

New York NYSTP 2024 Grade 3 English Language Arts

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Name: _____



New York State Testing Program

English Language Arts Test Session 1

Grade 3

Spring 2024

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

Directions
Read this passage. Then answer questions 13 through 18.

Excerpt from *Crazy About Clouds*

by Rena Korb

1 Look up at the sky. Do you see any clouds today?

2 Look! There's one shaped like a fluffy, white bunny. A dark gray one floats by like a jellyfish.

Tiny, Floating Drops

3 Clouds look different. But they are all made of the same stuff—water.

4 Clouds form when tiny drops of water gather in the sky. Tiny chunks of ice make up clouds, too.

5 The tiny drops of water come together. They form heavier and heavier drops. Sometimes, the drops get too heavy to float.

6 *Splat!* Rain pours from the clouds. Or you might see drizzle, mist, or snow.

drizzle = light rain

mist = tiny drops of water that hang in the air

7 Clouds may look light and fluffy. But even the water in a small cloud weighs more than 500 tons. That's about as heavy as 100 elephants!

Changing Clouds

8 Watch a cloud closely. You will see it change before your very eyes.

9 Clouds can change shapes and sizes. They can look bright white or dark gray. Have you ever seen pink clouds at sunset?

10 Clouds dip and dance as the wind pushes them across the sky.

GO ON

11 Some clouds travel as fast as race cars!

12 A cloud can speed along at 100 miles per hour (160 km/h).

High Clouds, Low Clouds

13 Scientists group clouds by where they are seen in the sky. High clouds sail with the jumbo jets. Birds fly through low clouds.

jumbo = very large

14 Other clouds float in the middle, and some move up and down.

15 Have you ever walked by a lake on a cool morning? The fog can be very thick. You can barely see the road ahead of you!

16 Fog is actually a cloud that creeps along the ground.

creeps = moves slowly

17 Cool weather can bring fog. As the day warms up, fog clears away.

Types of Clouds

18 Scientists also group clouds by how they look. Let's explore a few clouds.

19 Stratus clouds look like a gray blanket over the sky. They often gather in cool weather. These clouds mean rain may soon be falling.

20 Have you ever seen bright cotton balls in the sky? These are cumulus clouds.

21 They mostly drift along on a fine, sunny day.

22 Very high above your head float cirrus clouds. Their long tails curve through the sky.

23 When you see these clouds, the weather might soon change.

24 Run for cover!

25 Dark cumulonimbus clouds are gathering. These clouds cause powerful storms.

26 Cumulonimbus clouds usually only stay in the sky for about an hour. As they break open, they can let out millions of buckets of water.

Study the Clouds

27 Will it rain? Is a snowstorm coming? Clouds give clues about what the weather will be like.

28 Scientists study clouds to tell what kind of day you'll have tomorrow.

29 Cloudy days are usually cooler than clear days. But cloudy nights are a little bit warmer than clear nights.

30 You can study the clouds, too. What types of clouds do you see? Can you guess the weather ahead?

31 No matter what, you are sure to find many wonderful shapes drifting in the sky.

Cloud Type	What It Looks Like	Fun Fact	Height in Sky
Stratus	Layers and sheets	May cover the sky and block out the sun and moon	Low
Cumulus	Puffy and white	May appear alone or in a group	High or low
Cirrus	Thin and feathery	Made up completely of tiny pieces of ice	High
Cumulonimbus	Tall and gray	Bring bad storms—even tornadoes	High or low

GO ON

- 13** The phrase “change before your very eyes” in paragraph 8 suggests that clouds
- A** can only be seen up close
 - B** can look strange to others
 - C** can make it difficult for you to see
 - D** can become different while you watch
- 14** What claim does the author make about cumulus clouds?
- A** They look like bright cotton balls in the sky.
 - B** They form only when it is windy for many hours.
 - C** They show that the weather might soon change.
 - D** They look pink when they form at sunset.
- 15** In which section of the passage can the reader find information about how clouds are made?
- A** “Tiny, Floating Drops”
 - B** “Changing Clouds”
 - C** “Types of Clouds”
 - D** “Study the Clouds”

- 16 Which sentence from the passage shows a cause-and-effect relationship?
- A “Clouds can change shapes and sizes.” (paragraph 9)
 - B “Other clouds float in the middle, and some move up and down.” (paragraph 14)
 - C “As the day warms up, fog clears away.” (paragraph 17)
 - D “Scientists study clouds to tell what kind of day you’ll have tomorrow.” (paragraph 28)
- 17 Which detail **best** shows how the author feels about clouds?
- A “Some clouds travel as fast as race cars!” (paragraph 11)
 - B “You can barely see the road ahead of you!” (paragraph 15)
 - C “. . . cloudy nights are a little bit warmer than clear . . .” (paragraph 29)
 - D “. . . you are sure to find many wonderful shapes . . .” (paragraph 31)
- 18 Which detail would be **most** important to include in a summary of the passage?
- A Some clouds can look like shapes of animals.
 - B Clouds form when drops of water come together.
 - C Clouds can appear on warm days and on cool days.
 - D Birds fly through clouds that are low in the sky.

Directions

Read this story. Then answer questions 19 through 25.

Lighthouses were once lit by gas. A gas lighthouse on the Hudson River closed and later became a park after the George Washington Bridge was built.

Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*

by Hildegard H. Swift and Lynd Ward

- 1 Once upon a time a little lighthouse was built on a sharp point of the shore by the Hudson River. . . .
- 2 Behind it lay New York City where the people lived.
- 3 Before it sailed the boats on which the people rode. Up and down, up and down, sailed the boats. On and on and on rolled the river. All the way from Lake Tear of the Clouds, high up in the mountains, came the Hudson River. It rolled down the mountains. It rolled and rolled and rolled. It rolled past Albany. It rolled past New York. And it went on forever looking for the sea.
- 4 Now the boats on the river talked to the little red lighthouse as they passed.
- 5 “Hoot, hoot, hoot! How are you?” said the big steamer, with its deep, throaty whistle. . . .
- 6 By day the little red lighthouse did not answer. . . .
- 7 But every night, just at fall of dark, a man came to tend the little red lighthouse. He took out his jingling keys. He unlocked the small red door in its side. He climbed its steep and winding stairs, up, up, up, to the very top. He took off the thick white cap that let it sleep by day. He turned on the gas with a funny small black key.
- 8 Up, up, up, flowed the gas from the six red tanks below.

GO ON

9 Then the little red lighthouse spoke out plainly. Flash! Flash! Flash! . . .

10 It felt big and useful and important. What would the boats do without
me? it thought.

11 It felt VERY, VERY PROUD.

12 The boats saw the light and were safe. The boats saw it, and they kept to
the channel. The boats were grateful to the little red lighthouse. . . .

channel = deepest part of a river or harbor

13 Why, I am MASTER OF THE RIVER, it thought.

14 Then one day a gang of workmen came and began to dig. . . .

15 Every day it watched the strange new gray thing beside it grow and
grow. Huge towers seemed to touch the sky. Strong loops of steel swept
across the river. How big it was! How wonderful! How powerful! A great
gray bridge, spanning the Hudson River from shore to shore. It made the
little red lighthouse feel very, very small.

spanning = going across

16 Then one night a great beam of light flashed from the top of the nearest
gray tower. . . .

17 Now I am needed no longer, thought the little red lighthouse. My light
is so little and this one so big! . . .

18 Then in the middle of the night there came a storm. The wind moaned.
The waves beat against the shore. . . .

19 Then the great gray bridge called to the little red lighthouse: "Little
brother, where is your light?"

GO ON

20 “Am I a brother of yours, bridge?” wondered the lighthouse. “Your light
was so bright that I thought mine was not needed anymore.”

21 “I call to the airplanes,” cried the bridge. “I flash to the ships of the air.
But you are still master of the river. Quick, let your light shine again. Each to
his own place, little brother!”

22 So the little red lighthouse tried to shine once more, but though it tried
and tried and tried, it could not turn itself on. . . .

23 But at last it heard the door opening far below. At last it heard steps
rushing up the stairs. . . .

24 Now the little red lighthouse knew that it was needed. . . .

25 It sent a long, bright, flashing ray out into the night. . . .

26 And now beside the great beacon of the bridge, the small beam of the
lighthouse still flashes.

beacon = guiding light

27 Beside the towering gray bridge the lighthouse still bravely stands.
Though it knows now that it is little, it is still VERY, VERY PROUD.

- 19 Which event would be **most** important to include in a summary of the story?
- A A man takes care of the lighthouse and uses a small key to start its light.
 - B A boat greets the lighthouse in the day but the lighthouse does not answer.
 - C A terrible storm comes in the night and the bridge reminds the lighthouse why it is needed.
 - D A group of workers come to the Hudson River and begin digging and building along the shore.

- 20 How are the details in paragraphs 1 through 6 important to the story?
- A The paragraphs explain the main problem to be solved in the story.
 - B The paragraphs introduce the setting and the main character of the story.
 - C The paragraphs show why later events will come to happen in the story.
 - D The paragraphs hint at how the characters will change over time in the story.

- 21 How does the building of the great gray bridge affect the little red lighthouse?
- A The bridge makes the lighthouse feel like it is not useful anymore.
 - B The bridge makes the lighthouse feel happy to have help with its job.
 - C The bridge shows the lighthouse new ways to help the people of the city.
 - D The bridge blocks out the light of the lighthouse so it is not seen by boats.

GO ON

22 The great gray bridge believes that the little red lighthouse

- A** can help it send lights into the air
- B** should be moved to a different place
- C** is too small to be helpful in an emergency
- D** must continue to do its job for the boats

23 Lighthouses are important because they guide boats. They can help keep boats safe when weather is bad or water is dangerous. Which detail **best** shows how this idea connects to the events in the story?

- A** “All the way from Lake Tear of the Clouds, high up in the mountains, came the Hudson River.” (paragraph 3)
- B** “Now the boats on the river talked to the little red lighthouse as they passed.” (paragraph 4)
- C** “He took off the thick white cap that let it sleep by day. He turned on the gas with a funny small black key.” (paragraph 7)
- D** “The boats saw the light and were safe. The boats saw it, and they kept to the channel.” (paragraph 12)

24 This question is worth 2 credits.

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

25 This question is worth 2 credits.

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some ideas to help you do your best:

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

When you write your answers

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

Directions
Read this story. Then answer questions 26 through 31.

Molly is in the apple orchard picking apples with her dad.

Excerpt from *Apple Day*

by Kimberly Long Cockroft

1 Sunlight filters through the branches, dappling Molly’s hands as she
twists each stem. She is careful to pick only the best apples. Every year, her
family’s applesauce is the best in Montana—well, almost the best. Last year,
their jar of special McIntosh applesauce won the red ribbon at the state fair.

2 There’s just something missing from our sauce, Molly muses as she
picks. If only they could figure out what it is, they might win the blue ribbon
this year. Molly strains for an apple just out of reach and—CRASH—
tumbles, dizzy, to the ground. It feels like a bobcat has wrapped his paws
around her legs.

3 But it’s not a bobcat. It’s Sam, her messy little cousin who lives next
door.

4 “Molly, I came to pick apples, too!” He waves an old, battered purse
above his head.

5 Sam’s mom waves from the edge of the orchard, her hair still in curlers.
Dad waves back and calls, “We’ll watch him this morning!” . . .

6 “Go pick apples over there,” Molly snaps. She points to an ancient,
twisted apple tree. Nobody knows what kinds of apples it grows, but they are
tiny and too tart to eat.

7 Sam doesn’t care. He fills his mom’s old purse with them, then stuffs his
raincoat pockets full, too. . . .

8 Then Dad calls, “Time to sauce!”

9 Sam lifts up his bulging purse. “I picked a bunch!”

10 Molly sighs. She hopes Sam will stay out of the way.

GO ON

- 11 At home, Dad cinches the iron clamps of the applesauce mill to the table while Molly rinses the apples.
- 12 “They’re beauties,” Mom says, and Molly smiles with pride. Then into the big pot on the stove they go.
- 13 Suddenly, before she can stop him, Sam shakes the purse of tiny, sour apples into the pot, too.
- 14 “No!” Molly cries, reaching into the pot to pull out Sam’s apples.
- 15 “It’s OK,” Dad chuckles. “I know a secret about good applesauce.” . . .
- 16 Molly isn’t so sure.
- 17 While the apples soften in the pot, filling the kitchen with sweet steam, Sam bangs on the empty bowl with a spoon and belts out a song about Apple Day. . . .
- 18 Molly and Dad take turns cranking the handle, smashing the apples into sauce. Sam tries, too, but it is too hard for him. The sauce slips down into the bowl, golden and smooth. A pile of seeds and skin slip out the back of the mill, and Molly empties them onto the compost heap, a treat for the bees.

compost heap = a pile of food and plant waste

- 19 Finally, all the apples, even Sam’s tiny tart ones, have been made into a huge bowl of applesauce. Dad holds a spoon to Molly’s lips.
- 20 Molly screws up her mouth. She sticks out her tongue to taste just a little. Then she gobbles the whole bite. “Wow!”
- 21 Dad’s eyes twinkle. “The secret to really good sauce is making it from different kinds of apples.” He ruffles Sam’s hair. “We may even have a chance at that blue ribbon this year.”

- 22 “Who would have known that you had the missing ingredient?” Molly
asks her cousin.
- 23 Sam grins, licking sauce from his fingers. “I love Apple Day!”
- 24 Molly smiles. “Me, too, Sam.”

GO ON

- 26 Which sentence **best** shows a theme of the story?
- A Goals can be reached through hard work.
 - B Good things happen to people who tell the truth.
 - C Trusting what others do can be rewarding.
 - D The happiest moments in life are those spent with family.

- 27 What does the word “muses” mean as it is used in paragraph 2?
- A feels strange
 - B becomes amazed
 - C thinks deeply
 - D feels upset

- 28 In paragraph 3 of the story, whose thoughts are being shown?
- A Sam’s
 - B Molly’s
 - C Dad’s
 - D Mom’s

29

Read these sentences from paragraph 20.

Molly screws up her mouth. She sticks out her tongue to taste just a little.

Which sentence **best** explains why Molly acts this way?

- A She is certain that the applesauce will win the blue ribbon.
- B She thinks that the applesauce will taste bad.
- C She is angry at Sam for putting his apples in the applesauce.
- D She wants to try the applesauce before Sam tries it.

30

Which quote from the story **best** shows that Molly has learned a lesson?

- A “Molly sighs. She hopes Sam will stay out of the way.” (paragraph 10)
- B “‘They’re beauties,’ Mom says, and Molly smiles with pride.” (paragraph 12)
- C “Then she gobbles the whole bite. ‘Wow!’ ” (paragraph 20)
- D “We may even have a chance at that blue ribbon this year.” (paragraph 21)

31

Which sentence **best** shows how Molly’s feelings about Sam change in the story?

- A “It’s Sam, her messy little cousin who lives next door.” (paragraph 3)
- B “‘Go pick apples over there,’ Molly snaps.” (paragraph 6)
- C “‘No!’ Molly cries, reaching into the pot to pull out Sam’s apples.” (paragraph 14)
- D “Who would have known that you had the missing ingredient?” (paragraph 22)

GO ON

Directions
Read this passage. Then answer questions 32 through 34.

Excerpt from *Hide with the Ladybugs*

by Karen Latchana Kenney

Lovely Ladybug

1 *Crawl, crawl, crawl.* A ladybug looks like a colorful, crawling bump. From the side, it's shaped like half a pea. Then it opens its wings. It's gone in a second.

2 More than 5,000 kinds of ladybugs crawl and fly around Earth. Ladybugs gather in gardens and forests. They live almost everywhere except for very cold places.

3 Ladybugs are a kind of beetle. Even males are called ladybugs! Ladybugs are also called lady beetles or ladybird beetles.

Growing Ladybugs

4 In the spring, a female ladybug crawls on the underside of a leaf. She is looking for a safe place to lay eggs. Here, the eggs will be safe from hungry birds or insects flying above.

5 The mother ladybug lays her eggs. Then she flies away. The tiny, yellow eggs look like shiny jellybeans. A mother ladybug doesn't just lay her eggs anywhere. She chooses a place with lots of tiny bugs called aphids. When the eggs hatch, her young will have plenty to eat.

6 A few days later, larvae hatch from the eggs. These tiny creatures have legs but no wings. They are very hungry! They hunt for aphids. A larva can eat 400 aphids before it is three weeks old!

creatures = animals

7 The larvae are growing quickly. To grow, a larva breaks out of its old skin. Underneath it has new, bigger skin. This is called molting.

GO ON

- 8 Next, a larva finds a safe place and attaches to a leaf. A hard cover surrounds the larva. It becomes a pupa. Inside the cover, the pupa grows and changes. . . .

attaches to = joins itself with

- 9 After a few days, an adult ladybug climbs out of the hard casing. Its body is soft and pale. It does not have spots.
- 10 The ladybug's skin soon hardens into a shell. This shell protects the ladybug. Some ladybugs slowly turn red. Their black spots appear.
- 11 Ladybugs can be orange, yellow, pink, or black. Some have spots. Some are spotless, and some have stripes.

Flying and Feeling

- 12 Soon, ladybugs are flying. Each one has two sets of wings. Unlike other insects, beetles have elytra. The elytra are hard, front wings. They cover a pair of thin, see-through back wings.
- 13 To fly, the ladybug opens its front wings. Then the thin wings flutter. They lift the ladybug into the air.

flutter = move quickly

- 14 The two elytra are a mirror image of each other. They have the exact same color and spots.
- 15 Ladybugs cannot see faraway things well. How do they find food?
- 16 A ladybug uses its two antennae to explore its world. Like wands, they wave in all directions. They can feel, smell, and taste.

GO ON

Helpful Bugs

- 17 Ladybugs eat aphids or scale bugs. These tiny creatures are pests. They harm crops. That's why farmers and gardeners love to see ladybugs crawling around. More ladybugs means fewer pests. An adult ladybug can eat 75 aphids a day! A few kinds of ladybugs eat plant parts. Some eat pollen, the sticky dust on flowers.

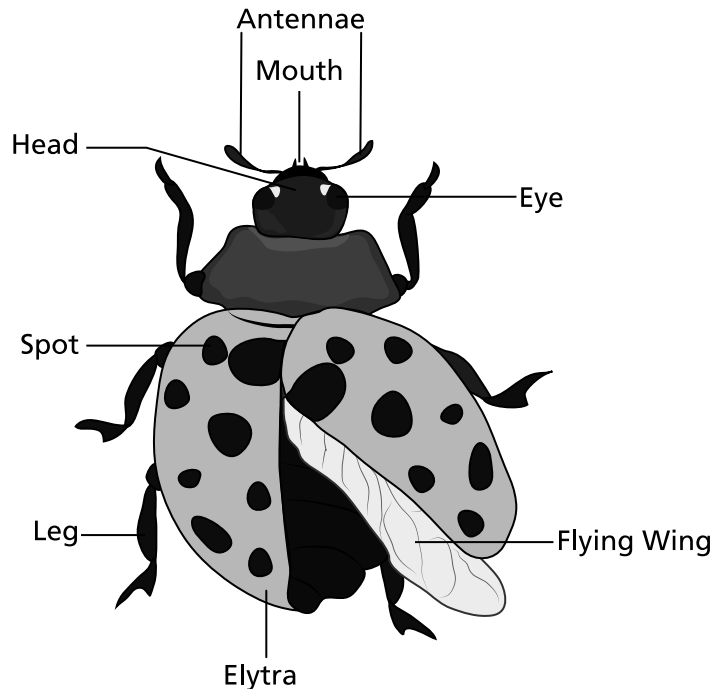
Staying Safe

- 18 The air has a chill. Winter is coming. Ladybugs find a dry place away from the wind. It can be in a house or in a dead tree. Sometimes, they form large groups.
- 19 The ladybugs stay there through winter. They do not eat anything. They could stay like this for nine months.

New Lives

- 20 When the air is warm again, the ladybugs go back outside. They fly around the garden. They hunt for aphids. The females lay eggs. New ladybugs begin their lives.

A Ladybug's Body



32

This question is worth 2 credits.

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

GO ON

33

This question is worth 2 credits.

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

GO ON

34

This question is worth 2 credits.

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2024 English Language Arts Tests Map to the Standards
Grade 3

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
13	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.4	Reading	0.65		
14	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.8	Reading	0.6		
15	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.5	Reading	0.62		
16	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.4		
17	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.6	Reading	0.55		
18	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.51		
19	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.48		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.5	Reading	0.42		
21	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.53		
22	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.8	Reading	0.54		
23	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.9	Reading	0.56		
24	Constructed Response		2	NGLS.ELA.Content.NY-3.R.2	Writing to Sources		0.96	0.48
25	Constructed Response		2	NGLS.ELA.Content.NY-3.R.3	Writing to Sources		1.03	0.51
Session 2								
26	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.38		
27	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.4	Reading	0.56		
28	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.6	Reading	0.65		
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.57		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.43		
31	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.56		
32	Constructed Response		2	NGLS.ELA.Content.NY-3.R.3	Writing to Sources		1.24	0.62
33	Constructed Response		2	NGLS.ELA.Content.NY-3.R.9	Writing to Sources		1	0.5
34	Constructed Response		2	NGLS.ELA.Content.NY-3.R.7	Writing to Sources		1.01	0.51

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

2-Credit Constructed-Response Rubric

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

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

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

EXEMPLARY RESPONSE

24

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

The theme that is best supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*” is that newer and bigger does not always mean better. The little lighthouse thought he was not needed because of the new bridge, “Now I am needed no longer, . . . My light is so little and this one so big!” But during the storm, the bridge calls to the little lighthouse to ask for help, as it is only able to help planes. “I flash to the ships of the air. But you are still master of the river. . . Each to his own place, little brother!” This showed the little lighthouse that the new great gray bridge was not replacing him, as it could not protect the river better than the little lighthouse.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

24

What theme is **best** supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*"? Use **two** details from the story to support your response. [2]

The ~~best~~ supported theme by paragraphs 17 through 25 is believing in yourself. One detail is in paragraph 17 it says "I am no longer needed because my light is so little and this ones so big!" This shows that the little red light house feels sad and doesn't feel like he can do anything. Another detail is in paragraph 24 it says "Now the little red lighthouse was needed." This shows that the light house was brave and needed. the light house felt

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*" (believing in yourself). The response provides evidence of analysis (*This shows that the little red light house feels sad and doesn't feel like he can do anything and the lighthouse felt brave and needed*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I am no longer needed because My light is So little and this ones So big!" and "Now the little red lighthouse was needed."). This response includes complete sentences where errors do not impact readability.

24

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

A theme that is best supported by paragraphs 17 through 25 of excerpt from the little red lighthouse and the great gray bridge

is that no Matter how small or weak you seem you still have a purpose. Because in the story The great gray Bridge says "each to it's own place little brother. also in the story it also says beside the Towering gray Bridge the Lighthouse stilll bravely stands. Though it knows That it is now little, It is still Very, Very Proud.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*” (*no Matter how small or weak you seem you still have a purpose*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*each to it's own place little brother and beside the Towering gray Bridge the Lighthouse stilll bravely stands. Though it knows That it is now little, It is still Very, Very Proud*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

24

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

Do not think you are not needed because in paragraph 17 through 25 the lighthouse thinks he is not needed but the bridge thinks he is needed because in paragraph 21 he wants the lighthouse to shine it's light more.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*” (*Do not think you are not needed*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the lighthouse thinks he is not needed and the bridge thinks he is needed because [...] he wants the lighthouse to shine it's light more*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

24

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

The theme best supported by paragraph 17-25 is everybody is needed. One reason is because the great gray bridge and the little red lighthouse each have something important to do. Another reason is the little red lighthouse is needed for the river even though its beacon is smaller than the great gray bridges beacon. That's the theme that's best supported by paragraphs 17-25.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*” (*everybody is needed*); however, the response only provides one relevant detail from the text for support (*the little red lighthouse is needed for the river even though its beacon is smaller than the great gray bridges beacon*). This response includes complete sentences where errors do not impact readability.

What theme is ^{the} best supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*"? Use two details from the story to support your response. [2]

The best supported theme though paragraphs 17-25.
 The best theme is lights because the whole
 time the tells about lights. In paragraph
 17 it says "My light is so little
 and this one is so big!" And in paragraph
 25 it says "It sent a long bright
 flashing ray out into the light."

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("My light is so little and this one is so big." and "It sent a long bright flashing ray out into the light"); however, the response does not provide a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

24

What theme is **best** supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*"? Use **two** details from the story to support your response. [2]

The theme is sadness because they
say... "Your light is so bright that I
thought that mine was not needed
anymore"

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support ("*Your light is so bright that I thought that mine was not needed anymore*"). The response does not provide a valid inference from the text that identifies the theme best supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*." This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

24

What theme is **best** supported by paragraphs 17 through 25 of "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*"? Use **two** details from the story to support your response. [2]

thar was a craze storm
the wind moaned then
the great gra

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*thar was a Craze Storm the wind moaned then the great gra*).

24

What theme is **best** supported by paragraphs 17 through 25 of “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*”? Use **two** details from the story to support your response.

the best theme was aboute the little red light house
and the the great gray bridge

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the best theme was aboute the little red light house and the the great gray bridge*).

EXEMPLARY RESPONSE

25

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

Possible Exemplary Response:

The little red lighthouse feels proud in “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” because it has an important job, protecting the boats when no one else can. At first it is because, “The boats saw the light and were safe. The boats saw it, and they kept to the channel. The boats were grateful to the little red lighthouse.” While the lighthouse doubted itself when the bridge was built, it became proud again after the storm because the bridge could not protect the boats on the river. “I flash to the ships of the air. But you are still master of the river. Quick, let your light shine again.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

25

In "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*," why does the little red lighthouse feel proud? Use two details from the story to support your response. [2]

The Little Red Lighthouse feels proud because it can keep everyone safe. For example in paragraph 10 it states "It felt big and useful and important. What will the boats do without me? it thought." This shows that the Little Red Lighthouse can keep everyone safe. Also in paragraph 13 it states "Why I AM MASTER OF THE RIVER it thought." This shows that the Little Red Lighthouse can help a lot of people.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the little red lighthouse feels proud in "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*" (because it can keep everyone safe). The response provides evidence of analysis (This shows that The Little Red Lighthouse can help a lot of people). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("It felt big and useful and important. What will the boats do without me? it thought." and "Why I am MASTER OF THE RIVER it thought."). This response includes complete sentences where errors do not impact readability.

25

In "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*," why does the little red lighthouse feel proud? Use **two** details from the story to support your response. [2]

The little red light house feels proud because the boats would not be able to go anywhere. It states, in paragraph one, it says "What would the boats do without me it thought." Another detail is in paragraph 10 again, it states, "It felt big and useful and important." Those are details how the little red lighthouse feels proud.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the little red lighthouse feels proud in "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*" (because the boats would not be able to go anywhere). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("What would the boats do without me it thought." and "It felt big and useful and important."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

In "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*," why does the little red lighthouse feel proud? Use two details from the story to support your response. [2]

because they use protect
the boats. "What would the
boats withuot me" "I am
Master of the river"

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the little red lighthouse feels proud in "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*" (*because they protect the bots*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*what would the boats withuot me*" and "*I am MasterOf the river*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

The little red light house feels proud because even though there is a Great Gray Bridge the light house is still usefull. Another reason why the lighthouse feels proud is because when the Great Gray Bridge told the lighthouse that they needed him that made the little very proud.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the little red lighthouse feels proud in “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*” (*because even though there is a Great Gray Bridge the light house is still usefull*); however, the response only provides one relevant detail from the text for support (*the Great Gray Bridge told the lighthouse that they needed him*). This response includes complete sentences where errors do not impact readability.

25

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

the little red lighthouse feels proud because it said to itself what would the boats do without me? it thought. the boats saw the light and were safe.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*what would the boats do without me? it thought* and *the boats saw the light and were safe*); however, the response does not provide a valid inference from the text to explain why the little red lighthouse feels proud in “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

25

In "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*," why does the little red lighthouse feel proud? Use **two** details from the story to support your response. [2]

the boats saw the light and
were safe the boats saw it

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*the boats saw the light and were safe*). The response does not provide a valid inference from the text to explain why the little red lighthouse feels proud in "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*." This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

25

In “Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*,” why does the little red lighthouse feel proud? Use **two** details from the story to support your response.

the little red lighthouse fella like he is not important when the great gray bridge is built.

then one windy stormy night the the bridge said to the light house little brother shine your light I can't said the little red light house the bridge said yes you can so the light house tried and tried and he couldn't.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the little red lighthouse fella like he is not important when the great gray bridge is built. then one windy stormy night the the bridge said to the light house little brother shine your light I can't said the little red light house the bridge said yes you can so the light house tried and tried and he couldn't*).

25

In "Excerpt from *The Little Red Lighthouse and the Great Gray Bridge*," why does the little red lighthouse feel proud? Use two details from the story to support your response. [2]

The Little Red Lighthouse and the Great Gray Bridge feel proud.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The Little Red Lighthouse and the Great Gray Bridge feel proud*).

EXEMPLARY RESPONSE

32

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

Possible Exemplary Response:

In “Excerpt from *Hide with the Ladybugs*,” paragraph 5 connects to paragraph 6 by talking about where a ladybug will lay her eggs, and paragraph 6 gives information about the eggs hatching and surviving because of where they are. Paragraph 5 says, “She chooses a place with lots of tiny bugs called aphids. When the eggs hatch, her young will have plenty to eat.” Paragraph 6 says, “They are very hungry! They hunt for aphids. A larva can eat 400 aphids before it is three weeks old!” This shows how the ladybug knows that she needs to lay her eggs in a place with lots of food, which connects the paragraphs as the young will eat a lot.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

32

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

Paragraph 5 connects to paragraph 6 because it describes how a mother ladybug gets ready for the larvae. in paragraph 5 it says "she chooses a place with lots of tiny bugs called aphids. when the eggs hatch, her young will have plenty to eat". In paragraph 6 it says" a few days later, Larvae hatch from the egg.They are very hungry". so this shows how a mother ladybug prepare for her larvae and it would be easy to find their food.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in “Excerpt from *Hide with the Ladybugs*” (*it describes how a mother ladybug gets ready for the larvae*). The response provides evidence of analysis (*it would be easy to find their food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*she chooses a place with lots of tiny bugs called aphids. when the eggs hatch, her young will have plenty to eat*” and “*a few days later, Larvae hatch from the egg.They are very hungry*”). This response includes complete sentences where errors do not impact readability.

32

In "Excerpt from *Hide with the Ladybugs*," how does paragraph 5 connect to paragraph 6? Use two details from the passage to support your response. [2]

Paragraph 5 connects to paragraph 6, because it's about their ~~born~~ ~~in any spots where~~ there is aphids and eat it. According to the text, when the eggs hatch, her young will have plenty to eat. Another example from the text is larva can eat 400 aphids before it is three weeks old.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in "Excerpt from *Hide with the Ladybugs*" (because it's about ~~ther~~ born in a spot where there is aphids and eat it). The response provides a sufficient number of concrete details from the text for support as required by the prompt (when the eggs hatch, her young will have plenty to eat and larva can eat 400 aphids before it is three weeks old). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

32

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

They are alike because in both paragraphs theres a life cicle in paragraph five there is egg in paragraph six there is larve thats how there alike.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in “Excerpt from *Hide with the Ladybugs*” (*because in both paragraphs theres a life cicle*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*there is egg* and *there is larve*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

32

~~XXXX~~

In "Excerpt from *Hide with the Ladybugs*," how does paragraph 5 connect to paragraph 6? Use two details from the passage to support your response. [2]

How Paragraph 5 and Paragraph 6 connect is because they both talk about eggs hatching and they both also talk about aphids so when the young hatches it has plenty to eat.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in "Excerpt from *Hide with the Ladybugs*" (Because they Both talk about eggs hatching and they Both also talk about aphids); however, the response only provides one concrete detail from the text for support (when the young hatches it has Plenty to eat). This response includes a complete sentence where errors do not impact readability.

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

A paragraph 5 connects to paragraph 6 she chooses a place with a lot of tiny bugs called aphids.

D One reason is that hunt for aphids.

D Another reason is a few days later larvae hatch from the eggs.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*she chooses a place with a lot of tiny bugs called aphids; that hunt for aphids; a few days later larvae hatch from the eggs*); however, the response does not provide a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in “Excerpt from *Hide with the Ladybugs*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

32

In "Excerpt from *Hide with the Ladybugs*," how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response. [2]

It opens its wings. I gone more
than 5,000. They hunt for aphids
A larvacan eat 400 aphids before it is
teer weeks old.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*They hunt for aphids A larvacan eat 400 aphids before it is teer weeks old*). The response does not provide a valid inference from the text to explain how paragraph 5 connects to paragraph 6 in "Excerpt from *Hide with the Ladybugs*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

32

In “Excerpt from *Hide with the Ladybugs*,” how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response.

a larva sheds its skin nwo efre munth. and a larva stas in thar nest frum predrs

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*a larva sheds its skin nwo efre munth. and a larva stas in thar nest frum predrs*).

32

In "Excerpt from *Hide with the Ladybugs*," how does paragraph 5 connect to paragraph 6? Use **two** details from the passage to support your response. [2]

thay or the sam bekus. it toks
ubot/lady bug.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*thay or the sam bekus. it toks ubot lady bug*).

EXEMPLARY RESPONSE

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

Possible Exemplary Response:

“Excerpt from *Hide with the Ladybugs*” develops the idea that cold can be dangerous for animals, so they need to find ways to stay safe from bad weather by explaining what different things ladybugs do to stay safe when it gets cold. When it gets cold the passage tells us that “Ladybugs find a dry place away from the wind.” It also explains that a ladybug will hibernate for up to nine months to avoid the cold. “The ladybugs stay there through winter. They do not eat anything.” They only come back out when it is warm and safe to go back outside.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

"Excerpt from hide with the ladybugs" develops the idea of the cold being dangerous to wildlife because the sentence "Ladybugs find a dry place away from the wind." tells us that the winds can be harmful and the paragraph "The ladybugs stay there through winter. They do not eat anything. They could stay like this for nine whole months." tells us that it is to dangerous to even go out to eat.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the text to explain how “Excerpt from *Hide with the Ladybugs*” develops the idea that animals find ways to stay safe in bad weather (*tells us that the winds can be harmful and tells us that it is to dangerous to even go out to eat*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Ladybugs find a dry place away from the wind.*” and “*The ladybugs stay there through winter. They do not eat anything. They could stay like this for nine whole months.*”). This response includes complete sentences where errors do not impact readability.

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does "Excerpt from *Hide with the Ladybugs*" develop this idea? Use **two** details from the passage to support your response. [2]

"Excerpt from *Hide with the Ladybugs* develop this idea by telling us how ladybugs survive in the winter. For example in paragraph 18 it says "Ladybugs find a dry place away from the wind. Also in paragraph 18 it says "They do not eat anything."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how "Excerpt from *Hide with the Ladybugs*" develops the idea that animals find ways to stay safe in bad weather (*by telling us how ladybugs survive in the winter*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Ladybugs find a dry place away from the wind* and "*They do not eat anything*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

It developes this idea because in the paragraph, "Staying safe" it talks about where a ladybug might go when there is bad weather such as in a house or a dead tree and they might form a group.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how “Excerpt from *Hide with the Ladybugs*” develops the idea that animals find ways to stay safe in bad weather (*it talks about where a ladybug might go when there is bad weather*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*in a house or a dead tree and they might form a group*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

They develop this idea by looking at what ladybugs do in winter in chapter 18 it said winter is coming ladybugs find a dry place away from the wind so they don't freeze

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how “Excerpt from *Hide with the Ladybugs*” develops the idea that animals find ways to stay safe in bad weather (*by looking at what ladybugs do in winter*); however, the response only provides one concrete detail from the text for support (*winter is coming ladybugs find a dry place away from the wind*). This response includes a complete sentence where errors do not impact readability.

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response. [2]

i think Hide with lady bug matches
with find ways to stay safe in
bad weather by that they are both explaining
that a Ladybug is hideing. Another reason
is they both make sense of the
word shelter

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how “Excerpt from *Hide with the Ladybugs*” develops the idea that animals find ways to stay safe in bad weather (*they are both explaining that a Ladybug is hideing*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

They olmost go everywhere exept cold places, more than 5,00 kinds of ladybugs crawl and fly around earth

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*They olmost go everywhere exept cold places*). The response does not provide a valid inference from the text to explain how “Excerpt from *Hide with the Ladybugs*” develops the idea that animals find ways to stay safe in bad weather. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does “Excerpt from *Hide with the Ladybugs*” develop this idea? Use **two** details from the passage to support your response.

They have a hard shell to help them and they don't for 9 months.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*They have a hard shell to help them and they don't for 9 months*).

33

The cold can be dangerous for animals, so they find ways to stay safe in bad weather. How does "Excerpt from *Hide with the Ladybugs*" develop this idea? Use **two** details from the passage to support your response. [2]

Ladybugs cant stay safe in the
cold weathers becaus is to cold
and no food.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Ladybugs cant stay safe in the cold weathers becaus is to cold and no food*).

EXEMPLARY RESPONSE

34

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

Possible Exemplary Response:

The diagram “A Ladybug’s Body” helps the reader understand the different parts of a ladybug, like where each part is and what they look like. The passage talks about the antennae, the elytra, and what their shells might look like if they have spots, which are all things the diagram shows. The antennae are at the front of the head and the passage says, “uses its two antennae to explore its world.” The elytra are the front wings that are covered in spots. It also says, “The two elytra are a mirror image of each other. They have the exact same . . . spots.” The diagram shows how the elytra, when open, show the flying wings so that we can see that they are hidden underneath.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

34

How does the diagram "A Ladybug's Body" better help the reader's understanding of the passage? Use **two** details from the passage to support your response. [2]

The photo can help by showing where every thing in the body is because in the passage it says each one has 2 sets of wings and the photo shows where the 2 sets of wing are. Here's another detail of example it says they have see-thru wings and the photo shows where the wings are located.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the diagram "A Ladybug's Body" helps the reader's understanding of the passage (*by showing where every thing in the body is*). The response provides evidence of analysis (*the photo shows where the 2 sets of wing are and shows where the wings are located*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*each one has 2 sets of wings and see-thru wings*). This response includes complete sentences where errors do not impact readability.

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

In the story "Excerpt from Hide with the Ladybugs" the diagram is helpful. This diagram helps me understand the different body parts of a ladybug. I think this because in the story it says, "A ladybug uses its two antennae to explore its world. Like wands, they wave in all directions. They can feel, smell, and taste." Another detail from the story is, "Soon, ladybugs are flying. Each one has two sets of wings. Unlike other insects, beetles have elytra. The elytra are hard, front wings. They cover a pair of thin, see-through back wings." The diagram shows all these things.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the diagram “A Ladybug’s Body” helps the reader’s understanding of the passage (*helps me understand the different body parts of a ladybug [...] The diagram shows all these things*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*A ladybug uses its two antennae to explore its world. Like wands, they wave in all directions. They can feel, smell, and taste.*” and “*Soon, ladybugs are flying. Each one has two sets of wings. Unlike other insects, beetles have elytra. The elytra are hard, front wings. They cover a pair of thin, see-through back wings.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

34

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

The Ladybug diagram helps people understand because it shows where the different parts are so people aren't confused where the parts are. One detail is to fly they open their front wings then they flutter into thin air. Another detail is each has two sets of wings unlike other insects beetles have elytra.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the diagram “A Ladybug’s Body” helps the reader’s understanding of the passage (*it shows where the different parts are so people aren't confused where the parts are*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*to fly they open their front wings and each has two sets of wings unlike other insects beetles have elytra*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

34

How does the diagram "A Ladybug's Body" better help the reader's understanding of the passage? Use two details from the passage to support your response. [2]

C I think A Lady bug's body
help's the reader by leting
the reader look at a lady bug
E For example is says "an alyra
is dry hard wings."
E From the text I know that
not all lady bugs have spots.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the diagram "A Ladybug's Body" helps the reader's understanding of the passage (*by leting the reader look at a ladybug*); however, the response only provides one relevant detail from the text for support ("*an alyra are hard wings*"). This response includes complete sentences where errors do not impact readability.

34

How does the diagram "A Ladybug's Body" better help the reader's understanding of the passage? Use **two** details from the passage to support your response. [2]

The diagram on pg. 4 help readers by giving them a visual context. The written text does not give all the body parts, so they make a picture one.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the diagram "A Ladybug's Body" helps the reader's understanding of the passage (*by giving them a visual context*); however, the response does not provide relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

34

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

The story tells me what ladybugs do in the seasons and eat when they hatch from the larva. A ladybug has a antennae that can feel, smell, and taste food in the air from different directions.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*A ladybug has a antennae that can feel, smell, and taste food in the air from different directions*). The response does not provide a valid inference from the text to explain how the diagram “A Ladybug’s Body” helps the reader’s understanding of the passage. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

34

How does the diagram "A Ladybug's Body" better help the reader's understanding of the passage? Use **two** details from the passage to support your response. [2]

A "Ladybug's Body" Better help the readers understanding More than 5,000 kind of ladybugs (crawl and fly around the Earth. a few days later larva hatch her. young will have plenty to eat.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*A "Ladybug's Body" Better help the readers understanding More than 5,000 kind of Ladybug's Crawl and fly around the Earth. a few days later larva hatch he young Will have plenty to eat*).

34

How does the diagram “A Ladybug’s Body” better help the reader’s understanding of the passage? Use **two** details from the passage to support your response.

the lady bug eats diffirin bugs and they help the gartin ao lot and lady bug can see from away they can feel smell and taste foraway

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the lady bug eats diffirin bugs and they help the gartin ao lot and lady bug can see from away they can feel smell and taste foraway*).