by the prompt ("You live in this mind-boggling place. It can look just the way you and your grandmother want it.... You don't know how good you have it, Pesto" and *This all makes a twist in the story because Tenzie thinks Basil is living a perfect life but doesn't know what is really going on* and "Where's your father, "Never met him," which show that he doesn't have his father in the picture and his mother went away too). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

50

In "Excerpt from *One + One = Blue*," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

To Basil, his family isn't much. No + great. Father gone, Mother in Hollywood, he lives with his grandmother. Though to Tenzie, it is all she could hope for. Tenzie tries to become a part of this family that she thinks is amazing, but it angers Basil.

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

This response provides a valid inference from the text to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story (*To Basil, his family isn't much* and *to Tenzie, it is all she could hope for*). The response provides relevant facts from the text for support as required by the prompt (*Father gone, Mother in Hollywood, Tenzie tries to become a part of this family that she thinks is amazing, but it angers Basil*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

50

In "Excerpt from One + One = Blue," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

The differences in Basils and Tenzies point of view is Tenzie thinks Basils life is perfect But it wasn't. Basil explained to Tenzie she didn't have a mother or father because they left her.

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

This response provides a valid inference from the text to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story (*Tenzie thinks Basils life is perfect but it wasn't*); however, the response only provides one relevant detail from the text for support as required by the prompt. (*Basil explained to Tenzie she didn't have a mother or father because they left her*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

50

In "Excerpt from One + One = Blue," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

She talkes about her family. Including  
her mom and dad. Where they  
are now. How his mom is in hollywood.  
How his dad abandend them.

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

This response provides some relevant facts from the text for support as required by the prompt (*She talkes about her family* and *How his mom is in hollywood* and *How his dad abandend them*); however no valid inference from the text is provided to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story. This response includes incomplete sentences.

## GUIDE PAPER 6

50

In "Excerpt from *One + One = Blue*," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

In "Excerpt from *One+One=Blue*" the two points of view sets the base of the story. The two opinions show the conflict between Basil and Tenzie.

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

This response provides a valid inference from the text to explain what effect the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story (*The two opinions show the conflict between Basil and Tenzie*); 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

50

In "Excerpt from One + One = Blue," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

Gram's eye were closed now and  
she slipped into her own little  
world.

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

This response does not address any of the requirements of the prompt (*Gram's eye were closed now and she slipped into her own little world*).

## GUIDE PAPER 8

Additional

50

In "Excerpt from *One + One = Blue*," what effect does the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story? Use two details from the story to support your response.

The effect that the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story is that Basil is a excerpt and Tenzie is a African..

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

This response does not address any of the requirements of the prompt (*The effect that the difference in Basil's point of view and Tenzie's point of view regarding Basil's family have on the story is that Basil is a excerpt and Tenzie is a African*).

## EXEMPLARY RESPONSE

51

In “Excerpt from *Buddha Boy*” and “Excerpt from *One + One = Blue*,” both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from **both** stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from **both** stories to support your response

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## Possible Exemplary Response:

In “Excerpt from *Buddha Boy*” and “Excerpt from *One + One = Blue*,” both Justin and Basil take chances that they learn from. Their chances are very similar because they both try to become better friends, Justin with Jinsen, and Basil with Tenzie, when they each invite them to their homes. With these risks they both learn new things about themselves, which is evident through conversations and events in the stories.

Justin takes a chance when he invites his newer friend, Jinsen, to his house and to his dad’s studio over spring break. First, this is a risk because he doesn’t know if Jinsen will say yes to the week away. Justin doesn’t want to make him feel bad about it because he knows Jinsen might have to take care of his great-aunt. Furthermore, he doesn’t know what Jinsen thinks of his family and how he lives. He starts to learn more though throughout Jinsen’s visit, teaching Justin to be grateful for all that he has. As they walk up to the house, Jinsen says, “All the trees, and everything....It’s nice.” Jinsen thinks everything at Justin’s is great: the house, the Cokes, his dad’s paintings, Audrey’s meal and even all of her questions. This isn’t what Justin is expecting and in the visit learns to appreciate his home and family. When Justin thinks his room must look like “a dumping ground for ‘King consumer’” to Jinsen, Justin starts to see himself through Jinsen’s eyes. Line 27 states, “It was strange, as if I were seeing through his eyes, like catching a glimpse of myself in a mirror, a mirror I didn’t know was there.” This shows Justin is starting to see his life a little differently, and maybe he should be thankful for all the things he has, realizing not everyone lives this way. He also learns to appreciate his mom more because at first he doesn’t like her asking Jinsen so many questions and is embarrassed by it. However, later on he does the dishes to show he is grateful for her being so kind to Jinsen. At the end of the story, Audrey surprises Justin when she offers to help with the great-aunt. Justin realizes how lucky he is to have such a caring family and nice things, like a big house and hearty meals.

Basil also takes a chance when he invites a new girl, Tenzie, over to his house. In the introduction, it says that Tenzie is trying to be Basil’s friend, but throughout the story it is evident that Basil doesn’t really want the friendship. When Tenzie asks Basil about the photo of his mom, Basil doesn’t like Tenzie being so nosy. Tenzie thinks Basil is so lucky to have a mom in Hollywood and thinks it would be fun to visit her. This makes Basil irritated because little does Tenzie know that Basil never really sees his mom. She gets even more annoyed with Tenzie when she asks, ““Where’s your father?” ‘Never met him.’ I didn’t want to get into my family stuff with Tenzie.” Basil starts to learn that he doesn’t really want to be friends after all, if he has to share things about his family. As the story moves along, Basil becomes even more certain that he doesn’t want to be friends. For example, when Tenzie has such a great time drumming with the grandmother, Basil feels left out and recalls all the ways Tenzie is butting into his life. “First Tenzie had taken over my desk in the cafeteria, then she had invaded my seat on the bus. Now she was squeezing herself into my family. And I didn’t like it.” By the end of the visit, Basil learns he doesn’t really want to be friends with someone that he sees as butting into his way of life.

Both Justin and Basil take chances with new friends. They invite them into their homes and risk letting their new friends see more of who they really are. The outcome is positive for Justin as he learns to feel grateful for his family and home, and likes being friends with Jinsen. However, Basil’s chance doesn’t end so well. He discovers he doesn’t really like Tenzie intruding in his life, at home or at school.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

From both of the Excerpts of "Buddha Boy" and "One + One = Blue", it is revealed that Justin and Basil have some things in common. They both take chances with those newfound "friends" of theirs, but also learn something about themselves through their conversations and events.

In each of the excerpts, it is clear what chances Justin and Basil take. They take almost the exact same chance. Justin and Basil both bring a newly "befriended" person to their home, to meet their family. This is stated in the description of the excerpt, above the title. From "Buddha Boy," it says; "In this excerpt, Justin invites his new friend, Jinson, to visit his father's art studio over spring break." In "One + One = Blue", the description says; "Tenzie is trying to become friends with Basil and teasingly names him Pepto." The two descriptions seem similar, almost exactly the same, except for one thing. The relationship between the two characters.

## GUIDE PAPER 1b

Justin is already good friends with Jinsen, but on the other hand, Terrie is trying to befriend Basil. But since Jinsen and Terrie are both new to Justin and Basil, they decide to take a chance and just go with it.

As Justin and Basil already took chances with Terrie and Jinsen, they also learn something very important about themselves. They learn that they both have it better, and that they are more fortunate. To Justin, this is not said, but revealed. In the "Buddah Boy" excerpt, Justin learns that he is lucky to have caring parents that love & support him. "Maybe he liked having a mom to give him the friendly third degree, even if it wasn't his mom."

(lines 67-68). But with Basil, she learns this too, but she doesn't want to share it with Terrie. In the "One+One=Blue" excerpt, Basil says, "Now she was squeezing herself into my family. And I didn't like it."

Justin and Basil have taken the same chances and same things, but in different ways. And because of this, they learn this lesson vastly differently.

## **GUIDE PAPER 1c**

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

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Justin and Basil have some things in common. They both take chances with these newfound “friends” of theirs, but also learn something about themselves through their conversations and events*). The response demonstrates insightful analysis of the texts (*They almost take the same chance, but also learn something about themselves and They learn that they both have it better, that they are more fortunate*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*Justin and Basil both bring a newly “befriended” person to their home to meet their family, Justin invites his new friend Jinsen to visit his father’s art studio over spring break; Tenzie is trying to become friends with Basil and teasingly names him Pesto; Justin learns that he is lucky to have caring parents that love and support him. “Maybe he liked having a mom to give him the friendly third degree even if it wasn’t his mom”; But with Basil, she learns this too, but she doesn’t want to share it with Tenzie. In the “One + One = Blue “excerpt, Basil says, “Now she was squeezing herself into my family. And I didn’t like it”*). Clear organization is exhibited by the skillful use of appropriate and varied transitions to create a unified whole (*In each, In both, This is stated, except for one thing, but on the other hand*). This response has a domain-specific vocabulary with a notable sense of voice (*it is clear what chances Justin and Basil take and The two descriptions seem similar, almost exactly the same, except for one thing*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (“*befriended*”, *relationship between the two, trying to befriend, friendly third degree*). The response provides a concluding section that follows clearly from the topic and information presented (*Justin and Basil have taken the same chances and same things, but in different ways. And because of this, they learn this lesson vastly differently*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

In the "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue" both Justin and Basil take chances. They both learn from the chances too. Justin and Basil learn very different things.

In the Excerpt from Buddha Boy" Justin takes a chance on inviting Jinsen to go to his father's studio. He thinks it would be fun to see his dad's new art piece that he's working on. From "One + One = Blue" Basil takes a chance on inviting Tenzie to his house. Tenzie and Basil can get close but Tenzie gets a little too close. Both chances

they take are similar. Both are very different though.

Justin learns that even though Jinsen is less fortunate he is still loving & the same as any other person. Jinsen has to take care of his great-aunt because he cares about her and shes old. On the other hand Basils situation is different. Tenzie is getting all in Basils family life, school, and everything else and he doesn't like it. Basil thinks Tenzie is trying to take over his life. Basil learns that you don't need everyone you meet & he can let her go.

In conclusion Justin in "Buddha Boy" and Basil from "One + One = Blue" both learn something. They both learn something very very different. One situation is better than the other.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*both Justin and Basil take chances. They both learn from the chances too*). The response demonstrates insightful analysis of the texts (*Tenzie and Basil can get close but Tenzie gets a little too close and even though Jinsen is less fortunate he is still loving and the same as any other person*). The topic is developed with the sustained use of relevant evidence from the texts (*Justin takes a chance on inviting Jinsen to go to his fathers studio; Jinsen has to take care of his great-aunt because he cares about her; Tenzie is getting all in Basils family life, school and everything else and he didn't like it and Basil thinks Tenzie is trying to take over his life*). Clear organization is exhibited by the skillful use of appropriate and varied transitions to create a unified whole (*In the Excerpt, They both learn, even though, On the other hand, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*takes a chance on inviting, less fortunate, still loving, take over his life*). The concluding statement follows from the topic and information presented (*In conclusion Justin in "Buddha Boy" and Basil from "One + One = Blue both learn something. They both learn something very very different. One situation is better than the other*). The response demonstrates grade-appropriate command of conventions, with few errors. (*shes, hes, dads*).

## GUIDE PAPER 3a

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Both Justin and Basil take chances that they learn from. They learn a lot about themselves through the conversations and events in each story and have different outcomes.

In "Excerpt from *Buddha Boy*," Justin takes the chance of inviting a new friend named Jansen to his house. Justin learns that Jansen likes art and offers to bring him to his Father's studio. Jansen declines since his great-aunt is weak and frail so he has to care for her. Justin learns how nice of a friend Jansen is and how lucky he is to have what he has. That's Justin's risk that he took and what he learned from it.

Basil also takes a risk in "*One + One = Blue*". Basil invites Tenzie to her house and shows her around and Tenzie says Basil is lucky.

## GUIDE PAPER 3b

to have a family but Basil says her parents aren't around a lot. Tenzie tries to fit in with Basil and her grandmother but Basil gets mad at her for doing so. Basil realizes that she is unfortunate for not seeing her parents and doesn't want to lose Gram. That's Basil's risk in "One + One = Blue".

Both characters in both stories take a risk and learn from it. One has a happy ending while the other doesn't.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*They learn a lot about themselves through the conversations and events in each story and have different outcomes*). The response demonstrates insightful analysis of the texts (*Justin learns how nice of a friend Jinsen is and how lucky he is; Tenzie tries to fit in with Basil and her grandmother, and Basil realizes that she is unfortunate for not seeing her parents*). The topic is developed with the sustained use of varied, relevant evidence from the texts (*Justin takes the chance of inviting a new friend named Jensen to his house; Justin learns that Jensen likes art and offers to bring him to his Father's studio; Basil invites Tenzie to her house and shows her around; Basil says her parents aren't around a lot*). Clear organization is exhibited by the use of appropriate transitions to create a unified whole (*Both, In "Excerpt, Basil also, That's Basil's risk*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*take chances, different outcomes, offers to bring, declines, weak and frail*). The concluding statement follows from the topic and information presented (*Both characters in both stories take a risk and One has a happy ending while the other doesn't*). The response demonstrates grade-appropriate command of conventions, with few errors (*too his house and parants*).

## GUIDE PAPER 4a

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Throughout both stories, both main characters experienced a lot. However, both take the same important chance. That chance is, the chance to make new friendships. Both do this by having their potential friend visit them so they may bond. However, both learn different things about themselves through the conversations/events in the story. Like in "One + One = Blue," Basil learns that he isn't fond of friends and family colliding, for as in the story, "I was watching from the outside while my Gram and friend, no, guest, bonded with me. Now she was squeezing herself into my family. And I didn't like it."

While on the other hand, Justin learns that having new friendships can be beneficial  
as →

## GUIDE PAPER 4b

you can learn more about other's lives. Far as in the story, "I don't think it would be pushy at all," I said, with a little smile; the tickle of karma again?" I think it would be nice." This implies that both characters in this story are open to one another, as they can learn about one another through their dreams / life goals, eccetra. Those were the chances both main characters took in both stories, as well as what they learned about themselves through the conversations and events they had in their story.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Throughout both stories, both main characters experienced a lot. However, both take the same important chance. That chance is, the chance to make new friendships*). The response demonstrates insightful analysis of the texts (*Basil learns that he isn't fond of friends and family colliding, Justin learns that having new friendships can be beneficial; both characters are open to one another as they can learn about one another through their dreams/life goals, eccetra*). The topic is developed with relevant details from the texts ("I was watching from the outside while my Gram and friend, no, guest, bonded . . ." and "I don't think it would be pushy at all, I said, with a little smile; the tickle of karma again?"). The response exhibits clear organization, with the skillful use of appropriate transitions to create a unified whole (*Throughout both, However, Like in, While on the other hand, For as in the story, This implies*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*important chance, beneficial, life goals*). The concluding statement follows from the topic and information presented (*Those were the chances both main characters took in both stories, as well as what they learned about themselves through the conversations and events they had in their story*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 5a

Additional

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

In the excerpts from "Buddha Boy" and "One + One = Blue" both characters Justin and Basil take chances with making friends with new kids. But both Justin and Basil have very different outcomes.

In "Buddha Boy" excerpt Justin really gets to know Jinsen, and Justin really likes him. Justin takes a chance with Jinsen because he doesn't know how Jinsen is as a person, but Jinsen turns out to be a really cool friend, even though he is poor and his parents died. Justin respects Jinsen. For example in the text, it says "So today we were going to look through all books." This quote shows that they both take an interest in art.



Basil and Tenzie have a very different relationship. Basil doesn't like how Tenzie is forcing her way into his life, she was almost inserting herself in Basil's life. For example, in the text, it says "Now she was squeezing herself into my family. And I didn't like it." This shows that Basil really doesn't like Tenzi. Basil's risk was he made friends with Tenzi, and it didn't turn out as well as Justin and Jinsen's relationship.

In conclusion, Both Justin and Basil took risks, but they both had different outcomes.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Justin and Basil take chances with making friends with new kids, But both Justin and Basil have very different outcomes*). The response demonstrates grade-appropriate analysis of the texts (*Justin takes a chance with Jinsen because he doesn't know how Jinsen is as a person, but Jinsen turns out to be a really cool friend, and Basil and Tenzie have a very different relationship, Basil doesn't like how Tenzie is forcing her way into his life, she was almost inserting herself in Basil's life and Basil's risk was he made friends with Tezi, and it didn't*). The topic is developed with relevant details from the texts (*even though he is poor and his parents died, Justin respects Jinsen; "So today we are going to look through art books" this quote shows that they both take an interest in art; "Now she was squeezing herself into my family. And I didn't like it"*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In "Buddha Boy", For example, This shows, In conclusion*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*different outcomes, take an interest in art, inserting herself, took risks*). The concluding statement follows from the topic and information presented (*Basil's risk was he made friends with Tenzi and it didn't turn out as well as Justin and Jensen's relationship and In conclusion, Both Justin and Basil took risks, but they both had different outcomes*). The response demonstrates grade-appropriate command of conventions, with few errors (*excerpts, interest, differat*).

## GUIDE PAPER 6a

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. Both Justin and Basil learn about themselves through conversations and events in each story. Details from each excerpt prove this.

Justin and Basil each take chances in their stories. Justin takes a chance by inviting his friend to his dad's art studio. Basil takes a chance by inviting his friend over to his house. Both Justin and Basil take chances.

Both Justin and Basil learn that they are very lucky through conversations and events in each story. Justin learns that he is very lucky to have parents even if they can be annoying. Basil learns that

## GUIDE PAPER 6b

he should be thankful that he has a loving grandma and a nice house. Both characters learned to be thankful.

In both excerpts, the main characters learned things. They also took chances. Details from the story prove this.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Both Justin and Basil take chances that they learn from and learn about themselves through conversation and events in each story*). The response demonstrates grade-appropriate analysis of the texts (*Both Justin and Basil learn that they are very lucky through conversations and events in each story and Both characters learned to be thankful*). The topic is developed with relevant details from the texts (*Justin takes a chance by inviting his friend to his dad's art studio. Basil takes a chance by inviting his friend over to his house and Justin learns that he is very lucky to have parents even if they are annoying. Basil learns that he should be thankful that he has a loving grandma and a nice house*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In "Excerpt, even if, and, that, In both excerpts*). The concluding statement follows from the topic and information presented (*Both characters learned to be thankful, They also took chances, Details from the story prove this*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 7a

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to:

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Chances or risks are what can help you connect with someone or do something you have never done before and sometimes the chances you take can have a positive or negative side in your life, but your trying, and trying new things out. Chances is what leaves changes in your life.

Justin and Brasil both take chances. Justin in the Story Excerpt from Buddha Boy is experiencing something new like going on vacation to a place he has never been to. Justin invites

his new friend Jinsen to visit his fathers art studio over spring break. Brasil in the story Excerpt from One+One=Blue is giving the new girl in seventh grade, Tenzie a tour of their unusual house.

Both Brasil and Justin learn about themselves. Brasil

## **GUIDE PAPER 7b**

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

This response introduces a topic in a manner that follows generally from the task and purpose (*help you connect with someone or do something you have never done before*). The response demonstrates a literal comprehension of the texts (*experiencing something new like going on vacation to a place he has never been to*). The topic is partially developed with the use of some textual evidence (*giving the new girl in seventh grade, Tenzie a tour of their unusual house and inviting his new friend Jinsen to visit his father's art studio*). This response exhibits some attempt at organization, with inconsistent use of transitions (*and sometime, in the story, and Both Brasil and Justin*). This response provides a concluding statement that follows generally from the topic and information presented (*Both Brasil and Justin learn about themselves*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 8a

Additional

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Did you ever have to make a choice like Brail and Justin? Well I did before, I had to decide to share my food or be selfish and I chose to share my food with my friends. It was a hard choice because I like to share but they don't share with me.

The chance Justin took is he needed to make the right choice with the insurance money and the printing. That was a chance because Justin did not know what to do.

"All of it. She told me it was all mine and I should do whatever I thought was best. SO I

thought, What would Kim do with it. And then I knew... Kim always told me I ought to go to Art school". This is saying that the chance he made was he decided to use the money to put it in to what he loved and that was Art.

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

This response introduces a topic in a manner that follows generally from the task and purpose; however the student references only one text (*he needed to make the right choice with the insurance money and the printing*). The response demonstrates a literal comprehension of the texts (*That was a chance because Justin did not know what to do*). The topic is partially developed with the use of some textual evidence (“*All of it, She told me it was all mine*” and *I should do whatever I thought was best. So I thought, What would Kim do with it. And then I knew. . . Kim always told me I ought to go to Art School*”). This response exhibits some attempt at organization, with inconsistent use of transitions (*Well, That, because, So*). This response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 9

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- ✓ explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Justin and Basil both take chances. Justin takes a chance of asking Jinsen to go to his father's art studio. Basil takes a chance by going over to Tenzie when she was crying. Justin learns that if you try to get to know a person more, it will change their mind. "Jinsen is quite a remarkable young man. And his great-aunt is just adorable—" Jinsen will probably go to the art studio with Justin if Justin's mom helps out Jinsen's aunt.

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

This response introduces a topic that follows generally from the task and purpose (*Justin and Basil both take chances*). This response demonstrates some analysis of the texts (*Justin learns that if you try to get to know a person more, it will change their mind* and *Jinsen will probably go to the art studio with Justin if Justin's mom helps out*). The topic is partially developed with the use of some textual evidence (*asking Jinsen to go to his father's art studio* and "*Jinsen is quite a remarkable young man. And his great-aunt is just adorable*"). This response exhibits some attempt at organization. The response demonstrates emerging command of conventions (*Justin takes a chance of asking Jinsen*).

## GUIDE PAPER 10

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

The "Excerpt from *Buddha Boy*" is about a boy named Justin that would like his friend to come see his father's art work. The text, "*One + One = Blue*" is about a girl named Basil gives a tour to a new girl around her house. Both Justin and Basil has a chance to learn from a certain event or conversation. In Both Stories the characters learn from the chance given to them.

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

This response introduces a topic that does not logically follow from the task and purpose (*Both Justin and Basil has a chance to learn from a certain event or conversation*). The response demonstrates little understanding of the texts. This response demonstrates an attempt to use minimal evidence (*a boy named Justin that would like his friend to come see his father's art work and a girl named Basil gives a tour to a new girl around her house*). This response exhibits little attempt at organization. The response demonstrates emerging command of conventions, with some errors (*Both Justin and Basil has and certin*).

## GUIDE PAPER 11

Additional

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Both Justin and Basil take the chances by talking to people. Justin learned that he is a remarkable young man. And Basil learned that she is lucky.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Both Justin and Basil take the chances by talking to people*). The response demonstrates little understanding of the texts. This response demonstrates an attempt to use minimal evidence (*a remakeable young man* and *she is lucky*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*take the chances*).

## GUIDE PAPER 12

51

In "Excerpt from Buddha Boy" and "Excerpt from One + One = Blue," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

Justin takes his friend home and wants him to go to his dad's art studio. "do you want to come with?" also Basil brings Tenzie to his house. "Gram took tenzie around the room." Justin learned more about his friend Jinsen and his family life. Basil learned that he doesn't want Tenzie in his life. and never did.

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

This response demonstrates little understanding of the texts (*Justin takes his friend home and wants him to go to his dad's art studio* and *Basil brings Tenzie to his house*). This response demonstrates an attempt to use minimal evidence ("do you want me to come with" and "Gram took tenzie around the room" and *Justin learned more about his friend Jinsen and his family life* and *Basil learned he doesn't want Tenzie in his life and never did*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*arount*).

## GUIDE PAPER 13

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

“Then Tenzie made a loud choking sound. She had her hand over her mouth, and her cheeks were glossy with tears.” Justin and Basil take a horridie chase.

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

This response demonstrates little understanding of the text (*Justin and Basil take a horridie chase*). This response provides evidence that is completely irrelevant. (“*Then Tenzie make a loud choking sound*”). There is no evidence of organization. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*horridie, chase*).

## GUIDE PAPER 14

Additional

51

In "Excerpt from *Buddha Boy*" and "Excerpt from *One + One = Blue*," both Justin and Basil take chances that they learn from. What chances do they each take? What do they learn about themselves through the conversations and events in each story? Use details from both stories to support your response.

In your response, be sure to

- explain what chances Justin and Basil each take
- explain what they learn about themselves through the conversations and events in each story
- use details from both stories to support your response

He's going to find his dad and asking people if they wanna stay for dinner.

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

This response demonstrates a lack of comprehension of the texts and task (*He is going to find his dad*). No evidence is provided. There is no evidence of organization. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*wanna*).