

# New York NYSTP 2022 Grade 7 English Language Arts

Exam Materials  
Pages 2 - 39

Answer Key Materials  
Page 40

Rubric Materials  
Pages 41 - 137

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



# New York State Testing Program

## 2022 English Language Arts Test Session 1

Grade **7**

March 29–31, 2022

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this story. Then answer questions 1 through 7.

## **Excerpt from *The Last Wild Place***

*by Rosa Jordan*

- 1 During those first two weeks after Luther stopped being his friend, Chip dreaded going to school. The only hour of his day that was bearable was science class. Chip used to think of science as a bunch of boring words in a textbook, but Mr. O'Dell had changed all that. And kind of by accident, Chip had become one of Mr. O'Dell's favorite students.
- 2 It started when Mr. O'Dell announced how students could get a good grade in his class—not by memorizing a lot of facts but by *thinking*. The students stared at him, either wondering what he was talking about or else marveling at the fringe of reddish brown hair surrounding his shiny bald head. . . .
- 3 Mr. O'Dell had answered by asking another question. “What common substance can take the form of a liquid, a solid, or a gas?”
- 4 Nobody answered. The class just sat there, waiting for Mr. O'Dell to explain what that had to do with anything. Then Chip got it. Mr. O'Dell meant that he was likely to throw out questions about things that weren't in the book and expect students to figure out the answers for themselves. To Chip the question seemed more like a riddle.
- 5 The first liquid Chip thought of was water, and then he thought of ice. Ice is a solid. And when water gets super hot, it turns to steam. He wasn't sure if steam was a gas or not, but when nobody else spoke, Chip blurted out, “Water?”
- 6 After that Chip could tell that Mr. O'Dell liked him. Chip liked him too—at least most of the time. In English, social studies, and math, Mr. O'Dell was just an average teacher. But the minute the lesson turned to science, Mr. O'Dell practically exploded with energy and enthusiasm.
- 7 The best part about science class was the field trips. The principal usually allowed outdoor field trips only once or twice a semester, but Mr. O'Dell had special permission to take his class once a month to a big vacant lot down the street to study biology “in the field.” Kate had told Chip that Mr. O'Dell had once taught in college and had

**GO ON**

written a book on field biology. She figured that was the reason he got special privileges.

- 8     Chip quickly discovered that what Mr. O'Dell called field biology was what he had been doing all his life: paying attention to other living things. Chip had favorites—ducks and turtles, for example, and lightning bugs. But Mr. O'Dell seemed to be interested in every living creature. Once when a student pointed out an anthill, Mr. O'Dell put his nose down so close to watch that Chip expected an ant to climb right onto it and march up through the freckles to stare back at him through his gold-rimmed glasses. Another time, Mr. O'Dell had the whole class sit cross-legged in a circle to watch a chameleon change from brown to bright green. While they waited still and quiet, they got to see it let down a flap of bright red skin under its chin to attract insects. Anyone who wasn't paying close attention missed the important moment when the lizard flicked out its long tongue and whisked a fly back into its mouth.
- 9     Mr. O'Dell had the students take detailed notes on each animal or insect they were observing. He also encouraged them to make sketches of what they saw. The trips with Mr. O'Dell had taught Chip a different way of looking at things.
- 10    Out where Chip lived there wasn't a lot of wildlife in the plowed fields, which were heavily pesticided. But quite a few interesting creatures still lived in the drainage ditches and the high grass along the banks. When Luther first came to live with his grandparents, Chip had showed him where to find the birds' nests built so low to the ground that you could look right in and watch the eggs hatch. He'd also taught Luther—a boy raised in New York City who knew nothing about Florida wildlife—how to tell the difference between slow land turtles and snapping turtles. For one thing, if you didn't catch a snapping turtle just right, it could give you a bite that really hurt. . . .
- 11    Mr. O'Dell never talked about an animal's feelings, but about its purpose, and why it ought to be right where it was, doing whatever it was doing. Like the day after Luther got mad at Chip, when Chip brought a blue skink<sup>1</sup> to class. Mr. O'Dell was as excited as if it was a baby dinosaur. In about five minutes he had everybody in the class involved in trying to find out more about skinks. But when the class ended, he'd called Chip up to his desk and said, "Now, you'll take this skink back and put it right where you found it, won't you?" . . .
- 12    Mr. O'Dell looked at the skink, then at Chip. "If somebody put you in a car and drove you far away and dumped you out, would that be okay with you?"
- 13    "Probably not," Chip admitted. "I'd want to go home."

14     “Most critters do,” Mr. O’Dell pointed out. “Things do happen that displace us from our homes. Humans are pretty good at adapting to new locations, but even for them it’s stressful. And some creatures can’t manage it at all. If you take them out of their natural environment, they just die.” . . .

15     Chip took the skink back to the drainage ditch where he’d found it and let it go.

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<sup>1</sup>**skink:** a type of lizard

**GO ON**

**1** How does Chip change as a result of the way Mr. O'Dell teaches?

- A** He improves his memory.
- B** He becomes confused.
- C** He develops enthusiasm.
- D** He loses confidence.

**2** Read this sentence from paragraph 8.

**Once when a student pointed out an anthill, Mr. O'Dell put his nose down so close to watch that Chip expected an ant to climb right onto it and march up through the freckles to stare back at him through his gold-rimmed glasses.**

What tone does this sentence add to the story?

- A** a curious tone
- B** a humorous tone
- C** an anxious tone
- D** an observant tone

**3** How do the details about Mr. O'Dell in paragraph 11 support a central idea of the story?

- A** They show his fascination with blue skinks.
- B** They show his appreciation for living animals.
- C** They show his excitement about baby dinosaurs.
- D** They show his passion for reading animals' feelings.

**GO ON**

**4** Which word is a synonym for “displace” as it is used in paragraph 14?

- A** guard
- B** return
- C** change
- D** remove

**5** In the story, how does the author develop Chip’s point of view of Mr. O’Dell?

- A** by mentioning that Chip is one of Mr. O’Dell’s favorite students
- B** by showing Chip answering a tough question that Mr. O’Dell asks
- C** by explaining why Mr. O’Dell has special field trip privileges
- D** by describing events that make an impression on Chip

**6** How do Chip’s explorations in the outdoors influence him?

- A** They lead to his initial interest in a variety of local animals.
- B** They make it difficult for him to understand Luther’s point of view.
- C** They prompt him to discover wildlife in plowed fields.
- D** They enable him to show Luther how to handle a skink.

**GO ON**

**7**

Which detail would be **most** important to include in a summary of “Excerpt from *The Last Wild Place*”?

- A** Mr. O’Dell treats students differently based on their interests.
- B** Mr. O’Dell teaches science better than he teaches other subjects.
- C** Mr. O’Dell values the purpose and habitat of every animal.
- D** Mr. O’Dell previously taught in college and wrote a book.

**GO ON**

# **D**irections

Read this article. Then answer questions 8 through 14.

## **“Susan Butcher” from *Ladies First: 40 Daring American Women Who Were Second to None***

by Elizabeth Cody Kimmel

- 1      The Iditarod is one of the toughest races in the world, and it takes place over some of the most challenging landscape on the planet. It is a race by dogsled that follows a route over a thousand miles long through the wilderness of Alaska. No woman has triumphed more consistently over this relentless challenge than Susan Butcher.
- 2      Born in Massachusetts in 1954, Butcher was drawn as a child to the wilderness and to the animals that filled it. Her parents were interested in boats and sailing, but Butcher seems to have been born with a passion for the outdoors not shared with family members. When she was eight, she wrote a two-sentence essay that read: “I hate the city. I love the country.”
- 3      Two pet Siberian huskies kindled her interest in dogsled racing. Butcher had always known she would spend her life working in some way with animals. When she decided to move to Colorado at age 17 to become a professional dog musher, or driver, her parents were less than pleased. They would have preferred their daughter go to college. But Butcher had always been a child who knew what she wanted to do, and did it. She moved with her two huskies to Colorado in 1972. In her spare time she studied veterinary medicine at a nearby university, focusing on the care of dogs. In 1973, she heard about the first Iditarod Trail Sled Dog Race being organized in Alaska. Everything about Alaska, especially the pioneer-style living its wilderness offered, appealed to Butcher. In 1975, she found work at the University of Alaska and moved to Fairbanks. At the same time, she began to put together a team of dogs to enter in the Iditarod.

**GO ON**

- 4 Training for the Iditarod encompasses a wide scope of activities. To begin with, both the musher of the dogsled and the entire team of dogs must be in top physical condition. Both Susan and her dogs trained up to 16 hours a day, seven days a week. They had to develop the physical stamina they would need to endure over two weeks of peak performance under challenging and sometimes dangerous conditions. Training to work with each other is also a crucial part of preparation for the Iditarod.
- 5 The musher must have faith in each and every dog on her team, and most important, she must have a lead dog whom she can trust with her life. A lead dog must be able to assert himself over the other dogs and make snap judgments on the trail if an obstacle suddenly looms into view. And a lead dog must be able to make decisions even if they go against what the musher is commanding. One of Butcher's lead dogs refused to turn left on a river path early on in the training. It was only after the dog pulled Butcher and the team in the opposite direction that the reason became clear. The portion of trail to the left was a flimsy snow bridge that would have collapsed under the weight of the team, sending dogs, sled, and musher into the river. The lead dog's instinct had been absolutely correct. To cultivate and recognize this instinct, Butcher bonded with her dogs and treated them as friends, family, and professional athletes. In her earliest years training for the Iditarod, Butcher explains that living in the wilderness to train, the dogs were not just friends to her, they were her only friends at all.
- 6 By the time Butcher was ready to enter her first Iditarod in 1978, the race was still largely the domain of men. Only three women had previously completed the course. Butcher was not welcomed with open arms, but she chose to ignore the resistance from the male mushers. She finished the race in 19th place, which was an extremely respectable showing for a newcomer, man or woman, and made her the first woman to place in the top 20.
- 7 Butcher ran the Iditarod every year after that, and by 1984 she had placed second in two races. She now felt she was good enough to win the Iditarod outright, but in 1985 her dreams were cut violently short. Early on in the race she and her team came upon a pregnant and hungry moose, which charged the dogs, attacking them with its massive hooves. Two of Butcher's dogs were killed, and many others badly hurt. Butcher chose to withdraw from the race to tend to her dogs' injuries, leaving another woman, Libby Riddles, to become the first woman to win the Iditarod.

8 In 1986, it was Butcher's turn. Though two of her dogs fell through the ice while they were leading the sled over a river, Butcher was able to pull the dogs to safety and continue the race. Sleeping only a few hours each night, she overtook other teams one at a time, until she had taken the lead. Eleven days after starting, Butcher and her team crossed the finish line in first place. She had not only won the race, she had also set a new speed record. Nine years after running her first Iditarod as a "rookie," Susan Butcher had now earned the respect and admiration of almost every other musher, male and female alike.

**GO ON**

**8**

What is **most likely** the author’s purpose in paragraph 1?

- A** to demonstrate Susan Butcher’s significant contribution to women’s sports
- B** to introduce the relationship between Susan Butcher and her dogs
- C** to explain that more men than women compete in the Iditarod
- D** to convey the challenges of the Iditarod race

**9**

What do the details in paragraph 4 explain about the Iditarod?

- A** why more men than women enter the Iditarod
- B** why Susan Butcher had to withdraw from the Iditarod
- C** how much preparation is needed to compete in the Iditarod
- D** how Susan Butcher selected her team of dogs for the Iditarod

**10**

What is the effect of the author’s use of the word “must” four times in the sentences at the beginning of paragraph 5?

- A** It emphasizes that the ideas in these sentences are critical for the race.
- B** It demonstrates that the ideas in these sentences reflect what the musher believes.
- C** It indicates that the ideas in these sentences are essentially the same.
- D** It shows that the ideas in these sentences are the only important traits.

**GO ON**

**11**

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

- A** “Two pet Siberian huskies kindled her interest in dogsled racing.”  
(paragraph 3)
- B** “The musher must have faith in each and every dog on her team . . .”  
(paragraph 5)
- C** “. . . the race was still largely the domain of men.” (paragraph 6)
- D** “In 1986, it was Butcher’s turn.” (paragraph 8)

**12**

Which quotation **best** portrays Susan Butcher’s relationship with her dogs?

- A** “. . . she studied veterinary medicine at a nearby university, focusing on the care of dogs.” (paragraph 3)
- B** “. . . both the musher of the dogsled and the entire team of dogs must be in top physical condition.” (paragraph 4)
- C** “. . . Butcher bonded with her dogs and treated them as friends, family, and professional athletes.” (paragraph 5)
- D** “. . . Butcher was able to pull the dogs to safety and continue the race.”  
(paragraph 8)

**13**

Which statement **best** expresses the relationship between paragraph 3 and paragraph 8?

- A** Paragraph 3 provides a summary, and paragraph 8 lists details.
- B** Paragraph 3 explains a cause, and paragraph 8 reveals effects.
- C** Paragraph 3 describes goals, and paragraph 8 presents an outcome.
- D** Paragraph 3 identifies problems, and paragraph 8 explains a solution.

**GO ON**

**14**

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

- A** “... Butcher was drawn as a child to the wilderness and to the animals that filled it.” (paragraph 2)
- B** “Training for the Iditarod encompasses a wide scope of activities.” (paragraph 4)
- C** “The portion of trail to the left was a flimsy snow bridge that would have collapsed . . .” (paragraph 5)
- D** “She had not only won the race, she had also set a new speed record.” (paragraph 8)

**GO ON**

# **D**irections

Read this article. Then answer questions 29 through 35.

## Uncommon Instruments

*by the Library of Congress*

1 If you were in the school band, you might play the trumpet, the violin, or the flute, but how about the marimba, the oud, or the zurna? Although these may sound like ingredients in an exotic recipe, they are actually musical instruments—some of them hundreds of years old. Many of the instruments we know and play today, like the piano, the guitar, and the oboe, evolved from these older instruments. The instruments came to America with people who emigrated from countries all around the world, bringing music, and a little bit of their culture, with them.

### Percussion Instruments

2 As you can see from the picture, the xylophone is played with a padded mallet (which looks like a hammer). . . .



XYLOPHONE WITH MALLETS

3 Playing the xylophone well requires great precision to hit just the right bar at the right time, which produces a musical tone. The xylophone is a percussion instrument (one that is played either by striking, shaking or scraping it) that likely originated in Southeast Asia or Oceania. It's one of the central instruments of the music of Africa, possibly being brought to that continent through trade or people migrating from other places. Slaves from Africa brought the xylophone with them when they were taken to Latin America, and from there it eventually made its way to the United States. Today's xylophone has bars arranged in two rows, sort of like the keys of a piano, and rests on a stand. . . .

**GO ON**

4 The marimba is another percussion instrument that is played with a rubber mallet. Marimba is the African name for xylophone. It resembles that instrument in shape, but it's bigger and has a wider range of notes. . . . The fact that marimba songs were well liked by Americans shows the increased exposure the public had to foreign styles of music.

5 The hammered dulcimer, in its simplest form, is an instrument with 13 strings, played by beating the strings with a small hammer. The name "dulcimer" comes from Latin and means "sweet sound." The hammered dulcimer developed from the cimbalom, an instrument from Hungary with 48 strings that is played with small hammers. The piano of today has evolved from both the cimbalom and the hammered dulcimer. Have you ever seen the inside of a piano? When someone presses a piano key, a lever raises a hammer that then strikes the string producing a musical note. How do you suppose this came about?

### **Stringed Instruments**

6 Rock and roll music, as we know it, wouldn't exist without the guitar, but would it have existed without the oud? The oud is an Arabic instrument that, as you can see from the picture, looks a lot like a round guitar. The oud was brought to Spain and eventually turned into the lute. The lute is the instrument that evolved into the guitar. Today the oud is still played in Arab countries. . . .



**Oud**

7 Around 1915, Hawaiian performers on vaudeville<sup>1</sup> and in other shows made Hawaiian-style songs very popular. Hawaiian music was played with a Hawaiian guitar, an instrument with a long sounding board and six to eight steel strings. The instrument

**GO ON**

is played by touching the strings with a steel bar or some hard object. Although it's not clear who invented the steel guitar style, legend has it that the first person to develop this technique was Hawaiian schoolboy Joseph Kekuku. He discovered the sound while walking along a railroad track strumming his guitar with a metal bolt that he found along the tracks.

- 8 In country and bluegrass music, the band plays stringed instruments like the guitar, banjo, fiddle, stand-up bass, and mandolin, but did you know that years ago, a band might play these same instruments made out of gourds? Gourds are hard-shelled, round-shaped fruits. During the Great Depression, people couldn't afford store-bought instruments so they made their own. . . .

### **Wind Instruments**

- 9 Just like percussion and strings, most wind instruments evolved from much older folk instruments. The misnica is a bagpipe-like instrument made out of the skin of a goat. In Europe, references to the misnica are found as early as the ninth century. The misnica was found in North Africa and in somewhat different forms in Eastern Europe (Serbia, Hungary, Ukraine, and elsewhere). . . .
- 10 The zurna, also known as the surna, is an instrument from Islamic areas including Iran, Mesopotamia, and Syria. The popularity of the zurna quickly spread through areas conquered by the Arabs. The Arabs first used it in military bands, and later used it to greet important persons, mark the beginnings of pilgrimages, and in other important ceremonies. Today the zurna still exists as a folk instrument used mainly in festive village music in Islamic areas, as well as Greece, Cyprus, and Armenia. The modern day version of the zurna is the oboe, which is a staple of any symphony orchestra.
- 11 If you don't have any instruments at all, and you can't make one, you can always whistle. Whistling is a way to use your vocal cords as a musical instrument. Just put your lips together and blow, and you can take that song with you anywhere you go.

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<sup>1</sup>**vaudeville:** a type of live entertainment that was popular in the early 1900s

**GO ON**

**29**

What does the word “precision” mean as it is used in paragraph 3?

- A** frequency
- B** force
- C** accuracy
- D** speed

**30**

What idea do paragraphs 7 and 8 share?

- A** Stringed instruments are characterized by natural materials.
- B** Some instruments are more popular and appealing than others.
- C** New instruments can be created from everyday materials.
- D** Even simple instruments can produce beautiful music.

**31**

What does the word “version” mean as it is used in paragraph 10?

- A** a special edition
- B** a specific performance
- C** a related form of an earlier object
- D** an example from a variety of types

**GO ON**

**32**

How is paragraph 10 **mainly** structured?

- A** by comparing and contrasting ideas
- B** by presenting events in time order
- C** by stating causes and effects
- D** by detailing solutions to problems

**33**

Which quotation **best** conveys a central idea of the article?

- A** “Many of the instruments we know and play today, like the piano, the guitar, and the oboe, evolved from these older instruments.” (paragraph 1)
- B** “The fact that marimba songs were well liked by Americans shows the increased exposure the public had to foreign styles of music.” (paragraph 4)
- C** “During the Great Depression, people couldn’t afford store-bought instruments so they made their own.” (paragraph 8)
- D** “Whistling is a way to use your vocal cords as a musical instrument.” (paragraph 11)

**34**

What point of view is the author **most likely** expressing in paragraph 11?

- A** Musical instruments should be made available to everyone.
- B** The ability to make music is widespread.
- C** Everyone should involve themselves with music.
- D** Listening to music brings great joy.

**GO ON**

**35**

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

- A** Many musical instruments have been made by using simple available materials.
- B** Percussion instruments make sounds when struck, shaken, or scraped.
- C** Guitars are used by Hawaiian, country, rock, and bluegrass musicians.
- D** The zurna was first used in military bands and to greet important persons.

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this article. Then answer questions 36 through 38.

## Unearthing the *Arabia*

by Lynn Rymarz

- 1 The *Arabia*'s paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule.
- 2 Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns' settlers.
- 3 As passengers sat down to dinner in the boat's dining room, the *Arabia* rounded the river's bend outside of Kansas City, Missouri. Without warning, the steamboat struck a submerged tree, causing a gaping hole in the oak hull.
- 4 Water gushed in and immediately the boat started sinking. Passengers screamed as water flooded over the deck and the boat keeled to one side. Chairs and stools tumbled into the Missouri River. Children began sliding off the boat as frantic parents rushed to save them. Several men pushed the one lifeboat into the water and rowed scared passengers to shore. People living along the river also helped with the rescue. All the passengers were saved, but the precious cargo and the mule were lost as the *Arabia* sank to the bottom of the Missouri River. There the steamboat remained in the mud for 132 years.

### **Searching for Treasure**

- 5 In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich!
- 6 Treasure hunting had been a big part of the Hawleys' family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.

**GO ON**

7      The four men began by visiting libraries, courthouses, and the National Archives in Washington, D.C. They searched for clues about lost steamboats rich in cargo. Records showed that 289 steamboats had sunk on the Missouri River. They narrowed their hunt to 10.

8      Over time, the Missouri River had changed its course, and many of these sunken steamboats now appeared to be buried beneath dry land. The men knocked on people's doors asking permission to search their fields. After countless miles and three years, their search for nine steamboats left them empty-handed.

9      But one sunken steamboat remained: the *Arabia*.

### **Finding the *Arabia***

10     Maps revealed that the *Arabia* lay buried in a Kansas cornfield on Norman Sortor's property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family. Three other treasure-hunting teams had tried to reach it but failed. So when the four men asked Sortor for permission to search on his land, he warned, "You can try to dig the *Arabia*, but you won't reach her. No one else has."

11     The men were not discouraged. They agreed to give the landowner a percentage of any artifacts they found. Then they set out to find the steamboat. After hiking through rows of corn with his magnetometer, a device used to find metal, Dave got a reading. It was the *Arabia*!

12     But they had to wait until the corn was harvested before they could stake out the boat's dimensions. Finally, they began digging. When they hit water, pumps were needed to remove it. Sometimes using heavy equipment, the four men dug through sand and mud—deeper and deeper. Eighteen days later, one of their shovels unearthed part of a paddle wheel.

### **The *Arabia* Emerges**

13     The paddle wheel was just the beginning. Within days, the first artifact appeared: a worn rubber shoe with "Goodyear's Rubber Co., 1849" stamped on the bottom. The men kept digging and more personal belongings emerged from the muddy ruins: clothes, books, toys, and tools. They discovered wooden crates and barrels full of beaver hats; dishware and hardware; brightly colored fabric; fancy buttons; and bottles of spices, medicines, and sweet pickles—which were still good enough to eat. They even found the skeleton of the mule, still bridled and saddled.

- 14     Each discovery revealed more about the men, women, and children who headed west. “Excavating the *Arabia* was like shaking hands with the pioneers,” Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their “wildest dreams.”
- 15     They had unearthed 200 tons of artifacts, discovering more than 100,000 items—the country’s biggest collection of pre-Civil War artifacts ever found. And because the cargo had existed in an oxygen-free environment, the washed-off items looked new. But they needed preserving, which would require more money than these adventurers had.

### **The Real Treasure**

- 16     The men faced the decision of what to do with the *Arabia*’s precious cargo. If they sold the priceless artifacts, they would be rich. But they knew they couldn’t sell them. As Greg later said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.”
- 17     The men decided to create the Arabia Steamboat Museum in Kansas City, Missouri, and showcase the lost treasures. Norman Sortor also chose to have his share of the artifacts remain with the others in the museum. He kept just a few for his family. The *Arabia*’s story, once buried in the mud for 132 years, is now open to the public for all to enjoy.

**GO ON**

**36**

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

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**GO ON**

**37**

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

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**GO ON**

**38**

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

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**GO ON**

# D*irections*

Read this poem. Then answer questions 39 and 40.

## “Persistent” from *Words with Wings*

by Nikki Grimes

Teacher keeps an eye on me  
all week.  
I give him no reason  
to call me aside,  
5 but he does.  
“Talk to me, Gabby,” he says.  
“Tell me what’s wrong.  
I can see you’re not happy.”  
I’d argue but my sigh  
10 gives me away.  
“I miss daydreaming.”  
“Then daydream!” says Mr. Spicer,  
confusing me.  
“But you’re always telling me  
15 to stop daydreaming!  
You and my mom.”  
Teacher taps his top lip  
like a door the right words  
are hiding behind.  
20 “Dreams are great things, Gabby,”  
he finally says.  
“The best thinkers,  
writers, inventors in the world  
allow their thoughts

**GO ON**

25 to carry them away,  
now and then.  
Take the Wright brothers.  
We wouldn't have airplanes  
if they hadn't dreamed of them, first.

30 Still, sometimes you have to  
slide your daydreams  
in a drawer  
and let them wait until later,  
like after I'm done

35 teaching a lesson  
you need to learn.  
Got it?"  
I nod, wondering if  
the Wright brothers

40 knew anything about  
bringing daydreams in  
for a landing.

**GO ON**

**39**

How do Gabby’s feelings change during the course of the poem “Persistent”? Use **two** details from the poem to support your response.

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**GO ON**

**40**

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 41 through 43.

*This story is set in the late 1800s.*

## **Excerpt from *The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken***

*by Howard Whitehouse*

- 1 Everyone dreams about flying. Soaring above the clouds, banking your wings<sup>1</sup> to make graceful curves through the air, swooping like a hawk from great heights. Jumping off the toolshed roof. Spending a week with a bandage round your head. Being told how lucky you were not to break your neck.
- 2 Everyone dreams about flying. Emmaline did.
- 3 Emmaline Cayley was a pioneering scientist. She had declared this when she turned eleven. She was a leader in the field of aeronautics,<sup>2</sup> as she would tell anyone who would listen; at least, she would be one day. The girls she knew said that Emmaline was mad and that she probably still believed in fairies. Emmaline didn't care what other girls thought. She didn't care about dolls or new dresses or tea parties; she cared about aeronautics. She was an aviatrix.<sup>3</sup> By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine. That was more than a year ago in Calcutta, India, where she had been brought up.
- 4 Now she was in England, waiting to go to boarding school.
- 5 Emmaline sat on a fallen tree, looking out over a valley. It was smooth grassland with no rocks, no trees or tangly bushes and no patches of bog to get sucked into. Emmaline considered it a perfect place for an experiment with flight. What she actually thought was, "This would be a fine place to try out a flying machine—if I had one—and could get somebody (but not me) to sit in it and see what happened when it left the ground."

**GO ON**

6     The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet<sup>4</sup> to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed. . . .

7     Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured.

8     A few years later, Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . . .

9     Emmaline knew there was a simple moral to the story. Get somebody else to sit in the pilot's seat.

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<sup>1</sup>**banking your wings:** turning by positioning one wing of the plane higher than the other

<sup>2</sup>**aeronautics:** the science of air travel

<sup>3</sup>**aviatrix:** female airplane pilot

<sup>4</sup>**plummet:** fall fast

**41**

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

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**GO ON**

**42**

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 43 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



**GO ON**

**43**

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

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**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2022 English Language Arts Tests Map to the Standards**  
**Grade 7**

Question	Type	Key	Points	Standard	Strand	Subscore
<b>Session 1</b>						
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.3	Reading Standards for Literature	Reading
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.4	Reading Standards for Literature	Reading
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.2	Reading Standards for Literature	Reading
4	Multiple Choice	D	1	CCSS.ELA-Literacy.L.7.5	Language Standards	Reading
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.6	Reading Standards for Literature	Reading
6	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.3	Reading Standards for Literature	Reading
7	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.2	Reading Standards for Literature	Reading
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.6	Reading Standards for Informational Text	Reading
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading Standards for Informational Text	Reading
10	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading Standards for Informational Text	Reading
11	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.8	Reading Standards for Informational Text	Reading
12	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading Standards for Informational Text	Reading
13	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.5	Reading Standards for Informational Text	Reading
14	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.2	Reading Standards for Informational Text	Reading
29	Multiple Choice	C	1	CCSS.ELA-Literacy.L.7.4	Language Standards	Reading
30	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading Standards for Informational Text	Reading
31	Multiple Choice	C	1	CCSS.ELA-Literacy.L.7.4	Language Standards	Reading
32	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.5	Reading Standards for Informational Text	Reading
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.2	Reading Standards for Informational Text	Reading
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.6	Reading Standards for Informational Text	Reading
35	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.2	Reading Standards for Informational Text	Reading
<b>Session 2</b>						
36	Constructed Response		2	CCSS.ELA-Literacy.RI.7.3	Reading Standards for Informational Text	Writing to Sources
37	Constructed Response		2	CCSS.ELA-Literacy.RI.7.8	Reading Standards for Informational Text	Writing to Sources
38	Constructed Response		2	CCSS.ELA-Literacy.RI.7.4	Reading Standards for Informational Text	Writing to Sources
39	Constructed Response		2	CCSS.ELA-Literacy.RL.7.3	Reading Standards for Literature	Writing to Sources
40	Constructed Response		2	CCSS.ELA-Literacy.RL.7.4	Reading Standards for Literature	Writing to Sources
41	Constructed Response		2	CCSS.ELA-Literacy.RL.7.6	Reading Standards for Literature	Writing to Sources
42	Constructed Response		2	CCSS.ELA-Literacy.RL.7.5	Reading Standards for Literature	Writing to Sources
43	Constructed Response		4	CCSS.ELA-Literacy.RL.7.2	Reading Standards for Literature	Writing to Sources

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2022 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-Point Rubric—Short Response

<b>Score</b>	<b>Response Features</b>
<b>2 Points</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 Points*</b>	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

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

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

## New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

## EXEMPLARY RESPONSE

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

Norman Sortor’s warning to the explorers shows that he believes they will be wasting their time digging for the *Arabia* on his property. In paragraph 10 it explains that “Three other treasure-hunting teams had tried to reach it but failed.” Sortor’s warning suggests that the men’s attempt to find the *Arabia* will likely fail, as others had before them. But the men are not discouraged. Instead, as it states in paragraph 11, “They agreed to give the landowner a percentage of any artifacts they found.” They also “wait until the corn was harvested before they could stake out the boat’s dimensions.” So, this information about Norman Sortor also indirectly shows the explorers’ determination, because they wanted to proceed despite the warning.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of "Unearthing the *Arabia*," the author includes the information about property owner Norman Sortor because it portrays how nothing stopped the treasure-hunters from looking for the sunken steamboats. For example, in paragraph 10, in which the author introduces Norman Sortor, Sortor warns, "you can try to dig the *Arabia*, but you won't reach her. No one else has." Also, in paragraph 11, in which the author describes the hunters' reaction, it states, "The men were not discouraged." This proves that the hunters would do anything for the treasure and how they weren't easily stopped. Furthermore, in paragraph 12, in which the author introduces the discovery of the *Arabia*, it states, "Eighteen days later, one of their shovels unearthed part of a paddle wheel." This implies that the team were really committed to uncovering the boat, even if it took that many days. All things considered, in paragraph 10 of the "Unearthing the *Arabia*," the author includes the information about property owner Norman Sortor in order to depict how committed treasure-hunters were to finding the *Arabia*.

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

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” (*because it portrays how nothing stopped the treasure-hunters from looking for the sunken steamboats*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*Sortor warns, “you can try to dig the *Arabia*, but you won’t reach her. No one else has.”; in paragraph 11, in which the author describes the hunters’ reaction, it states, “The men were not discouraged.”; “Eighteen days later, one of their shovels unearthed part of a paddle wheel.” This implies that the team were really committed to uncovering the boat, even if it took that many days*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of “Unearthing the *Arabia*” the author includes information about the property owner Norman Sortor because it gives the reader knowledge about the steam ship The *Arabia*.

A quote that shows this is, "Three other treasure-hunting teams had tried to reach it but failed." This quote shows that three teams before the four men has tried to dig up the sunken steamboat but none in which worked.

Another quote to give the reader knowledge on the sunken ship is, " So when the four men asked Sortor for permission to search on his land, he warned, "You can try to dig the *Arabia*, but you won't reach her. No one else has." This quote shows that Norman says they will not make it but these four men are not discouraged.

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

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” (*because it gives the reader knowledge about the steam ship The Arabia*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Three other treasure-hunting teams had tried to reach it but failed.*” and *Another quote to give the reader knowledge on the sunken ship is, “So when the four men asked Sortor for permission to search on his land, he warned, “You can try to dig the Arabia, but you won't reach her. No one else has.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In Paragraph 10 of “Unearthing the *Arabia*”  
the author includes the information about the  
property owner because it shows that the  
*Arabia* was looked for but never found. The owner  
says, “Three other treasure hunting-teams have  
had tried to reach it but failed” and “You can  
try to dig the *Arabia*, but you won’t reach her.”  
(Bymarz 3).

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

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” (*it shows that the Arabia was looked for but never found*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Three other treasure hunting-teams have had tried to reach it but failed*” and “*You can try to dig the *Arabia*, but you won’t reach her,*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of “Unearthing the *Arabia*,” the author includes the information about property owner Norman Sortor because, they had to explain where the boat first came from, and who owns it now(Today). For example, “Maps revealed that the *Arabia* lay buried in a Kansas cornfield on Norman Sortor’s property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family.”

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

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” [because, they had to explain where the boat first came from, and who owns it now(Today)]; however, the response only provides one concrete detail from the text for support (“Maps revealed that the *Arabia* lay buried in a Kansas cornfield on Norman Sortor’s property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family.”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In “Unearthing ~~Arabia~~ the *Arabia*” the author includes the property owner Norman Sortor because he told them that it has never been done (Finding the *Arabia*). Also, he is letting them dig in his back yard so he gets some of the treasures.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt [*he told them that it has never been done. (Finding the Arabia)* and *he is letting them dig in his back yard so he gets some. of the treasures*]; however, the response does not provide a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

To show that it was in his field, and that they would give him a percentage of the "money."

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

The response only provides one relevant detail from the text for support (*it was in his field, and that they would give him a percentage of the “money.”*). The response does not provide a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

The auther included information about the land owner because that's why there scarded to go it because of him.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*The auther included information about the land owner because that's why there scarded to go it because of him*).

## GUIDE PAPER 8

Additional

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

*It will help them find their way and it is on their map*

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

This response does not address any of the requirements of the prompt (*It will help them find their way and it is on their map*).

## EXEMPLARY RESPONSE

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The author supports the claim that treasure hunting was a lifelong interest for the Hawley family by identifying various treasure-hunting excursions that brothers Dave and Greg went on while growing up in Missouri. For example, “Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.” These experiences with treasure hunting were the beginning of the family’s curiosity in searching for treasure. The author explains that, “In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure” and it sparked his interest, so he encouraged his brother, father, and a friend to go treasure hunting with him. This began their search for the *Arabia* and nine other steamboats.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports this claim by listing other times that the Hawley family has treasure hunted and showing that they were very dedicated and they didn't give up the search for the stream boats. IN the text it says , "Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns." showing that they love treasure hunting, and the text also says, " After countless miles and three years, their search for nine steamboats left them empty-handed." But later in the text when the four went to Mr. Sortor's house it says,"No one else has."

"The men were not discouraged" showing that even after 3 years the men didn't give up.

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

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by listing other times that the Hawley family has treasure hunted and showing that they were very dedicated and they didn't give up the search for the stream boats*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.*” *showing that they love treasure hunting;* “*After countless miles and three years, their search for nine steamboats left them empty-handed.*”; *But later in the text when the four went to Mr. Sortor's house it says, “No one else has.” The men were not discouraged*” *showing that even after 3 years the men didn't give up*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of “unearthing the *Arabia*” shows that treasure hunting was a lifelong interest for the Hawley family. For example, Pg states “Growing up in Missouri, Dave and Greg had dug in gold mines , explored the banks of the Missouri River, etc.” This emphasizes how hunting was natural thing for them even when young. In addition, Pg says “He persuaded his brother Greg, their father Bob, and family friend Jerry to go treasure hunting.” This shows they always hunted together, as a family with friends. The Hawley family were always treasure hunting.

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

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*emphasizes how hunting was natural thing for them even when young*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Growing up in Missouri, Dave and Greg had dug in gold mines , explored the banks of the Missouri River, etc.*” and “*He persuaded his brother Greg, their father Bob, and family friend Jerry to go treasure hunting.*” *This shows they always hunted together/as a family with friends*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of "Unearthing the Arabia" supports the claim that treasure hunting was a lifelong interest for the Hawley family by telling how they all enjoyed it. In the text it states, "Treasure hunting had been a big part of the Hawleys' family life", and, "In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich." These lines show how excited they were to get started treasure hunting.

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

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by telling how they all enjoyed it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Treasure hunting had been a big part of the Hawleys' family life*” and “*In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family by letting the reader know that what the Hawley family does is something that that family did for a long time. In the articla it states "Treasure hunting had been a big part of the Hawleys' family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns." that shows how treasure hunting was a lifelong interest for the Hawley family.

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

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by letting the reader know that what the Hawley family does is something that that family did for a long time*); however, the response only provides one concrete detail from the text for support (*“Treasure hunting had been a big part of the Hawleys’ family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports the claim that treasure hunting was a lifelong interest for the Hawley family in many ways. First, the author stated that the family searched for ghost towns along the Missouri. Also, the author tells us that Greg and Dave “had dug in gold mines.” This evidence shows that treasure hunting was a lifelong interest for the Hawley family.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*the family searched for ghost towns along the Missouri and Greg and Dave “had dug in gold mines”*); however, the response does not provide a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports the claim because the text says when they were growing up in missouri, they would dig in gold mines and they also explored the banks of the missouri river and searched for ghost towns.

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

The response only provides one concrete detail from the text for support (*growing up in missouri, they would dig in gold mines and they also explored the banks of the missouri river and searched for ghost towns*). The response does not provide a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

They do a great job explaining by how far back the history went. For example "The Arabia's paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. It tells us when they started it. So we can find out how many years its been going on. "There the steamboat remained in the mud for 132 years." Tells you some of the ups and downs.

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

This response does not address any of the requirements of the prompt (*They do a great job explaining by how far back the history went. For example "The Arabia's paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. It tells us when they started it. So we can find out how many years its been going on. "There the steamboat remained in the mud for 132 years." Tells you some of the ups and downs*).

## GUIDE PAPER 8

Additional

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

Treasure hunting is a life long interest for them.

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

This response does not address any of the requirements of the prompt (*Treasure hunting is a life long interest for them*).

## EXEMPLARY RESPONSE

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The final heading, “The Real Treasure,” indicates that the most important thing the men in the article found was not what they set out to find; but it was the story told by the complete collection of artifacts. Paragraph 5 explains that the men who went looking for the *Arabia* decided to search for sunken steamboats because they believed that they would find “gold, silver, and valuable cargo [that] could make them rich!” Paragraphs 14 and 15 explain that, “Although their adventure had not led them to gold and silver,” they had “unearthed 200 tons of artifacts, discovering more than 100,000 items,” all of which had been extremely well-preserved. However, the men decided that they couldn’t sell the artifacts because this would divide up the collection. Together, these items told the story of pioneer life in the United States in the mid-1800s. The final heading of the article points to this final understanding of the treasure the men found by unearthing the *Arabia*.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

38

In the article “Unearthing the Arabia,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

In the article “Unearthing the Arabia”, the meaning of the final heading “The Real Treasure” is that the artifacts hold value because of the stories they possess, not because you can sell them for a large profit. Paragraph 14 states, “excavating the Arabia was like shaking hands with the pioneers,’ Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their ‘wildest dreams’. This quote proves that the Hawleys believe the artifacts’ monetary values are not what makes them so valuable. Later, in paragraph 16, Greg also states, “the most priceless thing discovered aboard the Arabia was not the cargo, but the story it told”. The real treasure this article is talking about is not the artifacts nor the money, but the story of the pioneers that history preserved using the Arabia.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the Arabia” (*that the artifacts hold value because of the stories they possess, not because you can sell them for a large profit*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“excavating the Arabia was like shaking hands with the pioneers,’ Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their ‘wildest dreams’”. This quote proves that the Hawleys believe the artifacts’ monetary values are not what makes them so valuable and “The most priceless thing discovered aboard the Arabia was not the cargo, but the story it Told”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The purpose of the final heading is to show you that money is not always the most important thing and the knowledge you gained from it and or the story itself is the most important. Paragraph 16 states "the most priceless thing discovered aboard the Arabia was not the cargo, but the story it told." At first they did not know what to do with the treasure that they had found but they figured it out after they thought about it. Paragraph 17 states " once buried int he mud for 132 years, is now open to the public for all to enjoy." Even though they did all the work to find the treasure they told the story with many people through the objects the people on the boat had owned. They wanted other people to know the story of the Passengers and what their life was like.

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

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*to show you that money is not always the most important thing and the knowledge you gained from it and or the story itself is the most important*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“the most priceless thing discovered aboard the Arabia was not the cargo, but the story it told.” and “once buried int he mud for 132 years, is now open to the public for all to enjoy.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

In the article “Unearthing the *Arabia*”, the final heading “The Real Treasure” means that the true treasure isn’t what it seems. After finding over 100,000 artifacts, the family could’ve sold it. That is the usual type of treasure. But, just like Greg said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.” So, the “real treasure” was the story told by the artifacts, and not the artifact itself. So, after the whole article talks about treasure, the final heading shows the reader that there is a deeper meaning to it.

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

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*the “real treasure” was the story told by the artifacts, and not the artifact itself*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*After finding over 100,000 artifacts, the family could’ve sold it. That is the usual type of treasure and But, just like Greg said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The meaning of the final heading is that the real treasure was not money or fame but discovering new things about our past. The men decided to make a museum in Kansas City so that everyone could see the artifacts instead of selling them.

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

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*that the real treasure was not money or fame but discovering new things about our past*); however, the response only provides one relevant detail from the text for support (*The men decided to make a museum in Kansas City so that everyone could see the artifacts instead of selling them*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

the meaning of The Real Treasure is not that the artifacts are the treauser but the history behind the artifacts for example the toys and shoes they seem like something you could just sell but think about the people that use thoses items, another example is that they looked new and that is intresting because it was lost hundreds of years ago.

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

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*not that the artifacts are the treauser but the history behind the artifacts*); however, the response only provides one relevant detail from the text for support (*the toys and shoes they seem like something you could just sell but think about the people that use thoses items*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The meaning of the final heading is saying what would happen if the men sold all the stuff they found because then they would become rich but the problem was they knew they couldnt sell the stuff . So then the men just decided to create a museum and put all the stuff they found in the steam boat in there . But some of the stuff he found he kept for his family to have .

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

This response provides a mostly literal recounting of events or details from the text (*The meaning of the final heading is saying what would happen if the men sold all the stuff they found because then they would become rich but the problem was they knew they couldnt sell the stuff . So then the men just decided to create a museum and put all the stuff they found in the steam boat in there . But some of the stuff he found he kept for his family to have*). The response does not provide a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

In the article “Unearthing the Arabia,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

In the article ‘Unearthing the Arabia’ the meaning of the final heading “The Real Treasure” is The real treasure as it says in the story “They had unearthed 200 tons of artifacts” it also says “unearthing more then 100,000 artifacts”

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*In the article ‘Unearthing the Arabia’ the meaning of the final heading “The Real Treasure” is The real treasure as it says in the story “They had unearthed 200 tons of artifacts” it also says “unearthing more then 100,000. artifacts*).

## GUIDE PAPER 8

Additional

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The *Arabia*’s paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule.

Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns’ settlers. and it had to many mistake from the time of dawn into the world.

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

This response does not address any of the requirements of the prompt (*The Arabia’s paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule. Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns’ settlers. and it had to many mistake from the time of dawn into the world*).

## EXEMPLARY RESPONSE

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

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### Possible Exemplary Response:

In the beginning of the poem, Gabby is wary of her teacher and by the end of the poem, Gabby feels more confident about her daydreaming. In the beginning, we see her wariness of being reprimanded, "Teacher keeps an eye on me / all week. / I give him no reason / to call me aside, / but he does" (lines 1–5). Through their conversation, she begins to see that the teacher understands her desire to daydream and even encourages her to continue daydreaming (line 12), and she acknowledges his advice about the best time and place for daydreaming: "'Got it?' / I nod..." (lines 37–38). At the end of the poem, Gabby feels more confident to daydream and realizes there is a time and place for it.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem "persistent" by Gabby feeling down and upset in the beginning of the poem to gabby feeling curious by the end of the poem. Lines 7-10 States "Talk to me Gabby, " he says. Tell me what's wrong, I can see you're not happy. I'd argue but my sigh gives me away." This quote shows that gabby was down in the start of the poem. According to the Poem, "I nod wondering if the wright brothers knew anything about bringing daydreams into Landing." This detail shows that Gabby's feelings changed by the end of the poem because in the beginning she felt horrible but by the end she felt different because of the information she received.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*by Gabby feeling down and upset in the beginning of the poem to gabby feeling curious by the end of the poem*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Talk to me Gabby, " he says. Tell me what's wrong, I can see you're not happy. I'd argue but my sigh gives me away." and "I nod wondering if the wright brothers knew anything about bringing daydreams into Landing. "). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feeling change because at the beginning of the story she's not happy but at the end she's curious. The text states, "I can see you're not happy." Daydreaming made Gabby happy and she felt like her mother and teacher was against that. Another example from the text states, "I nod, wondering if the wright brothers knew about bringing daydreams in for a landing". After her teacher talks to her about daydreaming she starts to daydream.

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

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*at the beginning of the story she's not happy but at the end she's curious*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*"I can see you're not happy." Daydreaming made Gabby happy and she felt like her mother and teacher was against that and "I nod, wondering if the wright brothers knew about bringing daydreams in for a landing"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem Persistent because at first Gabby was feeling melancholy because she wasn't able to daydream but at the end she was happy because she could daydream after her teacher was done teaching.

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

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*at first Gabby was feeling melancholy [...] at the end she was happy*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*She wasnt able to daydream and she could daydream after her teacher was done teaching*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 4

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings changed throughout the story. Her feelings went from a moopy mode to an alright mode. For example, the teacher sayed "Tell me what's wrong". She turnes into an alright mode by strting to daydream again.

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

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*Her feelings went from a moopy mode to an alright mode*); however, the response only provides one relevant detail from the text for support (*She turnes into an alright mode by strting to daydream again*). This response includes complete sentences where errors do not impact readability.

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem "Persistent" because she talks about how she can't daydream in class. According to the text, "You're always telling me to stop daydreaming! You and my mom." This shows that Gabby can't daydream at school or at home. According to the text, Dreams are great things Gabby, he finally says. The best thinkers, writers, and inventors in the world allow their thoughts to carry them away now and then. This means that Gabby could daydream when she had free time to do that.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("You're always telling me to stop daydreaming! You and my mom." and "Dreams are great things Gabby, he finally says. The best thinkers, writers, and inventors in the world allow their thoughts to carry them away now and then."); however, the response does not provide a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent." This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change at the end because the teacher is telling her that daydreaming is the way people have ideas.

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

The response only provides one relevant detail from the text for support (*the teacher is telling her that daydreaming is the way people have ideas*). The response does not provide a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent." This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7a

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

The Details and feelings change when you get past paragraph one like right here the detail changes

Teacher keeps an eye on me

all week I give him no reason

to call me aside but he does "Talk to me Gabby" he says.

"Tell me what's wrong I can see you're not happy"

I'd argue but my sigh

gives me away

And Right here

"Dreams are great things Gabby"

he finally says "The best thinkers writers inventors in the world

allow their thoughts

to carry them away now and then Take the Wright brothers We wouldn't have airplanes

if they hadn't dreamed of them first Still sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

## **GUIDE PAPER 7b**

you need to learn.

Got it?"

I nod, wondering if  
the Wright brothers  
knew anything about  
bringing daydreams in  
for a landing.

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

This response does not address any of the requirements of the prompt (*The Details and feelings change when you get past paragraph one like right here the detail changes Teacher keeps an eye on me all week I give him no reason to call me aside but he does “Talk to me Gabby” he says. “Tell me what’s wrong I can see you’re not happy” I’d argue but my sigh gives me away And Right here “Dreams are great things Gabby” he finally says “The best thinkers writers inventors in the world allow their thoughts to carry them away now and then Take the Wright brothers We wouldn’t have airplanes if they hadn’t dreamed of them first Still sometimes you have to slide your daydreams in a drawer and let them wait until later; like after I’m done teaching a lesson you need to learn. Got it?” I nod, wondering if the Wright brothers knew anything about bringing daydreams in for a landing*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

## GUIDE PAPER 8

Additional

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

She was Happy

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

This response does not address any of the requirements of the prompt (*She was Happy*).

## EXEMPLARY RESPONSE

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

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### Possible Exemplary Response:

Both phrases “carry them away” and “bringing daydreams in for a landing” allude to flying while referring to daydreams. Specifically, “carry them away” suggests that daydreaming can be like taking off and soaring. Right after the teacher uses this phrase, he gives an example, “Take the Wright brothers. We wouldn’t have airplanes if they hadn’t dreamed of them, first” reinforcing the connection between (day)dreaming and flying. At the end of the poem, Gabby’s use of the phrase “bringing daydreams in for a landing” also makes a connection between dreams, airplanes, and flying. An example of the connection is also shown in lines 38–42 when it states, “I nod, wondering if the Wright brothers knew anything about bringing daydreams in for a landing.” These phrases are related because they show that Gabby made a positive connection between daydreaming and flying.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The phrases "carry them away" and "bringing daydreams in for a landing" relate to each other because they show there is a certain time and place to daydream. For example, according to the poem "Take the Wright brothers. We wouldn't have airplanes if hadn't dreamed of them first". This quote shows daydreaming is a good thing you just need to know when to do it. Also, according to the poem "Still sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn, Got it?". This quote shows sometimes you have to put your daydreams away and save them for when it's the right time.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*because they show there is a certain time and place to daydream*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Take the Wright brothers. We wouldn't have airplanes if hadn't dreamed of them first*”. *This quote shows daydreaming is a good thing you just need to know when to do it* and “*Still sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn, Got it?*”. *This quote shows sometimes you have to put your daydreams away and save them for when it's the right time*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

how the phrases "carry them away" and "bringing day dreams in for a landing" relate to each other  
is it talking about let your dreams get control for secound  
and when done steer back to reality. According to  
text it states "The best thinkers,writers,inventors in the world  
allow their thoughts to carry them ,now and then,Also according  
to the text it states "still sometimes you have to slide your day  
dreams into a drawer and let them wait until later." These  
details show the reasoning to my inference/claim also these  
Details show how botha phrase's have meaning behind them.

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

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*let your dreams get control for secound and when done steer back to reality*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The best thinkers, writers, inventors in the world allow their thoughts to carry them, now and then* and “*Still sometimes you have to slide your day dreams into a drawer and let them wait until later.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

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In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

In "PERSISTANT" the word daydream is being potraied as an airplane and the phrases "carry them away" and "bringing daydreams in for a landing" are both indicating towards that. The reader can infer that the phrases are indicating this because the Wright brothers who are the inventors of the airplane are mentioned and because Mr. Spicer said the brothers let there daydreams carry them away

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

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*the word daydream is being potraied as an airplane and the phrases [...] are both indicating towards that*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the Wright brothers who are the inventors of the airplane and Mr. Spicer said the brothers let there daydreams carry them away*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

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In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The phrases, "carry them away" and "bringing daydreaming for a landing", relate because they both teach us a valuable lesson. The phrase "Carry them away" means that they allow our dreams to be creative. The phrase "bringing daydreaming for a landing" means sometimes you have to save it for another time. As said in line 33, "sometimes u have to slide your daydreams into a drawer and let them wait until later".

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

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*because they both teach us a valuable lesson*); however, the response only provides one concrete detail from the text for support (*“sometimes u have to slide your daydreams into a drawer and let them wait until later”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The Phrases "carry them away" and "bringing daydreams in for a landing" relate to each other is because both saying he's thoughts on the carry him to a new place. In the text it states "The best thinkers, writers inventors in the world allow their thoughts to carry them away now and then." This mean's that he's getting in his thoughts. "we wouldn't have airplane if they hadn't dreamed of it first." This shows with a simple thought.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The best thinkers, writers inventors in the world allow their thoughts to carry them away now and then*” and “*we wouldn’t have airplane if they hadn’t dreamed of it first.*”); however, the response does not provide a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

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In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

They start talking about Wright brothers dreaming about airplanes and then that's when there dreams "carry them away" like an airplane would. And then when the dreams have stop its like the airplane landing.

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

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*when there dreams “carry them away” like an airplane would. And then when the dreams have stop its like the airplane landing*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

lines 25 and ,41-42 are simular because to carry them away means to fly away in the sky,And bringing daydreams in for a landing means to stop flying or to slow down before a stop.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*lines 25 and ,41-42 are simular because to carry them away means to fly away in the sky,And bringing daydreams in for a landing means to stop flying or to slow down before a stop*).

## GUIDE PAPER 8

Additional

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

he likes to dream sleep and  
day dream. in the text it states  
i miss day dreaming this means  
he used to day dream. the text also  
states he . sleep . dreams. a lot.

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

This response does not address any of the requirements of the prompt (*he likes to dream Sleep and day dream. in the text. it states i miss 'day dreaming this means he used to' day. dream. the 'text .als sstates he . sleep . dreams. a lot*).

## EXEMPLARY RESPONSE

41

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The author’s purpose for including the details in paragraph 3 is to show that Emmaline has an independent spirit and is not influenced by what others think. In paragraph 3, Emmaline shows her independent spirit by disregarding what other girls think of as important and maintaining her own unusual interests. The paragraph explains that the girls she knows say bad things about Emmaline, such as that she is crazy, but “Emmaline didn’t care what other girls thought.” Unlike the other girls, “She didn’t care about dolls or new dresses or tea parties.” She follows her own interest, aeronautics.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The most likely purpose of including the details of the other girls is to show that Emmaline is a very different/ecentric girl. For example "She was a leader in the field of aeronautics,<sup>2</sup> as she would tell anyone who would listen; at least, she would be one day." This example shows us Emmaline wants to be a scientist, where other girls "care about dolls or new dresses or tea parties". Another example is "By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine." This example shows us she doesn't care about things girls "should" like.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show that Emmaline is a very different/ecentric girl*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("She was a leader in the field of aeronautics,<sup>2</sup> as she would tell anyone who would listen; at least, she would be one day." and *Emmaline wants to be a scientist, where other girls "care about dolls or new dresses or tea parties"* and *"By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine."* *This example shows us she doesn't care about things girls "should" like*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

the most likley purpose was to show how emmaline is different from them in many ways in the text it says" she had declared this when she was eleven she wasleader in the aeronautics as she would tell anyone who would listen at leat she would be one day". this shows what she wants to do with her she doesnt wanna be like other girls.in the text it also says" emmaline didnt care what other girls thought she didnt care about dolls or new dresses or tea parties she cared about aeronautics". this also shows the authors most likley purpose

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

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show how emmaline is different from them in many ways*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("she had declared this when she was eleven she wasleader in the aeronautics as she would tell anyone who would listen at leat she would be one day". this shows what she wants to do with her she doesnt wanna be like other girls and "emmaline didnt care what other girls thought she didnt care about dolls or new dresses or tea parties she cared about aeronautics"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author most likely included details about the girls to show how different Emmaline was. "she didn't care about dolls or tea parties..." "she cared about auronatecis."

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

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show how different Emmaline was*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("she didn't care about dolls or tea parties..." and "she cared about auronatecis."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

In the excerpt "Being the tale of a clever girl, a rubber boy and a collection of flying machines, mostly broken" by Howard Whitehouse. The authors purpose for including details about the girls emmaline know was to inform us about how other kids treated her for liking aviatrix. In paragraph 3 it states "The girls she knew said that emmaline was mad and that she probably believed in fairies". This quote shows how the friends emmaline knew wouldnt hear her out. That is why the authors purpose is to inform.

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

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to inform us about how other kids treated her for liking aviatrix*); however, the response only provides one concrete detail from the text for support (*"The girls she knew said that emmaline was mad and that she probably believed in fairies"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author's purpose in including the girls was to show the struggle of creating a new invention. Emmaline knew people thought she was crazy for trying to fly, but she persisted and tried her best.

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

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show the struggle of creating a new invention*); however, the response only provides one relevant detail from the text for support (*Emmaline knew people thought she was crazy for trying to fly*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

It contributes greatly to the story by showing  
she wanted to be a pilot. as it states "She  
was an aviatrix"

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

The response only provides one concrete detail from the text for support ("She was an aviatrix"). The response does not provide a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

41

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author's purpose is most likely to inform you.

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

This response does not address any of the requirements of the prompt and is too vague (*The author’s purpose is most likely to inform you*).

## GUIDE PAPER 8

Additional

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

That she was going to invent a flying machine

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

This response does not address any of the requirements of the prompt (*That she was going to invent a flying machine*).

## EXEMPLARY RESPONSE

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The shift between paragraphs 6 and 7 provides background to Emmaline’s story, showing a real-life reason for her interest in inventing a flying machine. In paragraphs 1 through 6, the reader learns that Emmaline is an imaginative teenage girl who is passionate about the idea of flying, but “Emmaline was afraid of flying” which may hold her back from her plans. In paragraphs 7 and 8, the reader learns that Emmaline’s great-great-uncle had some of the same dreams and fears, but in a different era: “Sir George Cayley had tried inventing flying machines long ago” (paragraph 7). Sir George got other people to pilot his machines, suggesting that he was afraid to do so himself. So, this shift in the story explains a connection in the story between Emmaline and her great-great-uncle, providing possible reasons for Emmaline’s interest in flying as well as for her fear of flying.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

42

In "Excerpt from *The Strictest School in the World*," how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

In "Excerpt from *The Strictest School in the World*," the shift between paragraph 6 and 7 contributes to the story by comparing the past to the present. This is because the similarity is really obvious: Sir George Cayley loves flying machines and also afraid of flying (due to old age) when he built his first person-carrying glider, just like Emmaline, who is also afraid of flying even if she loves to investigate the science of air travel. This is proven in the text: "The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet<sup>4</sup> to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her" (Whitehouse 1). This quote shows that the fact Emmaline is afraid of flying plus, she wants to be an aviatrix with abundant knowledge, is very clear. Another quote from the text that can indicate the answer to this question is: "But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)" (1). This quote conveys that Sir George Cayley is a very devotional inventor, but similar to his great-great-niece, he was afraid of flying, although, of age rather than sole psychological factors. both situations are similar to each other, only the time is different. thus what is affecting the story is: Emmaline uses the experiences from her ancestor, which has a very similar situation with her, to fulfill her own quest.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by comparing the past to the present*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt [*Sir George Cayley loves flying machines and also afraid of flying (due to old age) when he built his first person-carrying glider, just like Emmaline, who is also afraid of flying even if she loves to investigate the science of air travel. This is proven in the text: "The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet<sup>4</sup> to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her" and "But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)" [...] similar to his great-great niece, he was afraid of flying, although, of age rather than sole psychological factors*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift between paragraphs 6 and 7 contribute to the story because it shows how much Emmaline cared about flying, and how much her great-great-uncle cared about flying. According to the text it says “if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed....” Also according to the text it states “As a boy he’d made model gliders studied birds’ wings and conducted strange experiments with wind tunnels.” This shows how much Emmaline and her great-great-uncle cared about flying.

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

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*because it shows how much Emmaline cared about flying, and how much her great-great-uncle cared about flying*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed....*” and “*As a boy he’d made model gliders studied birds’ wings and conducted strange experiments with wind tunnels.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift contributes to the story by telling the reader how Emmaline's great-great uncle was interested in flying machines just like Emmaline. The text says "Emmaline's great-great uncle Sir George Cayley, had tried inventing flying machines long ago." Another one is "as a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels."

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

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by telling the reader how Emmaline's great-great uncle was interested in flying machines just like Emmaline*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Emmaline's great-great uncle, Sir George Cayley, had tried inventing flying machines long ago." and "as a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

In "Excerpt from The Strictest School in the world," it contributes because it shows how Emmaline and her great great uncle both had an intrest in flight. The text states, "As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older."

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

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*because it shows how Emmaline and her great great uncle both had an intrest in flight*); however, the response only provides one concrete detail from the text for support ("As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift between paragraphs 6 and 7 contribute to the story by showing that Emmaline's family has history with flying machines.

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

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by showing that Emmaline's family has history with flying machines*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The between paragraphs 6 and paragraphs 7 contribute to the story because Both paragraph talk about learning about. According to the text (“The truth is that Emmaline was afraid to flying. She didn’t amit it to herself”). This detail show paragraph 6-7 contribute to the story.

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

The response only provides one concrete detail from the text for support (“*The truth is that Emmaline was afraid to flying. She didn’t amit it to herself*”). The response does not provide a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

It shifts to her fear of flying.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*It shifts to her fear of flying*).

## GUIDE PAPER 8

Additional

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The both paragraphs talk about flying.  
In the Tittle of the story it says  
“Collection of flying machines.” The Tittle of  
the story and two paragraphs are about  
flying and how they invented

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

This response does not address any of the requirements of the prompt (*The both paragraphs talk about flying. In the Tittle of the story it says “Collection of flying machines.” The Tittle of the story and two paragraphs are about flying and how they invented*).

## EXEMPLARY RESPONSE

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

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## Possible Exemplary Response:

Both “Persistent” and “Excerpt from *The Strictest School in the World*” are about the importance of pursuing one’s dreams. The main characters in each piece, Gabby in the poem and Emmaline in the story, see the importance of their dreams. They also learn lessons about limitations on their dreams. In both pieces, this shared theme is partially developed through stories about flying.

In the poem, a theme of “Persistent” is that daydreams can contribute to a person’s success, and so they should be pursued. In the poem, the story about flying contributes to the theme by showing Gabby a famous example of dreams leading to success. Gabby’s teacher tells her, “The best thinkers, / writers, inventors in the world / allow their thoughts / to carry them away, / now and then” (lines 22-26), and then he uses the Wright brothers to exemplify this, saying, “Take the Wright brothers. / We wouldn’t have airplanes / if they hadn’t dreamed of them, first” (lines 27-29). This shows that successful people, like the Wright brothers, often get their start through dreaming and that it is important to let your mind wander in order to come up with new and innovative ideas. For Gabby, this information is crucial because she had previously thought that adults didn’t want her to daydream at all. The limitation that Gabby’s teacher puts on daydreaming is that there is a time and place for doing so and that it’s sometimes necessary to let dreams “wait until later” (line 33). At the end of the poem, Gabby seems to question this part of her teacher’s advice when she wonders “if / the Wright brothers / knew anything about / bringing daydreams in / for a landing,” tying back to the story of flying.

Similarly, a theme of “Excerpt from *The Strictest School in the World*” is that a person should pursue her or his passions, though it is sometimes necessary to get assistance from others to achieve one’s dreams. In this particular story, the stories about flying contribute to this theme by helping Emmaline to understand that she may need to rely on others to help make her dreams come true. Emmaline’s great-great-uncle George was an early inventor of flying machines. While he loved the adventure, he didn’t pilot the machines himself: “But he hadn’t built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)” (paragraph 7). From this story, Emmaline learns that Sir George accomplished something important in aeronautics while relying on a boy in order to test his flying machine, something he was unwilling or unable to do himself. And when Sir George built another machine a few years later, he used an employee to pilot that machine. From these stories, Emmaline concludes that she can pursue her own dreams of inventing a flying machine while relying on others to help: “Emmaline knew there was a simple moral to the story. Get somebody else to sit in the pilot’s seat” (paragraph 9).

To conclude, both pieces have a shared theme about the importance of pursuing one’s dreams. Both texts support that dreams should be pursued because they are achievable, and they develop the ideas for this theme through the use of stories about flying. Within each text we can see how the poet and the author develop this theme as both Gabby and Emmaline learn lessons that they can apply to their own lives through these stories.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A theme conveyed by both the poem and the story is the importance of limiting your dreaming. In "Excerpt from The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken" by Howard Whitehouse, the protagonist limits their dreaming by keeping a level of safety in their dreams. In "Persistent" from Words with Wings

by Nikki Grimes, Gabby, a student keeps her dreaming to a limit by paying attention during lessons and allowing her dreaming to occur afterwards. Both these pieces share how limiting dreaming can benefit.

In "Excerpt from The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken" by Howard Whitehouse, Emmaline Cayley dreams of flight. Emmaline was a "pioneering scientist" (3); her dreams act as a form of motivation to achieve the power of flight. Despite these dreams, Emmaline "was afraid of flying" (6). This is because she understands the danger of flying. By limiting her dreaming and allowing someone else to "sit in the pilot's seat" (9-10), she preserves her own safety and keeps a level of comfort and reality in her dreams.

In the poem “Persistent” from Words with Wings

## **GUIDE PAPER 1b**

by Nikki Grimes, the teacher continuously conveys the importance of dreaming with statements such as "the best thinkers,

writers, inventors in the world

allow their thoughts

to carry them away,

now and then" (22-26). The teacher obviously has a strong belief in the importance of dreaming. However, he also believes that "still, sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

you need to learn" (30-36). By finding appropriate times for dreaming, you allow yourself to be motivated by these dreams while avoiding dreaming becoming a distraction.

A theme conveyed by both the poem and the story is the importance of limiting your dreaming. By keeping a level of safety and reality in your dreams, dreaming will become more comfortable. By finding appropriate times to dream, your dreaming continues to motivate you while not becoming a distraction. Limiting your dreaming does have benefits. Dreaming provides a sense of motivation, so by keeping dreams somewhat realistic and by finding times to dream, a dreamer can stay focused, motivated, and comfortable.

## 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 (*A theme conveyed by both the poem and the story is the importance of limiting your dreaming. In “Excerpt from The Strictest School in the World: [...] the protagonist limits their dreaming by keeping a level of safety in their dreams. In “Persistent” [...] a student keeps her dreaming to a limit by paying attention during lessons and allowing her dreaming to occur afterwards. Both these pieces share how limiting dreaming can benefit*). The response demonstrates insightful analysis of the texts (*In “Excerpt from The Strictest School in the World [...] Emmaline Cayley dreams of flight; her dreams act as a form of motivation to achieve the power of flight; This is because she understands the danger of flying; By limiting her dreaming and allowing someone else [...] she preserves her own safety and keeps a level of comfort and reality in her dreams; In the poem “Persistent” [...] the teacher continuously conveys the importance of dreaming with statements; The teacher obviously has a strong belief in the importance of dreaming. However, he also believes that [...] By finding appropriate times for dreaming, you allow yourself to be motivated by these dreams while avoiding dreaming becoming a distraction*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*Emmaline was a “pioneering scientist”; Emmaline “was afraid of flying”; allowing someone else to “sit in the pilot’s seat”; “the best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then”; “still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I’m done teaching a lesson you need to learn”*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*both the poem and the story, In “Excerpt, In “Persistent”, Despite, This is because, By limiting [...] she preserves [...] and keeps, In the poem, such as, However, By finding [...] you allow, while, so*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*importance of, limits their dreaming, keeping a level of safety, dreams act as a form of motivation to achieve, power of flight, danger of flying, preserves her own safety, level of comfort and reality, continuously conveys, strong belief, a distraction, sense of motivation*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*A theme conveyed by both the poem and the story is the importance of limiting your dreaming. By keeping a level of safety and reality in your dreams, dreaming will become more comfortable. By finding appropriate times to dream, your dreaming continues to motivate you while not becoming a distraction. Limiting your dreaming does have benefits. Dreaming provides a sense of motivation, so by keeping dreams somewhat realistic and by finding times to dream, a dreamer can stay focused, motivated, and comfortable*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the poem, "Persistent" and the story, "Excerpt from The Strictest School in the World," both share an almost similar plot and moral.

In both "Persistent" and "Excerpt from The Strictest School in the World", a similar theme is shared. The theme that is shared is that, both have plots that revolve around dreaming to accomplish something incredible in life. Gabby is constantly daydreaming about different things throughout her lessons, whilst Emmaoline dreams of flying and becoming an aviciatrix. "Dreams are great things, Gabby, 'The best thinkers, writers, inventors in the world

allow their thoughts to carry them away, now  
can then." "Everyone dream of flying. Emma-line  
did; She didn't care about dolls or new dresses  
or tea parties; she cared about aeronautics. She  
was an aviatrix."

The poet and author inquire this theme  
in each text by, giving more evidence as  
to why each of the characters dream of accomplishing  
such things. They elaborate on the passion  
that the characters hold towards their dreams.  
"We wouldn't have airplanes if they hadn't  
dreamed of them, first." "She told herself if  
she were to plummet to her doom, then all her  
experimental knowledge as a pioneer in aeronautics  
would die with her. Emma-line thought this  
would be a tragedy indeed...."

This is the similarity held between  
both the poem and the excerpt.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the poem, “Persistent” and the story, “Excerpt from The Strictest School in the World,” both share an almost similar plot and moral; In both “Persistent” and “Excerpt from The Strictest School in the World”, a similar theme is shared; The poet and author inquire this theme in each text by*). The response demonstrates insightful analysis of the texts (*The theme that is shared is that, both have plots that revolve around dreaming to accomplish something incredible in life; Gabby is constantly daydreaming about different things throughout her lessons, Whilst Emmaline dreams of flying and becoming an aviatrix; The poet and author inquire this theme in each text by , giving more evidence as to why each of the characters dream of accomplishing such things. They elaborate on the passion that the characters hold towards their dreams*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*“Dreams are great things, Gabby,’ ‘The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then.”* and *“Everyone dreams of flying. Emmaline did.; She didn’t care about dolls or new dresses or tea parties; she cared about aeronautics. She was an aviatrix.”* and *“We wouldn’t have airplanes if they hadn’t dreamed of them, first.”* and *“She told herself if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed....”*). Clear organization is exhibited, with the use of appropriate transitions to create a unified whole (*In the poem, both, in each text, between both*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*moral, revolve around, accomplish, incredible in life, constantly daydreaming, dream of accomplishing, elaborate on the passion*). The response provides a concluding statement that follows from the topic and information presented (*This is the similarity held between both the poem and the excerpt*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

43

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A theme that is shared in the poem "Persistent" and "Excerpt from The Strictest School in the World", is that daydreaming can be a good thing, and sometimes a bad thing. The author of "Persistent" portrays daydreaming by explaining it as a good thing that comes out of the greatest minds, while the author of "Excerpt from The Strictest School in the World" explains daydreaming by writing about how it can be a good thing, but its effects can sometimes be negative. In the poem "Persistent", the author writes, "Dreams are great things, Gabby," he finally says. 'The best thinkers,

writers, inventors in the world

allow their thoughts

to carry them away,

now and then"(20-25). In other words, the author writes that dreams are fantastic things that the best minds in the world can think of. In the poem the author also writes,

## GUIDE PAPER 3b

"Still, sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

you need to learn"(30-36). In essence, the author wants us to know that daydreams can be good, but sometimes they interfere with reality, especially if that reality will be beneficial. The author of "Excerpt from the Strictest School in the World" portrays a similar theme. In the text the author writes, "Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured"(7). To put it another way, daydreams can turn into fantastic things if they have a positive outcome. In the story, the narrator explains, "The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . ." (8). To explain it differently, daydreams can be good, but they can sometimes be a bad thing if they have a negative outcome or hurt other people in some way. Clearly, the poem "Persistent" and the stroy "Excerpt from The Strictest School in the World" convey similar themes about daydreams.

## **GUIDE PAPER 3c**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*A theme that is shared in the poem “Persistent” and “Excerpt from The Strictest School in the World”, is that daydreaming can be a good thing, and sometimes a bad thing*). The response demonstrates grade-appropriate analysis of the texts (*The author of “Persistent” portrays daydreaming by explaining it as a good thing that comes out of the greatest minds; the author of “Excerpt from The Strictest School in the World” explains daydreaming by writing about how it can be a good thing, but its effects can sometimes be negative; dreams are fantastic things that the best minds in the world can think of; the author wants us to know that daydreams can be good, but sometimes they interfere with reality, especially if that reality will be beneficial; daydreams can turn into fantastic things if they have a positive outcome; daydreams can be good, but they can sometimes be a bad thing if they have a negative outcome or hurt other people in some way*). The topic is developed with the sustained use of relevant, well-chosen details from the texts [*“Dreams are great things, Gabby,’ he finally says. ‘The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then”*; *“Still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I’m done teaching a lesson you need to learn”*; *“Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured”*; *“The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . . .”*]. Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*The author of [...] while the author of, but, In the poem, also writes, In essence, especially if, In the text, To put it another way, In the story, To explain it differently, Clearly*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*portrays daydreaming, comes out of the greatest minds, dreams are fantastic, interfere with reality, effects can sometimes be negative, beneficial, positive outcome, negative outcome*). The response provides a concluding statement that follows from the topic and information presented (*Clearly, the poem “Persistent” and the stroy “Excerpt from The Strictest School in the World” convey similar themes about daydreams*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 4a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the poem “Persistent” and “Excerpt from the Strictest School in the World” Both share a similar theme. The theme that they both share is that they are both talking about how they want dreams to come true. But they both developed this theme in different ways.

The theme that is both passages are wanting dreams to come true. For example in “Persistent” it talks about dreams coming true because it says in the text “I miss daydreaming.”

DO NOT WRITE BEYOND THIS AREA

## GUIDE PAPER 4b

This quote shows that in "Persistent" it wants dreams to come true because Grabby is wanting to daydream again but she feels like she can't, because things are in the way. Then, the theme that is also shared in "Excerpt from the Strictest School in the World." that is that dreams are wanting to come true because in that passage it says "Everyone dreams about flying. Emmaline did." This shows that the theme that dreams are wanting to come true is correct because Emmaline is dreaming of flying one day. This shows that the theme in both texts are true.

The poet and author developed the theme in each text because they both show how the main characters want to have something.

## GUIDE PAPER 4c

For example in "PERSISTANT" it shows how Grubby is wanting to daydream again but people are getting in his way of it. Also in "Except at the strictest school in the world" it shows how the author developed the theme because it shows and describes how badly Emmaline wanted to fly. This shows how the author and poet both developed the theme how in both texts they want their dreams to come true.

In conclusion, this shows how the theme that dreams are wanting to come true in both texts because they both show it in different ways and how the author and poet show how they developed that to happen.

## **GUIDE PAPER 4d**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the poem “Persistent” and “Excerpt from the Strictest School in the World” Both share a simular theme. The theme that they both share is that they are both talking about how they want dreams to come true. But they both develope this theme in different ways*). The response demonstrates grade-appropriate analysis of the texts (*The theme that is both passages are wanting dreams to come true; This quote shows that in “Persistent” it wants dreams to come true because Gabby is wanting to daydream again but she feels like she cant, because things are in the way; the theme that is also shared in “Excerpt from the Strictest School in the World.” that is that dreams are wanting to come true; This shows that the theme that dreams are wanting to come true is correct because Emmaline is dreaming offlying one day; The poet and author develope the theme in each text because they both show how the main characters want to have something; in “Excerpt of the Strictest School in the World” it shows how the author developed the theme because it shows and describes how badly Emmaline wanted to fly; This shows how [...] in both texts they want their dreams to come true*). The topic is developed with the sustained use of relevant evidence, with some lack of variety (“I miss daydreaming”; “Everyone dreams about flying. Emmaline did.”; *Emmaline is dreaming of flying one day; in “Persistent” it shows how Gabby is wanting to daydream again but people are getting in the way of it*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*In the poem, both share, But they both, For example, because it says in the text, This quote shows, Then, the theme that is also, because in that passage it says, This shows, For example, Also, In conclusion*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*wanting dreams to come true, wanting to daydream again, dreaming of flying one day, people are getting in her way, how badly Emmaline wanted to fly*). The concluding statement follows from the topic and information presented (*In conclusion, this shows how the theme that dreams are wanting to come true in both texts because they both show it in different ways and how the author and poet show how they developed that to happen*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*simular, develope, that is both passages are, cant*).

## GUIDE PAPER 5a

Additional

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. This theme is that dreams are like a spark of creativity and inventing useful things.

To begin with in “Persistent” the theme is developed. According to lines 22-24 “The best thinkers, writers, inventors in the world allow their thoughts to carry them away”. What the poet is trying to say here is that thinking / dreaming is

a good thing, and daydreaming/  
your thoughts can take you a  
long way, into a successful life.

Then, in "Excerpt from The Strictest School in the world" it ~~also~~ also develop the theme of dreams  
are like a spark in creativity  
and inventing useful things. I say  
this because Paragraph 8 "A  
few years later Cayley tried again  
with a bigger, better craft, A team  
of big, brawny farmhands from  
Cayley's estate hauled it up a hill  
above a valley known as Brompton  
Dale, This machine was marvel." This  
Shows how ~~is~~ dreaming about something  
can bring you to success and accomplish  
something useful to people. Also  
how much creativity she had to  
make everything happen.

To conclude the theme of "Persistent" and "Excerpt from The Strictest School in the world" both developed a similar theme of dreaming / thinking is like a spark of creativity and inventing useful things.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The poem "Persistent and the Story "Excerpt from The Strictest School in The world" convey a similar theme. This theme is that dreams are like a spark of creativity and inventing usful things*). The response demonstrates grade-appropriate analysis of the texts (*What the Poet is trying to say here is that thinking/dreaming is a good thing, and daydreaming/your thoughts can take you a long way, into a sucessful life; I say this because; This shows how dreaming about something can bring you to sucess and accompl something useful to people. Also how much creativty she had to make everything happened*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant ("The best thinkers, writers, inventors in the world allow their thoughts to carry them away" and "A few years, later Cayley tried again with a bigger, better craft, A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale, This machine was marvel"). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*To begin with, According to lines, Then, I say this because, This shows how, Also, To conclud*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*dreams are like a spark of creativity, inventing, thinking/dreaming is a good thing, take you a long way, sucessful life, accoml something useful*). The concluding statement follows from the topic and information presented (*To conclud the theme of "Persistent" and "Excerpt from The Strictest School in The world" both developed a similar theme of dreaming/thinking is like a spark of creativity and invent-ing useful things*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*creativity, usful, sucessful, make everything happened, conclud, punctuation*).

## GUIDE PAPER 6a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the Poem “Persistent” and the Story “Excerpt from The Strictest School in the World” both convey a similar theme. That theme is ~~is~~ ~~not~~ Don’t Stop dreaming. In the Poem Persistent, A girl named Gabby wants to day dream more but she can’t so her Teacher gives her some advice. On line 20 it stated “Dreams are great things, Gabby”. In the story Emmaire is too scared to live her dream. But she looks back about Storys on her Great-Great

## GUIDE PAPER 6b

Uncle, which inspires her. The Poet and author use this theme to develop their text because it's something people can relate too.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the poem “Persistent” and the story “Excerpt from The Strictest School in the World” both Convey a similar theme and The poet and author use this theme to develop there text*). The response demonstrates grade-appropriate analysis of the texts (*That theme is Don’t Stop dreaming; Gabby wants to daydream more but she can’t so her Teacher gives her some advice; In the story Emmaline is too scared to live her dream [...] which inspires her*). The topic is partially developed with the use of some textual evidence (*“Dreams are great things, Gabby” and she looks back about storys on her Great-Great Uncle*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the Poem, and the Story, both, but she can’t so, On line 20 it states, In the story, which, because*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*Don’t Stop dreaming, daydream more, too scared to live her dream, looks back, something people can relate too*). The concluding statement follows from the topic and information presented (*The poet and author use this theme to develop there text because its something people can relate too*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*storys on her Great-Great Uncle, develope, there text, its something, relate too, capitalization*).

## GUIDE PAPER 7a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The poem “Persistent” and the story “Excerpt from The Strictest School in the World” convey a similar theme by the poet and the author both write about daydreaming. From the poem “Persistent” the poet Nikki Grimes develops the theme by making a story like poem about a girl who wants to daydream but her teacher and mom tell her not to then her teacher tells her that she can't daydream all the time because she won't be able to focus in class. One detail to support my response is “I miss daydreaming.”

“Then daydream!” says Mr. Spicer,  
confusing me.

“But you’re always telling me  
to stop daydreaming!  
You and my mom.”

Teacher taps his top lip  
like a door the right words  
are hiding behind.

“Dreams are great things, Gabby.”

## **GUIDE PAPER 7b**

he finally says.

“The best thinkers,  
writers, inventors in the world  
allow their thoughts  
to carry them away,  
now and then.

Take the Wright brothers.

We wouldn’t have airplanes  
if they hadn’t dreamed of them, first.

Still, sometimes you have to  
slide your daydreams  
in a drawer  
and let them wait until later,  
like after I’m done  
teaching a lesson

## GUIDE PAPER 7c

you need to learn." From the story "Excerpt from The Strictest School in the World" the author Howard Whitehouse develops the theme by making a story about a girl who wants to fly being a female pilot but she is scared of flying and her great-great-uncle had also tried inventing flying machines long ago and had somebody else to fly it but it crashed and the "volunteered" pilot had resigned." One detail that supports my response is Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The poem "Persistent" and the story "Excerpt from The Strictest School in the World" convey a similar theme by the poet and the author both write about daydreaming; From the poem "Persistent" the poet Nikki Grimes develops the theme by; From the story "Excerpt from The Strictest School in the World" the author Howard Whitehouse develops the theme by*). The response demonstrates a literal comprehension of the texts (*develops the theme by making a story like poem about a girl who wants to daydream but her teacher and mom tell her not to then her teacher tells her that she can't daydream all the time because she won't be able to focus in class; develops the theme by making a story about a girl who wants to fly being a female pilot but she is scared of flying; her great-great-uncle had also tried inventing flying machines long ago and had somebody else to fly it but it crashed and the "volunteered" pilot had resigned*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant [*"I miss daydreaming." "Then daydream!" says Mr. Spicer, confusing me. "But you're always telling me to stop daydreaming! You and my mom." Teacher taps his top lip like a door the right words are hiding behind. "Dreams are great things, Gabby," he finally says. "The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then. Take the Wright brothers. We wouldn't have airplanes if they hadn't dreamed of them, first. Still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn.*] and *Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot*]. This response exhibits some attempt at organization, with inconsistent use of transitions (*the poet and the author both, From the poem, but, because, One detail, From the story*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*both write about daydreaming, making a story like poem, a story about a girl who wants to fly*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*by the poet and the author both write about, punctuation, run-on sentences*).

## GUIDE PAPER 8a

Additional

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A similar theme in both stories “Excerpt from the Strictest School in the World” and “Persistent” is that they both have dreams and they both dream. In the text it says “Dreams are great things, Gabby he finally says!” And also the other text says “Everyone dreams about flying. Emma has did.” These both stories mean that they have dreams. The poet and the author develop these themes in each text because they want to accomplish something that they have dreams about. In the text “Persistent” it says “I was day dreaming then day dream says Mr. Spice. And also it says Everyone dreams about flying. These both stories mean that they want to have great dreams.

## **GUIDE PAPER 8b**

**Additional**

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

This response introduces a topic that follows generally from the task and purpose (*A simialar theme in both stories [...] is that they both have dreams and they both dream and The poet and the author devolp these themes in each text*). The response demonstrates a literal comprehension of the texts (*These both stories mean that they have dreams; The poet and the author devolp these themes in each text because they want to accomplish sonething that they have dreams about; These both stories mean that they want to have great dreams*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (“*Dreams are great things, Gabby he finally say's*”; “*Everyone dreams about flying. Emmaline did.*”; “*I miss day dreming then day dream say's Mr. spice; Everyone drams about flying*”). This response exhibits some attempt at organization, with inconsistent use of transitions (*in both stories, they both have, In the text it say's, becuase, And also it says*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*both have dreams, they both dream, to accomplish sonething, want to have great dreams*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*drams, say's, devolp, sonething, Persint, dreming, These both stories mean, punctuation*).

## GUIDE PAPER 9

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Both the stories "Persistent" and Excerpt from The Strictest school in the world" have a common theme of do't give up on something you truly dream about.

in Persistent the author wrote "I miss daydreaming". She wrote it because Gabby liked to daydream. She also wrote "Wondering if the Wrightbrothers knew anything about bringing daydreams in for a landing.

in Persistent" and Excerpt from The Strictest school in the world the author wrote "Everyone dreams about flying". He wrote it because evryone has there own dreams.

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

This response introduces a topic that follows generally from the task and purpose (*Both the stories "Persistent" and Excerpt from The Strictest school in the world" have a common theme*). The response demonstrates a literal comprehension of the texts (*do't give up on something you truly dream about; She wrote it because Gabby liked to daydream; He wrote it because evryone has there own dreams*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*"I miss daydreaming"; "Wondering if the Wrightbrothers knew anything about bringing daydreams in for a landing; "Everyone dreams about flying"*). This response exhibits some attempt at organization, with inconsistent use of transitions (*Both the stories, in Persistent the author wrote, because, She also wrote*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*common theme, you truly dream about, liked to daydream, there own dreams*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*do't give up, evryone has there own dreams, capitalization, punctuation, spacing*).

## GUIDE PAPER 10

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The theme that is shared is daydreaming. For example in the Excerpt from The Strictest School in the World it states “I miss daydreaming.”. This shows how the person was daydreaming. and in Persistent it shows how she starts day dreaming about her great great grandfather. This also shows how the person was daydreaming. In conclusion both storys share the theme of daydreaming.

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

This response introduces a topic that follows generally from the task and purpose (*The theme that is shared is daydreaming*). This response demonstrates little understanding of the texts (*This shows how the person was daydreaming and it shows how she starts day dreaming about her great great grandfather*). This response demonstrates an attempt to use minimal evidence (“*I miss daydreaming.*”). This response exhibits little attempt at organization (*For example, This shows, In conclusion*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. The concluding statement follows generally from the topic and information presented (*In conclusion both storys share the theme of daydreaming*). The response demonstrates emerging command of conventions (*day dreaming, conclusion, storys, punctuation*).

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Both the poem “Persistent” and the story “Excerpt from The Strictest School in the world” share a similar theme which is to never give up on what you want to do. This theme can be shown through the poem and story in many ways. In addition, it was able to be shown in many way because of the way the poet and the author developed it.

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

This response introduces a topic that follows generally from the task and purpose (*Both the poem “Persistent” and the story “Excerpt from The Strictest School in the world” share a similar theme which is*). This response demonstrates little understanding of the texts (*never give up on what you want to do; This theme can be shown through the poem and story in many ways; it was able to be shown in many way because of the way the poet and the author developed it*). No evidence is provided. This response exhibits little attempt at organization (*Both the poem “Persistent” and the story, In addition, because*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*in many ways and because of the way*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions (*throught and in many way because*).

## GUIDE PAPER 12

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

the peot and the author made diffrent theams because they are oposit. one is about  
dreaning the other is about doing your dreams.

"i miss dreaming" "I will make a flying macing

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

This response introduces a topic that does not logically follow from the task and purpose (*the peot and the author made diffrent theams*). This response demonstrates little understanding of the texts (*because they are oposit* and *one is about dreaning the other is about doing your dreams*). This response demonstrates an attempt to use minimal evidence (“*i miss dreaming*” and “*I will make a flying macing*”). This response exhibits little attempt at organization (*because* and *one [...] the other*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. This response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*peot*, *diffrent*, *oposit*, *dreaning*, *macing*, capitalization, punctuation).

## GUIDE PAPER 13

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Because they both want to fly. In the text it's says everone dreams about flying.

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

This response demonstrates a lack of comprehension of the texts and task (*Because they both want to fly*). This response demonstrates an attempt to use minimal evidence (*everone dreams about flying*). This response exhibits little attempt at organization (*Because* and *In the text it's says*). No concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 14

Additional

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

• Something bad happened to both of the characters  
• they develop the theme like it was in a book.

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

This response demonstrates a lack of comprehension of the texts and task (*Something bad happened to both of the characters and they develop the theme like it was in a book*). 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.