

# New York NYSTP 2022 Grade 4 English Language Arts

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



# New York State Testing Program

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## 2022 English Language Arts Test Session 1

Grade **4**

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 article. Then answer questions 1 through 6.

## Fabulous Fathers

by Monica A. Harris

- 1 Fathers come in all shapes and sizes. In the animal kingdom, fathers have some fascinating (and strange!) ways of helping their young. Some animal dads protect their babies. Some provide food. Some teach survival skills.

**survival skills = skills needed to stay alive**

- 2 Whatever their talents, the following fathers are fabulous!

### **Suck Them Up and Spit Them Out**

- 3 Most fish do not live in family groups, but in the Red Devil Cichlid families of Central America, fathers help take care of their young. If a little one swims too far away, it's his dad's job to put him back into place. He gently grasps the wandering fish in his mouth and—aaapooey! He spits the young wanderer back with his brothers and sisters.

### **Excuse Me, I've Got a Frog in my Throat**

- 4 If you were a Darwin's frog father with 20 or 30 babies to protect, where would you keep them? In your throat, of course! This South American dad picks up the young ones with his tongue and slides them through slits in his vocal sacs. As the babies grow, they push on Dad's throat and prevent him from croaking. Finally, when the babies are big enough, they crawl out of Dad's throat and hop away. (In case you were wondering, there are times when Dad accidentally swallows one. Oops!)

### **Piggyback Nursery**

- 5 Where does the mother giant water bug lay her eggs? On the father's back! She attaches the eggs with a sticky material called an egg pad. When

**GO ON**

she's done, the father swims away and does all the caregiving. He visits the water's surface so the eggs can get air and uses his hind feet to clean the eggs. Once the babies are on their own, the father rubs off the sticky egg pad.

### Cold Feet, Big Heart

- 6 In the chilly Antarctic, a mother Emperor penguin lays an egg. She must find a warm place for it before it freezes. Dad to the rescue! The pair works carefully to roll the egg to the top of his feet. He covers it with a flap of thick belly skin. The mother penguin then leaves for 2 months. She travels to open hunting waters that are over 50 miles away. In the meantime, the father keeps the egg on his feet. He doesn't eat. He doesn't drink. He just huddles together with the other fathers to keep their eggs warm. When the egg hatches, the chick stays cozy in the same place—on Dad's feet, under a layer of skin. Soon after, the mother returns and takes over while Dad goes hunting.

### Sly Teacher

- 7 For the red fox, raising babies is a team effort. The mother stays in the den to keep the young, called kits, warm. The father brings the mother food every 4 to 6 hours until the kits are old enough to roam outside. To teach them how to find their own food, the father red fox buries extra meat near the den and hides it with twigs.

## MORE FABULOUS FATHERS

Animal	Father's Unusual Actions
Seahorse	Carries the eggs in his pouch and gives birth
Great Horned Owl	Feeds himself, 2 to 3 babies, and the mother owl, who is much bigger than he is
Rhea (a large bird)	Builds the nest, hatches the eggs, and also cares for the young
Jacana (a small bird)	Protects the nest, even sometimes from the mother jacana

**GO ON**

**1**

Read these sentences from paragraph 1.

Fathers come in all shapes and sizes. In the animal kingdom, fathers have some fascinating (and strange!) ways of helping their young.

How does the author support the information in these sentences?

- A** by explaining that large and small father animals exist in the wild
- B** by explaining that father animals can appear unusual
- C** by showing that father animals know their babies change shape as they grow
- D** by showing that father animals use different ways to care for their babies

**2**

Which statement supports a main idea found in both paragraph 4 and paragraph 6?

- A** Father animals need help from the mother when they want to eat.
- B** Father animals have many ways to provide food for their babies.
- C** Father animals use their bodies to protect their babies from harm.
- D** Father animals know that keeping the eggs warm is important.

**3**

What does the word “flap” mean as it is used in paragraph 6?

- A** box closing
- B** piece of fabric
- C** loose covering
- D** part of a book

**GO ON**

**4**

According to the information in paragraph 7, which statement **best** explains something special the father red fox does for his kits?

- A** He watches the kits as they learn to dig for food.
- B** He stays in the den to make sure the kits are warm.
- C** He hunts for food and then covers it so the kits have to find it.
- D** He comes back to the den every few hours to check on the kits.

**5**

How does the table support the information in the article?

- A** It compares father and mother animals.
- B** It shows the number of babies a father animal cares for.
- C** It gives more information about the sizes of father birds.
- D** It gives more examples of how animal fathers take care of babies.

**6**

Which statement **best** summarizes the main idea of the article?

- A** Frog fathers sometimes care for a large number of babies.
- B** Animal fathers have unusual ways of helping their young.
- C** Animal fathers sometimes care for their young in groups.
- D** Fox fathers need many skills to keep their kits healthy.

**GO ON**

# **D**irections

Read this article. Then answer questions 19 through 24.

## Sharing My Story

by Robert San Souci

- 1 I always knew that I wanted to be a writer. Before I learned to write, I listened carefully to stories read to me, then I retold them to my friends. But I left out things I didn't like, and added my own ideas. (I also added plenty of monsters to make things more interesting.) By the time I was done changing things, my stories didn't always make sense. But they were exciting—and my friends enjoyed them. I still do this today: I retell folktales or myths or legends in new, exciting (I hope!), but sensible ways.
- 2 When I learned how to write, I decided that I wanted to be a writer more than anything else. The first “books” I wrote were little Christmas or birthday stories for my family and friends. They were written on sheets of lined paper that I stapled together. This was before we had computers, so I had to write my stories over and over to make extra copies.
- 3 I liked my stories to have pictures, but I wasn't good at drawing. Happily, my brother Daniel loved to draw. So he did pictures for my “books.” Now he is a full-time book illustrator. We have published nine books together over the years.
- 4 When I was in second grade, I wrote a story about a magician called “The Great Yami Yogurt,” who used the magic word “Yazam!” All his magic went wrong. He'd try to make flowers, but they'd turn into monsters. With my mother's help, I sent the story to an editor at Random House, because I thought my story was funny and good enough to make into a book.

**GO ON**

- 5      The editor at Random House didn't buy my story. But she wrote in a letter, "Keep trying, and one day you will be published." That was the best advice I could have gotten. Now I tell young writers, "Keep trying. If you work hard and make your writing the best you can, you'll be published too."
- 6      I had my first story printed in a newspaper when I was in third grade. It was in the "Kids' Corner" of the Oakland Tribune in California, where I live. My story was about knights and dragons. Suddenly, I was a published writer! But I was in college before I had my first real book published. I wrote three stories for which my brother painted or drew pictures. No editor liked these. But on our fourth try, an editor finally said, "Yes." Our first book, *The Legend of Scarface: A Blackfeet Indian Tale*, was published a year later—my childhood dream come true!
- 7      However long it takes, there are great rewards. I still get a thrill when I hold the first copy of a new book of mine, or read one of my stories in a magazine or newspaper. My writing has led to many wonderful moments. When I first saw the movie *Mulan*, the best moment came at the end, when the words appeared on the screen, "Based on a story by Robert D. San Souci."
- 8      I never met the editor who told me to keep writing, but she was a friend to me. She knew I was serious, and she took the time to encourage me. And, because you are reading this article, I know you are serious about your writing. So now it's my turn to encourage you. It may be a short journey or a long one to becoming a published writer. But, believe me, it's worth the effort!

**GO ON**

**19**

In paragraph 4 of the article, what is the **most likely** reason the author sends his work to an editor at Random House?

- A** The author likes the illustrations in the story.
- B** His second grade teacher suggests that he send the story to the editor.
- C** The author thinks his story is one that people would like to read.
- D** His mother helps him send the story to the editor.

**20**

Read these sentences from paragraph 5.

**Now I tell young writers, “Keep trying. If you work hard and make your writing the best you can, you’ll be published too.”**

The author **best** supports these sentences by including

- A** information about how he wrote stories for family members
- B** the point about how the book he wrote in second grade was turned down
- C** a story about why his brother draws for his books
- D** the fact that he and his brother sent out four books before one was accepted

**GO ON**

**21**

Read this sentence from paragraph 6.

**Suddenly, I was a published writer!**

What does “published writer” mean as it is used in this sentence?

- A** someone who has original ideas when writing
- B** someone who has written work printed to share with the public
- C** someone who likes to retell written works by changing the events
- D** someone who writes stories to give away as gifts

**22**

How is the information in paragraph 6 organized?

- A** Details are presented in the order they happened.
- B** An effect and its cause are mentioned.
- C** Different events are compared and contrasted.
- D** A problem and its solution are presented.

**23**

The purpose of the information in paragraph 7 is to show that

- A** the author continues to enjoy seeing his work in print and on the screen
- B** the author’s favorite part of a movie is what happens at the end
- C** the author wants his writing to be in magazines and newspapers
- D** the author’s work is very good when his name appears on the screen

**GO ON**

**24**

Which sentence from the article **best** supports the main idea of “Sharing My Story”?

- A** “The editor at Random House didn’t buy my story.” (paragraph 5)
- B** “I had my first story printed in a newspaper when I was in third grade.” (paragraph 6)
- C** “However long it takes, there are great rewards.” (paragraph 7)
- D** “I never met the editor who told me to keep writing, but she was a friend to me.” (paragraph 8)

**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 25 through 27.

## Human Homes that Master the Weather

by Margaret Macalister Slepckow

1 From hot, dry deserts to windy, freezing steppes, the earth has extreme climates. People who live in these harsh climates must adapt to them. Some need shelters that keep them warm in cold temperatures. Others need homes that protect them from the heat. Many homes use the natural environment to help them feel comfortable.

### **Deep in the earth**

- 2 The village of Matmata, Tunisia, lies on the edge of the Sahara Desert. On a summer day, the sun bakes the land to 110 degrees F or more. But nighttime temperatures may be as low as 40 degrees F. Moisture in the air holds heat. Temperatures in Matmata drop because the dry desert air cannot hold heat.
- 3 To escape the burning sun and the nighttime chill, people in Matmata live in underground caves. Villagers dig large holes 20 feet into the ground. Ramps or staircases lead down to these holes. The holes serve as courtyards for attached underground rooms. Tunnels connect the rooms. People even carve their furniture from the rock walls.
- 4 The underground caves stay a constant temperature. The sandstone walls absorb the sun's heat. These thick walls stay warm throughout the night. By morning they have cooled off. They remain cool during the day while they slowly absorb heat from the sun. At dusk, the cycle begins again.

**GO ON**

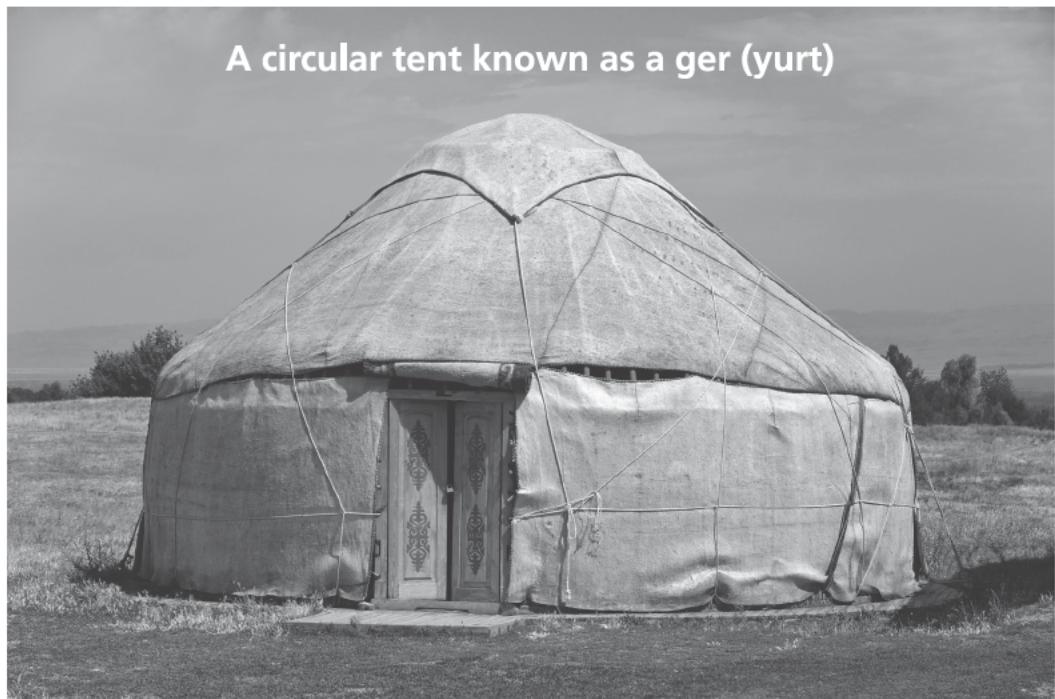
### **A water village**

- 5 In the Southeast Asian country of Brunei, people must adapt to a tropical climate. Located along the equator, Brunei is hot and humid. Temperatures range from 75 degrees F to 90 degrees F. It rains often, and the air is sticky.
- 6 The South China Sea borders Brunei on the north. Strong ocean winds fan Brunei's coast. These winds travel up the Brunei River. The cool air they deliver brings some relief from the tropical climate. The village of Kampong Ayer makes good use of these breezes. The homes in this "water village" stand on stilts several feet above the water. The sea breezes act as fans, circulating air through open windows.
- 7 Many families in Kampong Ayer also use ceiling fans to keep cool. Yet the river still plays a vital role in helping villagers adapt to the heat. People swim in the cool shade beneath the houses. Children in Kampong Ayer learn to swim before they learn to walk.

### **Circular homes**

- 8 More than 5,000 miles north of Brunei are the steppe lands of central Asia. The steppes are large, dry grasslands. These grasslands are home to nomads and their herds of sheep and goats. In the summer, nomads graze their herds in cool mountain pastures. In the winter, they move them to warmer valleys. Because they migrate often, nomads need homes that are easy to move. These homes must also protect them from winter temperatures of minus 50 degrees F.

**GO ON**



A circular tent known as a ger (yurt)

- 9 Nomads in the steppes live in circular tents called gers (yurts). Gers are wooden frames covered with felt. Their shape helps to deflect the steppe's icy winds. The felt covering repels snow and rain. It also holds in the heat given off by stoves inside the ger. A hole in the roof lets light in and lets smoke escape.

**deflect = to move out of the way**

**repel = to push back**

- 10 These amazing dwellings are examples of how people master the weather. Whether it's hot or cold outside, these homes are comfortable shelters from harsh climates. Which ones would you like to visit?

**GO ON**

**25**

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use **two** details from the article to support your response.

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**GO ON**

**26**

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

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**GO ON**

**27**

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use **two** details from the article to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer question 28.

## The Fox and the Crow

by Aesop

1 One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

2 “No need to search any farther,” thought sly Master Fox. “Here is a dainty bite for my breakfast.”

dainty = small but good

3 Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, “Good-morning, beautiful creature!”

4 The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

cocked = turned sideways

5 “What a charming creature she is!” said the Fox. “How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds.”

**GO ON**

- 6     Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.
- 7     “Thank you,” said Master Fox sweetly, as he walked off. “Though it is cracked, you have a voice sure enough. But where are your wits?”

**GO ON**

**28**

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 29 through 31.

## The Otters and the Fox

by Joseph Gaer

- 1 Two otters were fishing one day and had the good fortune to catch a huge pike, three feet long and almost as heavy as they were. The pike put up a great fight and both otters were completely exhausted by the time they landed their fish.
- 2 When the pike was safely grounded, the two friends began to quarrel about how to divide their catch. They could not agree on who should get the head and who should get the tail, and to whom belonged the greater share.
- 3 Along came a fox and stopped to listen to their dispute. The two otters turned to him.
- 4 “We caught this pike together,” they explained. “But we cannot agree on how to divide him between us. Will you help us make a fair division?”
- 5 The fox said gravely: “I have judged many cases like this, and I am known far and wide for my skill and fairness in such matters.”
- 6 The fox cut the pike in three parts, and asked: “Who saw the pike first?”
- 7 “I did,” said one otter.
- 8 “Then to you belongs the head,” said the fox, and gave him the head.
- 9 He asked again: “Who helped secure the fish on the ground?”
- 10 “I did,” said the second otter.
- 11 “Then to you justly belongs the tail,” said the fox, and gave him the fishtail.

**GO ON**

- 12     “But what of the body of the fish?” asked the otters.
- 13     “That is my share for acting as judge,” said the fox as he ran off with most of the great pike in his mouth.

**GO ON**

**29**

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

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**GO ON**

**30**

What is a theme of “The Otters and the Fox”? 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 31 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**

**31**

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories 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 4

Question	Type	Key	Points	Standard	Strand	Subscore
<b>Session 1</b>						
1	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.8	Reading Standards for Informational Text	Reading
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading
3	Multiple Choice	C	1	CCSS.ELA-Literacy.L.4.4	Language Standards	Reading
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.7	Reading Standards for Informational Text	Reading
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading
20	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.8	Reading Standards for Informational Text	Reading
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading
22	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.5	Reading Standards for Informational Text	Reading
23	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading
24	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading
<b>Session 2</b>						
25	Constructed Response	2	2	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Writing to Sources
26	Constructed Response	2	2	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Writing to Sources
27	Constructed Response	2	2	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Writing to Sources
28	Constructed Response	2	2	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Writing to Sources
29	Constructed Response	2	2	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Writing to Sources
30	Constructed Response	2	2	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Writing to Sources
31	Constructed Response	4	4	CCSS.ELA-Literacy.RL.4.3	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

Score	Response Features
2 Points	<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>
1 Point	<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>
0 Points*	<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 4–5 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 follows logically from the task and purpose</li> <li>—demonstrate insightful comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> <li>—demonstrate grade-appropriate comprehension and 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, purposeful organization</li> <li>—skillfully link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—exhibit no use of linking words and phrases</li> <li>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> <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

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The sun affects the way people live in Matmata, Tunisia, by forcing them to live underground in order to survive. The sun heats the land to 110 degrees F or more during the day in Matmata. But when the sun goes down, “the temperature may be as low as 40 degrees F.” This has caused the people who live there to dig underground homes with thick sandstone walls. These cooler caves help them escape the heat during the day, but they are also able to stay warm at night because, according to paragraph 4, “The sandstone walls absorb the sun’s heat.” Absorbing the sun’s heat keeps the caves warm at night when the temperature gets cold.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1a

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use two details from the article to support your response.

According to the article “Human Homes that Master the Weather” the sun affects the way people live by making them make different homes in order to become comfortable. The text says, on a summer day, the sun bakes the land to 110 degrees F or more”. This shows the sun produces extreme heat. The people who live there need to find a way to live without heat. The text also says, that villages build their homes 20 feet into the ground in order to escape the heat. As you can see, the sun affects the way people live in Matmata, Tunisia.

## **GUIDE PAPER 1b**

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

This response provides a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia (*by making them make different homes in order to become comfortable*). The response provides evidence of analysis (*This shows the sun produces extreme heat. The people who live there need to find a way to live without heat*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*on a summer day, the sun bakes the land to 110 degrees F or more and villages build their homes 20 feet into the ground in order to escape the heat*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use two details from the article to support your response.

The sun affect the way people live in Matmata by, making them live in underground caves. One detail is that, the text says “To escape the burning sun and the night-time chill, people in Matmata live in underground caves.” Another detail from the text is “People even carve their furniture from the rock walls.” This shows how the sun affects people who live in Matmata.

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

This response provides a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia (*by, making them live in underground caves*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*To escape the burning sun and the night-time chill, people in Matmata live in underground caves.*” and “*People even carve their furniture from the rock walls.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use two details from the article to support your response.

The sun affects the people in matmata by it being so hot. One detail is in paragraph 2, it says “the sun bakes the land to 110 degrees”. Another detail is in paragraph 3, it says “To escape the burning sun”. This shows that the sun affects the people living in matmata, tunisia by being so hot, and feels like its burning.

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

This response provides a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia (*by it being so hot*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*the sun bakes the land to 110 degrees*” and “*To escape the burning sun*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use two details from the article to support your response.

The sun affects the way people live in Matmata, Tunisia by them being to hot. For example, it can be over 110 digrees F. The desert can be dry so it will be hard to find water.

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

This response provides a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia (*by them being to hot*); however, the response only provides one concrete detail from the text for support (*it can be over 110 digrees F*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use two details from the article to support your response.

After reading “Human Homes that Master the Weather” two reasons how the sun affects the way people live in Matmata is because they have to leave there homes. In the text it states “to escape the burning sun and the nighttime chill, people in Matmata live in underground caves”. One last reason why the sun affects is because people are trying to stay alive. In the text it states “Nomads in the steppes live in circular tents called gers (yurts)”.

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

This response only provides one concrete detail from the text for support (“*to escape the burning sun and the nighttime chill, people in Matmata live in underground caves*”). The response does not provide a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use **two** details from the article to support your response.

people live in underground caves.

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

This response only provides one relevant detail from the text for support (*people live in underground caves*). The response does not provide a valid inference from the text to explain, according to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how the sun affects the way people live in Matmata, Tunisia. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use **two** details from the article to support your response.

it use deserts wat do it meen like matmata/tunisia/t

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*it use deserts wat do it meen like matmata/tunisia/t*).

## GUIDE PAPER 8

Additional

25

According to paragraphs 2 through 4 of the article “Human Homes that Master the Weather,” how does the sun affect the way people live in Matmata, Tunisia? Use **two** details from the article to support your response.

I think that shelter can help people from the sun because so they can stay cooled .

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

This response does not address any of the requirements of the prompt (*I think that shelter can help people from the sun because so they can stay cooled*).

## EXEMPLARY RESPONSE

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The main idea of paragraphs 5 through 7 is how people in Brunei use the natural environment to stay cool in a hot and sticky climate. Having homes built on stilts above the water is the way they use the ocean breezes to keep them cool. The breezes can more easily get into their homes when they are up high. Paragraph 6 states, “The sea breezes act as fans, circulating air through open windows.” Paragraph 7 tells about another advantage of having a house built on stilts in water when it states, “People swim in the cool shade beneath the houses.” This proves that having homes on stilts provides two ways to keep the people of Brunei cool in a tropical climate.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

The detail from the text supports the main idea because the main idea is how the people stay cool in tropical climates. In paragraph 7 it says "People swim in the cool shade beneath the houses. Children in Kampong Ayer learn to swim before they learn to walk." This shows that it is probably easier to be close to the river but being high up helps so they don't get flooded. Also in paragraph 5 it says "In the Southeast Asian country of Brunei, people must adapt to a tropical climate." This shows that people it is very hot in the Southeast Asian country of Brunei which means the river helps them cool down. That is how the detail from the text helps support the main idea of the paragraphs.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7 (*because the main idea is how the people stay cool in tropical climates [...] This shows that people it is very hot in the Southeast Asian country of Brunei which means the river helps them cool down*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*People swim in the cool shade beneath the houses. Children in Kampong Ayer learn to swim before they learn to walk.*” and “*In the Southeast Asian country of Brunei, people must adapt to a tropical climate.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

This detail supports the main idea of paragraphs 5 through 7 because it means they are useing the envierment to there edvantedge. I know this because it said the sea breezes acts as fans. Also it said people swim in the shade beneath the house. As you can see this is how I know that this detail supports the main idea of paragraphs 5 through 7 because it means they are useing the envierment to there edvantedge.

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

This response provides a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7 (*because it means they are useing the envierment to there edvantedge*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the sea breezes acts as fans and people swim in the shade beneath the house*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

*ountiude  
answer* The homes in this “water village” stand on stilts several feet above the water supports the main idea because it helps them get cool air. According to the article it states, “The cool air they deliver brings some relief from the tropical climate.” According to the article it also states, “The village of Kampong Ayer makes use of these breezes.”

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

This response provides a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7 (*because it helps them get cool air*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The cool air they deliver brings some relief from the tropical climate.*” and “*The village of Kampong Ayer makes use of these breezes.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

It support's the main idea because all three paragraphs ar talking about how they adapt to the climate. For example it say's "people must adapt to a tropical climate". Also it say's " The sea breezes act as fans, circulating air through open windows". That's why the sentance supports the main idea of the paragraphs.

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

This response provides a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7 (*because all three paragraphs ar talking about how they adapt to the climate*); however, the response only provides one concrete detail from the text for support (*“The sea breezes act as fans, circulating air through open windows”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

The “water village” supports the main idea of paragraphs 5 through 7. One detail that supports this answer is “Strong ocean winds fan Brunei’s coast.” Another detail that supports this answer is “The cool air they deliver brings some relief from the tropical climate. These are two details that support the “water village”.

### 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 (“*Strong ocean winds fan Brunei’s coast.*” and “*The cool air they deliver brings some relief from the tropical climate*”); however, the response does not provide a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

This sentence supports paragraphs 5 and 7 like, how 5 and 7 are all about this topic. Another way is it is a good example of how people live.

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

This response provides a valid inference from the text to explain how this detail supports the main idea of paragraphs 5 through 7 (*it is a good example of how people live*); 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

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

Bruli is very hot and humid. The temperature is 75 degrees F to 90 degrees F.

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

This response does not address any of the requirements of the prompt (*Bruli is very hot and humid. The temperature is 75 degrees F to 90 degrees F*).

## GUIDE PAPER 8

Additional

26

Read this sentence from paragraph 6 of “Human Homes that Master the Weather.”

**The homes in this “water village” stand on stilts several feet above the water.**

How does this detail support the main idea of paragraphs 5 through 7? Use **two** details from the article to support your response.

That sentence supports the main idea because its telling you that the homes in this water village stands on stilts several feet above,Some pople might of not known that its does that.It is very helpful for paragraphs 5-7.

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

This response is totally inaccurate (*That sentence supports the main idea because its telling you that the homes in this water village stands on stilts several feet above,Some pople might of not known that its does that.It is very helpful for paragraphs 5-7*).

## **EXEMPLARY RESPONSE**

**27**

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use **two** details from the article to support your response.

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### **Possible Exemplary Response:**

The word “migrate” means to move from place to place. Nomads migrate and move their homes to different places. Paragraph 8 states, “In the winter, they move them to warmer valleys.” It also states, “Because they migrate often, nomads need homes that are easy to move.” These sentences support the meaning of migrate as moving from place to place on a regular basis.

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

- Other relevant text-based details

### **Score Points:**

Apply 2-point holistic rubric.

## GUIDE PAPER 1

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

The word "migrate" in paragraph 8 means that the nomads move from one place to another because of the change in seasons such as a increase or decrease in temperature, and so on. I can infer the meaning because it says in the text, "-nomads need homes easy to move." From this, I can see that nomads are constantly on the move. Another detail in the text is where it says that in the summer, the nomad's herds graze in mountain pastures and in winter, they move to warmer valleys. From this, I can tell that nomads are changing their homes when there is a big change in the climate because of seasons.

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

This response provides a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article (*that the nomads move from one place to another because of the change in seasons*). The response provides evidence of analysis (*From this, I can see that nomads are constantly on the move*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*-nomads need homes easy to move.*” and *in the summer, the nomad's herds graze in mountain pastures and in winter, they move to warmer valleys*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

The word migrate means to travel. For example, the text says, “because they migrate often, nomads need homes that are easy to move.” Also, the text explains more by saying, “they move them to warmer valleys (the homes and sheeps and people).”

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

This response provides a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article (*to travel*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“because they migrate often, nomads need homes that are easy to move.”* and *“they move them to warmer valleys (the homes and sheeps and People).”*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use **two** details from the article to support your response.

Migrate means to move from place to place. In Asia they migrate to warmer places in the winter. Also, there homes are easy to move.

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

This response provides a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article (*to move from place to place*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*In Asia they migrate to warmer places in the winter and there homes are easy to move*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

the word migrate ment that to move for example they migrate often nomand need homes that are easy to move another example is these homes must also protect them from winter temputures of minus 50 degrees

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

This response provides a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article (*to move*); however, the response only provides one concrete detail from the text for support (*they migrate often nomand need homes that are easy to move*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

The word migrate means to fly south in the winter .the sheep will move to warmer valleys.as well as the nomads will need homes that are easy to move homes.

### 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 sheep will move to warmer valleys and the nomads will need homes that are easy to move homes*); however, the response does not provide a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

migrate means that they have to sleep until spring. One detail is that in the article it says that They need homes that are easy to move. Another detail is that in the text it says they need a room - 50° F.

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

This response only provides one concrete detail from the text for support (“*They need homes that are easy to move*). The response does not provide a valid inference from the text to explain what the word “migrate” means as it is used in paragraph 8 of the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

The word migrate is used in this sentence is to show that if the water or weather is cold they have to migrate like the animals do.

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

This response does not address any of the requirements of the prompt (*The word migrate is used in this Sentence is to show that if the water or weather is cold they have to migrate like the animals do*).

## GUIDE PAPER 8

Additional

27

What does the word “migrate” mean as it is used in paragraph 8 of the article? Use two details from the article to support your response.

One exsampel is in the texs is that they can be more then 5,000 miles north of brunei are the steppe land.

Another exampel is Many families in kampong ayer also use ceiling fans to keep ciool.

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

This response does not address any of the requirements of the prompt (*One exsampel is in the texs is that they can be more then 5,000 miles north of brunei are the steppe land.*      *Another exampel is Many families in kampong ayer also use ceiling fans to keep ciool*).

## EXEMPLARY RESPONSE

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The information in paragraph 1 helps the reader’s understanding of the rest of the story by giving the reader background information about the Fox. In the first paragraph, it states that the Fox is “in search of a bite to eat.” This paragraph also explains to us what attracts the Fox to the Crow is that she holds “a bit of cheese in her beak.” Knowing he is looking for food helps to explain why the Fox is saying that the Crow should sing, because this is the way the Fox plans to get some food.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

After reading “The Fox and the Crow”, I learned that that the first paragraph helps the reader’s understanding of the rest of the story by telling why the Fox tricked the crow. In the text it states, “This was by no means the first Crow the Fox had seen.” This shows that this crow was nothing special, so why did the trick THIS crow. Well, according to the text it states, “What caught his attention this time was that the Lucky Crow had a bit of cheese in her mouth.” This shows that the reason Fox tricked Crow was that she had a bit of cheese in her mouth. This is how the 1<sup>st</sup> paragraph helps the reader understand the rest of the story.

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

This response provides a valid inference from the text to explain how the information in paragraph 1 of “The Fox and the Crow” helps the reader’s understanding of the rest of the story (*by telling why the Fox tricked the crow*). The response provides evidence of analysis (*This shows that this crow was nothing special, so why did the trick THIS crow*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*This was by no means the first Crow the Fox had seen*” and “*What caught his attention this time was that the Lucky Crow had a bit of cheese in her mouth.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

The information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story by telling you that the story was taking place in the woods. It stats in the text that “One bright morning as the Fox was following his sharp nose through the wood”. It also stats that “The saw a Crow on the limb of a tree overhead”. As you can see above how the information in paragraph 1 of “The Fox and the Crow” is telling as the story takes place in the woods.

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

This response provides a valid inference from the text to explain how the information in paragraph 1 of “The Fox and the Crow” helps the reader’s understanding of the rest of the story (*by telling you that the story was taking place in the woods*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*One bright morning as the Fox was following his sharp nose through the wood*” and “*The saw a Crow on the limb of a tree overhead*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

The information in paragraph 1 of “The Fox and the Crow” help the reader's understand the rest of the story because in the text it said, What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak. This shows the Fox wants the cheese. Another reason isin the text it said, She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth. This shows Fox wanted the cheese so he tricked Crow. Those are my reasons the information in paragraph 1 of “The Fox and the Crow” help the reader's understand the rest of the story.

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

This response provides a valid inference from the text to explain how the information in paragraph 1 of “The Fox and the Crow” helps the reader’s understanding of the rest of the story (*shows Fox wanted the cheese so he tricked Crow*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak and She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

The information in paragraph 1 of “The Fox and the Crow” help the reader understand the rest of the story by relating it to the rest of the story. One detail is that it said “was that the Lucky Crow held abit of cheese” and in paragraph 2 Fox wants to eat it. Another Detail is that it said “in search of a bite to eat.” and in paragraph 6 Fox ate the cheese.

### 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 (“*was that the Lucky Crow held abit of cheese*” and “*in search of a bite to eat.*” and in paragraph 6 *Fox ate the cheese*); however, the response does not provide a valid inference from the text to explain how the information in paragraph 1 of “The Fox and the Crow” helps the reader’s understanding of the rest of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

In the first paragraph it helps readers understand the rest of the story by writing how the crow had the cheese and for wanted it.

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

This response provides a valid inference from the text to explain how the information in paragraph 1 of “The Fox and the Crow” helps the reader’s understanding of the rest of the story (*by writing how the crow had the cheese and fox wanted it*); 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

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

The information in paragraph 1 of The Fox and the Crow helps the reader understand the rest of the story because, the fox was looking for food and he saw a crow with chesse, and the fox had a master who was hungry so the chesse was a great meal, and the chesse was just on the limb of a tree so the chesse could have fallen at any time and fox the could have grabed it if it did fall.

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

This response is a mostly literal recounting of details from the text (*The information in paragraph 1 of The Fox and the Crow helps the reader understand the rest of the story because, the fox was looking for food and he saw a crow with chesse, and the fox had a master who was hungry so the chesse was a great meal, and the chesse was just on the limb of a tree so the chesse could have fallen at any time and fox the could have grabed it if it did fall*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

It explane's how the fox is is complamenting the bird a how shiny his fur is and his beatiful voice and what not. Well readers already now how this story's going to end the bird is going to drop the chesse and the foxgoing to get it.But i think a inported deatail is the lesson the bird leared is that don't let your self get buttered especily from somebody you have never meant before "stranger danger".

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

This response does not address any of the requirements of the prompt (*It explane's how the fox is is complamenting the bird a how shiny his fur is and his beatiful voice and what not. Well readers already now how this story's going to end the bird is going to drop the chesse and the foxgoing to get it.But i think a inported deatail is the lesson the bird leared is that don't let your self get buttered especily from somebody you have never meant before “stranger danger”*).

## GUIDE PAPER 8

Additional

28

How does the information in paragraph 1 of “The Fox and the Crow” help the reader’s understanding of the rest of the story? Use **two** details from the story to support your response.

the crow whant to be the queen of the berds

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

This response does not address any of the requirements of the prompt (*the crow whant to be the queen of the berds*).

## EXEMPLARY RESPONSE

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In “The Otters and the Fox,” the fox thinks very highly of himself. In paragraph 5, he tells the otters that he has judged many arguments and that he is “known far and wide” for his skills at solving such problems. And in paragraph 13, he takes the biggest part of the fish and says, “That is my share for acting as judge.” This shows that he thinks he is worthy of keeping more of the fish than the two otters and clever for outsmarting them. These details show that the fox has a very high opinion of himself.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

In The Otter and the Fox the fox thinks that he is very smart and clever. In paragraph 13 it says " That is my share for acting as a judge". This shows that the fox thinks he is the smartest. In paragraph 6 it says " Fox cut the fish in three parts". This shows that he is going to take the third part because there were only two otters.

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

This response provides a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox” (*the fox thinks that he is very smart and clever*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*That is my share for acting as a judge*” and “*Fox cut the fish in three parts*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

A the fox thinks hes fair because he split the pike into 3 parts.

D the fox said in paragraph 5 "i have judged many cases like this and i am known far and wide for my skill and fairness".

D the foxed asked the otters 2 things like who helped drag the fish and who saw it first to make it fair.

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

This response provides a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox” (*the fox thinks hes fair*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*i have judged many cases like this and i am known far and wide for my skill and fairness*” and *the foxed asked the otters 2 things like who helped drag the fish and who saw it first to make it fair*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

Fox thinks he can trick them  
and he did by taking the body and,  
he thinks he gets the body for being  
a good judge.

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

This response provides a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox” (*Fox thinks he can trick them*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*he did by taking the body* and *he thinks he gets the body for being a good judge*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

he thinks he is very clever. One detail is he tricked the otters into giving him most of the fish. Another detail is in paragraph 5 he acted all wise to trick the otters.

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

This response provides a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox” (*he thinks he is very clever*); however, the response only provides one relevant detail from the text for support (*he tricked the otters into giving him most of the fish*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

the fox in “The Otters and the Fox” the fox thinks he is the best fox ever.

d:Two otters were fishing one day and had the good fortune to catch a huge pike, three feet long and almost as heavy as they were.

d:The pike put up a great fight and both otters were completely exhausted by the time they landed their fish.

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

This response provides a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox” (*the fox thinks he is the best fox ever*); 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 6

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

In the story it said that  
he is known for my skills  
of fairnees in such matter

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

This response only provides one concrete detail from the text for support (*he is known for my skills of fairnees in such matter*). The response does not provide a valid inference from the text to explain what the fox thinks about himself in “The Otters and the Fox.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

He thought it was a good idea. He eats a lot of fish.

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

This response does not address any of the requirements of the prompt (*He thought it was a good idea. He eats a lot of fish*).

## GUIDE PAPER 8

Additional

29

What does the fox think about himself in “The Otters and the Fox”? Use **two** details from the story to support your response.

The fox thinks about him self not being a good Juge for the otters. How I know that is because, the otter ask him to be the Juge.

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

This response is totally inaccurate (*The fox think about him self not being a good Juge for the otters. How I know that is because, the otter ask him to be the Juge*).

## EXEMPLARY RESPONSE

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

A theme of “The Otters and the Fox” is that it is not a good idea to trust someone you don’t know. By giving up control of the pike, the otters make it possible for the fox to trick them. In paragraph 5, the fox says, “I have judged many cases like this, and I am known far and wide for my skill and fairness in such matters.” The otters have no reason to trust him, but they believe what he tells them even though he cuts the fish into three pieces instead of two. Then in paragraph 13, he takes the biggest and best part of the fish for himself and says, “That is my share for acting as judge.” This proves that it was not a good idea to trust the fox based only on what he had to say.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

Don't trust everyone you meet is the theme of the story. According to "The Otters and the fox" it states "That is my share for being the Judge" To explain the fox only did this for himself. Another detail is "As he ran off with most of the great pike in his mouth." To explain he got the most when he didn't do anything to catch the fish This tells me the theme of the story.

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

This response provides a valid inference from the text to explain what a theme of “The Otters and the Fox” is (*Don't trust everyone you meet*). The response provides evidence of analysis (*To explain the fox only did this for himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*That is my share for being the Judge*” and “*As he ran off with most of the great pike in his mouth.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

the theme of the story is to stick with what you have rather than losing what you have trying to get better stuff. One detail is “But what of the body of the fish?” asked the otters. “That is my share for acting as judge,” said the fox as he ran off with most of the great pike in his mouth.” one more detail is “We caught this pike together,” they explained. “But we cannot agree on how to divide him between us. Will you help us make a fair division?”

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

This response provides a valid inference from the text to explain what a theme of “The Otters and the Fox” is (*to stick with what you have rather than losing what you have trying to get better stuff*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*But what of the body of the fish?*” asked the otters. “*That is my share for acting as judge,*” said the fox as he ran off with most of the great pike in his mouth.” and “*We caught this pike together,*” they explained. “*But we cannot agree on how to divide him between us. Will you help us make a fair division?*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

A theme in the story is don't be tricked. In the text it says "fox as he ran off with most of the great Pike in his mouth". Also "This is my Share for acting as Judge". This proves a theme is don't get tricked.

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

This response provides a valid inference from the text to explain what a theme of “The Otters and the Fox” is (*don't be tricked*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*fox as he ran off with most of the great Pike in his mouth*” and “*This is my Share for acting as Judge*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

The theme of "The Otters and the Fox" is try to work things out for yourselves. One detail supporting this inference is if the otters worked their problem out for themselves then they each would have gotten more. Another supporting detail is the fox got more of the pike because the otters couldn't work it out themselves and divide it evenly and he had to. Ultimately, working things out for yourself is better than having someone do it for you.

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

This response provides a valid inference from the text to explain what a theme of “The Otters and the Fox” is (*try to work things out for yourselves*); however, the response only provides one relevant detail from the text for support (*the fox got more of the pike because the otters couldn’t work it out themselves and divide it evenly*). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

The theme of this story is if you have caught somthing with a friend you should find out a way to split that thing by yourself so you dont get tricked by somone who is very very greety. also the theme of the story is to not always trust poeple you dont know.

## Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what a theme of “The Otters and the Fox” is (*if you have caught somthing with a friend you should find out a way to split that thing by yourself so you dont get tricked by somone who is very very greety and to not always trust poeple you dont know*); 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 6

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

The theme of this Story is Betrayal. According to the text in Paragraph 4 the otters met a fox who helped them divide their fish. The fox gave the first otter the head of the fish. The second otter got the tail. Next, they asked who will get the body of the fish the fox said me for acting as a judge. Then he ran away as fast as he can without saying thank you. This is how I know this Story's theme is betrayal. To conclude the theme of this Story is betrayal.

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

This response only provides one concrete detail from the text for support (*they asked who will get the body of the fish the fox said me for acting as a judge*). The response does not provide a valid inference from the text to explain what a theme of “The Otters and the Fox” is. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

You sould not trust a fox. You sould share the fish equaly and do not fight.

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

This response does not address the requirements of the prompt (*You sould not trust a fox. You sould share the fish equaly and do not fight*).

## GUIDE PAPER 8

Additional

30

What is a theme of “The Otters and the Fox”? Use **two** details from the story to support your response.

The main idea of this story is that the otters they fishing. one day they said that they had a good fortune.

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

This response does not address the requirements of the prompt and is totally inaccurate (*The main idea of this story is that the otters they fishing. one day they said that they had a good fortune*).

## EXEMPLARY RESPONSE

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

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## Possible Exemplary Response:

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. In both stories it is the character of the fox that is playing the tricks. The fox plays a trick on the other characters because he is hungry and greedy and wants to take food from them. Even though the tricks are alike in these ways, there are also differences in how the fox tricks the characters in each story.

In “The Fox and the Crow,” Master Fox plays a trick on the Crow because he wants to take her cheese to eat. Paragraph 1 states the Fox was “in search of a bite to eat” and when he discovered the Crow holding a piece of cheese, he thought to himself, “Here is a dainty bite for my breakfast.” In paragraph 5, the Fox tricks the Crow by complimenting her looks to get her attention and then convincing her to sing. According to the text the fox said, “Could she sing just one song, I know I should hail her Queen of Birds.” This is how he tricks the Crow into dropping the cheese in his waiting mouth in paragraph 6.

In “The Otters and the Fox,” the fox plays a trick on two otters who have just caught a fish. He does this because he wants the best part of fish to eat for himself. In paragraph 4 after catching the fish, the otters ask the fox to help them divide the fish fairly when they say, “Will you help us make a fair division?” The fox cuts the fish into three pieces, giving the head to the otter that first saw the fish and the tail to the otter that helped secure the fish on the ground. The fox then takes the biggest piece of fish and says, “That is my share for acting as judge.” This is how the fox tricks the otters into sharing the fish with him when they probably did not intend to.

The way the tricks are played by the foxes is alike in that they both end up with the other animals giving up their food. The way the tricks are played is different in that the Fox tricks the Crow by complimenting her and by telling her she sings well and he wants to hear her sing. The other fox tricks the otters by complimenting his own skills as a judge in order to convince the otters that he would be fair in helping them share the fish.

In conclusion, the reader can see that the fox characters play tricks on other characters in both of these stories in order to get food, and they either compliment the characters or build themselves up in order to trick the other characters into giving up their food.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

31

In both "The Fox and the Crow" and "The Otters and the Fox," one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In both "The Fox and the Crow" and "The Otters and the Fox," one character in each story plays a trick on the other characters because it wants something.

The character plays these tricks to get food. For example in the story "The Fox and the Crow," after the fox gets what he wants he doesn't act nice to the bird, "Though it is cracked, you have a voice sure enough. But where are your wits?" Also in "The Otters and the Fox," he doesn't care if the otters get equal pieces, he just makes sure that he gets fish to, "That is my share for acting as judge." This proves the fox wasn't trying to be nice either of the times he just wanted food.

The tricks the characters play are alike because the tricks are both played by a fox and they both turn out unfairly for the other characters. For example in "The Fox and the Crow," the bird ends up without cheese and fox ends up with cheese, "So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into Fox's open mouth." Another example is in "The Otters and the Fox," the otters don't most of the fish that they caught, "said the fox as he ran away with most of the fish in his mouth. This shows that even though it was the other characters food fox ended up with it because he tricked them.

The tricks the characters play are different because in one of the stories the fox pretends he's trying to help the other characters while in the other story he pretends to care about the other character. For example in "The Otters and the Fox," he tricks the otters into thinking he's helping them divide the fish evenly among the two of them, "I have judged many cases like this, and I am known far and wide for my skill and fairness in such matters." Another example is in "The Fox and the Crow," he tricks the bird into thinking that he thinks she really is beautiful, "Here is a dainty bite for my breakfast." "Good-morning, beautiful creature!" This proves the characters are tricking the other characters in different ways because the fox doesn't try to flatter the otters and he doesn't try to sneak the cheese.

In conclusion, one character tricks the other characters because it wants something.

## **GUIDE PAPER 1b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both “The Fox and the Crow” and “The Otters and the Fox,” one character in each story plays a trick on the other characters because it wants something; The tricks the characters play are alike because the tricks are both played by a fox and they both turn out unfairly for the other characters; The tricks the characters play are different because in one of the stories the fox pretends he’s trying to help the other characters while in the other story he pretends to care about the other character*). The response demonstrates insightful comprehension and analysis of the texts (*The character plays these tricks to get food; after the fox gets what he wants he doesn’t act nice to the bird; he doesn’t care if the otters get equal pieces, he just makes sure that he gets fish to; This proves the fox wasn’t trying to be nice either of the times he just wanted food; the bird ends up without cheese and fox ends up with cheese; the otters don’t most of the fish that they caught; This shows that even though it was the other characters food fox ended up with it because he tricked them; he tricks the otters into thinking he’s helping them divide the fish evenly among the to of them; he tricks the bird into thinking that he thinks she really is beautiful; This proves the characters are tricking the other characters in different ways because the fox doesn’t try to flatter the otters and he doesn’t try to sneak the cheese*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“*Though it is cracked, you have a voice sure enough. But where are your wits?*”; “*That is my share for acting as judge.*”; “*So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into Fox’s open mouth.*”; “*said the fox as he ran away with most of the fish in his mouth; I have judged many cases like this, and I am known far and wide for my skill and fairness in such matters.*”; “*Good-morning, beautiful creature!*”). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*For example in the story, after, Also, This proves, because, are both, Another example, This shows, even though, in one of the stories [...] while in the other story, In conclusion*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*equal pieces, either of the times, they both turn out unfairly, ends up without, even though it was the other characters food fox ended up with it, pretends he’s trying to help, pretends to care, tricks the otters into thinking he’s helping them divide the fish evenly among the to of them, she really is beautiful, flatter, sneak*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, one character tricks the other characters because it wants something*). The response demonstrates grade-appropriate command of conventions, with few errors (*he gets fish to, otters don’t most, characters food, the to of them, punctuation*).

## GUIDE PAPER 2a

Additional

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In “The Fox and the Crow” and “The Otters and the Fox,” both foxes trick on the other character(s) to get their desire. The tricks they play are similar and different.

The tricks the characters play are alike because both the foxes wanted to get a desire met, and they both used cunning words to secure it. In “The Fox and the Crow,” the fox said, “Such a wonderfull bird should have a very loudy voice, since everything else about her is so perfect.” “The Otters and the Fox,” said, “I am known far and wide for my

skill and fairness in such matters." If the fox was "known far and wide," then the otters would have known him, but they did not. So they should have known he was lying.

The tricks are different because the fox in "the fox and the crow" used it in a tempting way, but the other fox used it in a way that the otters wouldn't suspect him. "The fox and the crow," says, "listening to these flattering words, 'the otters and the fox,' the fox helps divide it, but then he take the good part."

In conclusion, you should never listen to flatters. Both the the otters and the crow did, but something bad happened.

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose [*In “The fox and the crow” and “The otters and the fox, both foxes trick on the other character(s) to get their desire. The tricks they play are similer and different*]. The response demonstrates insightful comprehension and analysis of the texts [*both foxes trick on the other character(s) to get their desire; The tricks the characters play are alike because both the foxes wanted to get a desire met, and they both used cunning words to secure it; If the fox was “known far and wide,” then the otters would have known him, but they did not So they should have known he was lying; The tricks are differnt because the fox in “The fox and the crow” used it in a tempting way, but the other fox used it in a way that the otters wouldn’t suspect him*]. The response develops the topic with relevant details from the texts (“*Such a wonderfull bird should have a very lovely voice, since everything else about her is so perfect.*”; “*I am known far and wide for my skill and fairness in such matters.*”; “*listining to these flattering words,*”; *the fox helps divide it, but then he take the good part*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*In “The fox and the crow” and “The otters and the fox; because both; and they both; If the fox was “known far and wide,”; but they; so; but the other fox; then; In conclusion; Both the the otters and the crow*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*wanted to get a desire met; used cunning words to secure it; If the fox was “known far and wide,” then the otters would have known him; should have known he was lying; in a tempting way; wouldn’t suspect him; divide*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, you should never listen to flatters. Both the the otters and the crow did, but somthing bad happened*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension [*trick on the other character(s), similer, wonderfull, differnt, wouldn’t, listining, he take the good part, capitalization*].

## GUIDE PAPER 3a

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

Imagine you are a crow an an amazing bite of cheese in your mouth, and a fox comes up to you and asks you sing. Would you? Now imagine that you are an otter, trying to split a fish equally with your friend, when a fox comes and splits it, but takes majority of the fish you caught. Now think. They both wanted food, but different types of food. Well, in the stories “The Fox and the Crow” and “The Otters and the Fox” the sly foxes trick different characters into getting the tasty bites they want.

So, both these foxes trick, but why? Well the fox for the otters tricked them because it was proud of itself. And also the fox for the crow tricked it because it needed breakfast. One detail is “That is my share for acting as judge.” Another

## GUIDE PAPER 3b

piece of evidence is from "The Fox and the Crow" is "Here is a dainty bite for my breakfast." These pieces of evidence prove why the foxes tricked their victims.

Their tricks are alike because both the foxes are searching for food. One detail from "The Otters and the Fox" is "...he can off with most of the great pike in his mouth." This shows that THIS fox got food... Another detail from "The Fox and the Crow" is "...and down fell the cheese straight into the Fox's open mouth." This shows that this fox got cheese, and that both of these foxes got pieces of food. This is how they're tricks are alike.

Both their tricks are different though because they are getting DIFFERENT pieces of food. The fox from the crow got cheese, and the other fox got fish. One detail is that the fox found the crow with a piece of cheese in her mouth, and he decided to get that. Another detail is that the second fox decided to go after two otters, that had just caught a pike. As you can see, these are how the fox's tricks are different.

## **GUIDE PAPER 3c**

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Imagine you are a crow and an amazing bite of cheese in your mouth, and a fox comes up to you and asks you sing. Would you? Now imagine that you are an otter, trying to split a fish equally with your friend, when a fox comes and splits it, but takes majority of the fish you caught. Now think. They both wanted food, but different types of food. Well, in the stories “The Fox and the Crow” and “The Otters and the Fox” the sly foxes trick different characters into getting the tasty bites they want*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*the sly foxes trick different characters into getting the tasty bites they want; the fox for the crow tricked it because it needed breakfast; Their tricks are alike because both the foxes are searching for food; This shows that THIS fox got food; This shows that this fox got cheese, and that both of these foxes got pieces of food; Both their tricks are different though because they are getting DIFFERENT pieces of food. The fox from the crow got cheese, and the other fox got fish*). The response develops the topic with relevant details from the texts (“*Here is a dainty bite for my breakfast.*”; “*...he ran off with most of the great pike in his mouth.*”; “*...and down fell the cheese straight into the Fox’s open mouth.*”; “*the fox found the crow with a piece of cheese in her mouth, and he decided to get that; the second fox decided to go after two otters, that had just caught a pike*”) and uses relevant evidence with inconsistency (“*That is my share for acting as judge.*”). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*Now imagine, when, They both, Well, So, One detail is, Another piece of evidence is, These pieces of evidence prove, because, This shows, Another detail from, This is how, though, As you can see*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*Imagine you are, split a fish equally, majority, fish you caught, different types of food, sly, tasty bites, tricked their victims, searching, decided to go after two otters*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 4a

31

In both "The Fox and the Crow" and "The Otters and the Fox," one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In both "The Fox and the Crow" and "The Otters and the Fox" one character plays a trick on the other character(s), i will be explaining why one character plays a trick and how the tricks that the characters play are alike and different.

In "The Fox and the Crow" the fox plays a trick on the Crow to get the crows cheese, and in "The Otters and the Fox" the fox plays a trick on the otters to get some pike fish, the foxes played these tricks on them to get their food, i know this because in the story "The fox and the Crow" the fox was looking for food to eat for breakfast, but then he spies the crow and more importantly the crows piece of cheese, the Fox talks to the crow and the crow responds, the cheese falling to the ground allowing the fox to steal it. In the story "The Otters and the Fox" the otters catch a pike fish, and they couldn't find a way to split it between the two of them, so they asked the fox to split it for them, and he splits it up into three pieces and asks who saw the fish and who secured the fish on the ground? and they both got a piece of the fish and then the otters asked who would get the third piece? And the fox took the biggest piece and left.

The tricks that the characters play are alike because in both stories it is a fox who plays the trick and gets away with it, in "The Fox and the Crow" the fox tricks the crow into dropping her cheese and takes it, and in "The Otters and the Fox" the fox tricks the otters by pretending to solve their problem but ends up taking the biggest piece of fish. The tricks are also alike because Both tricks are played to get food. The tricks are different from each other because in "The fox and the Crow" The fox gets his food by talking to the crow but in "The Otters and the Fox" the fox gets his food by pretending to solve a problem. I know this because The otters cant decide whos hould get the head and who should get the tail of the fish, so they ask the fox, the fox solves the problem bu then takes the biggest and best part of the fish for himself. Meanwhile in the other story the fox tells the crow that if she sang a song she could be his "queen of birds" so the crow opens her mouth and the fox takes the fallen cheese. The end.

## GUIDE PAPER 4b

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose [In both “The Fox and the Crow” and “The Otters and the Fox’ one character plays a trick on the other character(s), i will be explaining why one character plays a trick and how the tricks that the characters play are alike and different; In “The Fox and the Crow” the fox plays a trick on the Crow to get the crows cheese, and in “The Otters and the Fox” the fox plays a trick on the otters to get some pike fish; The tricks that the characters play are alike because; The tricks are different from each other because]. The response demonstrates grade-appropriate comprehension and analysis of the texts (the foxes played these tricks on them to get their food; in both stories it is a fox who plays the trick and gets away with it; Both tricks are played to get food; in “The fox and the Crow” The fox gets his food by talking to the crow but in “The Otters and the Fox” the fox gets his food by pretending to solve a problem). The response develops the topic with relevant details from the texts, sustaining the use of relevant evidence, with some lack of variety (the fox was looking for food to eat for breakfast, but then he spies the crow and more importantly the crows piece of cheese, the Fox talks to the crow and the crow responds, the cheese falling to the ground allowing the fox to steal it; the otters catch a pike fish, and they couldn’t find a way to split it between the two of them, so they asked the fox to split it for them, and he splits it up into three pieces and asks who saw the fish and who secured the fish on the ground? and they both got a piece of the fish and then the otters asked who would get the third piece? And the fox took the biggest piece and left; the fox tricks the crow into dropping her cheese and takes it, and in “The Otters and the Fox” the fox tricks the otters by pretending to solve their problem but ends up taking the biggest piece of fish; The otters can’t decide who should get the head and who should get the tail of the fish, so they ask the fox, the fox solves the problem but then takes the biggest and best part of the fish for himself. Meanwhile in the other story the fox tells the crow that if she sang a song she could be his “queen of birds” so the crow opens her mouth and the fox takes the fallen cheese). The response exhibits clear organization. The response skillfully links ideas using grade-appropriate words and phrases (In “The Fox and the Crow”, i know this because, more importantly, In the story “The Otters and the Fox”, between, The tricks are also alike because, from each other, so they, but then, Meanwhile in the other story, if she sang a song she could be). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (spies, more importantly the crows piece of cheese, responds, the cheese falling to the ground allowing the fox to steal it, the otters catch a pike fish, couldn’t find a way, pretending to solve their problem, ends up taking the biggest piece, biggest and best part, for himself, the fallen cheese). The response provides a concluding statement that is illogical to the topic and information presented (The end). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (between, piece, the, but, capitalization, punctuation, spacing, run-on sentences).

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In both stories, “The Fox and the Crow” and “The Otters and the Fox”, the fox plays a trick on the other character. The fox plays a trick on the other characters because there is a chance to get food if he does so. For example, in “The Otters and the Fox”, the fox plays a trick on the otters to get most of the pike both of the otters got. The otters chooses the fox to be judge of who gets which piece. The fox lets the first otter get the head, the second otter get the tail, then the fox took the body as credit for being judge.

For another example, in “The Fox and the Crow”, The fox tricks the crow by admiring and complimenting it, so the crow

can accidentally drop the cheese for the Fox's breakfast.

Both tricks are alike because both tricks are tricks to get food!

Both tricks are different because one trick that was in "The Otters and the Fox", was helping 2 otter share. The other trick which was in "The Fox and the Crow", the fox made the crow open its mouth by sweet talk to eat cheese.

In conclusion, in both stories, "The Otters and the Fox" and "The Fox and the Crow", the fox plays a trick on the other characters to get food.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both stories, “The Fox and the Crow” and “The Otters and the Fox”, the fox plays a trick on the other character; Both tricks are alike because; Both tricks are different because*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*The fox plays a trick on the other characters because; there is a chance to get food if he does so; The fox plays a trick on the otters to get most of the pike both of the otters got; The fox tricks the Crow by admiring and complimenting it; both tricks are tricks to get food; one trick that was in “The Otters and the Fox”, was helping 2 otter shure. The other trick which was in “The Fox and the Crow”, the fox made the crow open its mouth by Sweet talk to eat cheese*). The response partially develops the topic of the essay with some textual evidence (*The otters chooses the fox to be judge of who gets which piece. The fox lets the first otter get the head, the second otter get the tail, then the fox took the body as credit for being judge and so the crow can accidentally drop the cheese for the Fox’s breakfast*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In both stories, because, if, For example, For another example, by, so, both tricks, one trick [...] The other trick, In conclusion*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*there is a chance, if he does so, most of the pike, credit for being judge, admiring and complimenting, accidentally, Fox’s breakfast, sweet talk*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, in both stories, “The Otters and the Fox” and “The Fox and the Crow”, the fox plays a trick on the other characters to get food*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*The otters chooses, accidentally, because, helping 2 otter shure, The other trick [...] the fox made the crow open its mouth by sweet talk*).

## GUIDE PAPER 6a

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

\* According to the text the fox play a trick on other because he want the cheese. Based am on going to write about are alike and different in both histories as theying trick off the hatue character was doing the trick because he based it on the text it the play Example alike from because in text both stories the fox want want to eat the cheese and the fox want want to eat is the like. The fox character is sneake and clever.

\* Next I going to talk about the tricks are different. The trick are

## GUIDE PAPER 6b

different because in the fox and crow  
that she want to be call the  
queen of Birds. In otters and the  
fox they were having trouble  
dividing the fish. The fox divide  
the fish in 3 unequal part and it  
was unfair because the fox get the  
biggest, and he didn't do something.

In conclusion the fox and  
the crow and the otters and  
the fox are similar because  
both stories talk about the fox.

In fox and a crow hit talk about  
a how a fox lie and that otters  
and fox it talk about when fish otters  
had trouble dividing.

## **GUIDE PAPER 6c**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*According to the text the fox play a trick on other because he want the cheese. I am going to write about alike and different in both stories the trick of the character; Based on the text the play is alike because; Next I going to talk about the tricks are different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in both stories the fox want to eat; The fox character is sneake and clever; it was unfair because the fox get the biggest and he didn't do something; both stories talk about the fox. In fox and crow it talk about how a fox lie and that otters and fox it talk about when the otters had trouble dividing*). The response partially develops the topic of the essay with some textual evidence (*the fox want to eat the cheese and the fox want to eat the pike and The fox divide the fish in 3 unequal part*) and uses relevant evidence with inconsistency (*she want to be call the queen of Birds*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*According to the text, Based on the text, in both stories, Next, because, In otters and the fox, In conclusion, In fox and crow*). The response inconsistently uses appropriate language and domain-specific vocabulary (*going to write about alike and different, the trick of the character, play, sneake and clever, having trouble dividing the fish, unfair, he didn't do something*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion the fox and the crow and The otters and the fox are simular because both stories talk about the fox. In fox and crow it talk about how a fox lie and that otters and fox it talk about when the otters had trouble dividing*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*write about alike and different in both stories the trick of the character, the fox get the biggest and he didn't do something*, capitalization, missing words, subject-verb agreement, changing tenses).

## GUIDE PAPER 7a

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

One character plays a trick on another because in the trick they get food for him or herself.

The text the fox and the crow states, “So she opened her beak wide to utter her loudest crow and down fell the cheese straight into the fox's open mouth.”

In the text ‘the otters and the fox’ it states, “That is my share for acting as judge, said the fox as he ran off with most of the great pike

## GUIDE PAPER 7b

in his mouth.”

In the fox and the crow, the fox uses flattery to get a piece of cheese for breakfast. In the otters and the fox the fox judges who gets what and since he did the judging he got the majority of the fish because in his ways of judgment that was fair.

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

This response introduces the topic in a manner that does not logically follow from the task and purpose (*One character plays a trick on another because; In the fox and the crow, the fox uses; In the otters and the fox the fox*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in the trick they get food for him or herself; the fox uses flattery; the fox judges who gets what; in his ways of judgment that was fair*). The response partially develops the topic of the essay with some textual evidence (“So she opened her beak wide to utter her loudest crow and down fell the cheese straight into the foxes open mouth.”; “That is my share for acting as judge, said the fox as he ran off with most of the great pike in his mouth.”; to get a piece of cheese for breakfast; since he did the judging he got the majority of the fish). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*because in the trick, The text the fox and the crow states, In the text the otters and the fox, since, because in his ways of judgment*). The response inconsistently uses appropriate language and domain-specific vocabulary (*uses flattery, got the majority, his ways of judgment*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*they get food for him or herself, peice, capitalization*).

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

The artical "The otters and the fox" the fox plays a trick on the two otters because the fox wanted the fish. In the artical the "fox and the crow" the fox plays a trick on the crow because the fox wanted the cheese from the crow. The tricks are alike in both story are were the foxes from the artical are hungry for food. One detail is in the fox and crow story is the fox get the crow to sing, so when the crow opens her mouth she drops the cheese into the foxes moth. In the otters and fox artical the otters don't now who gets what part of the fish. then the fox decide who gets what part, so he splits the fish into three parts then the otters got the parts then the fox takes the middle part of the fish.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The artical "The otters and the fox" the fox plays a trick on the two otters because; In the artical the "fox and the crow" the fox plays a trick on the crow because; The tricks are alike in both story are*). The response demonstrates a literal comprehension of the texts (*because the fox wanted the fish; because the fox wanted the cheese from the crow; the foxes from the artical are hungry for food*). The response partially develops the topic of the essay with some textual evidence (*the fox get the crow to sing, so when the crow opens her mouth she drops the cheese into the foxes moth and the otters don't now who gets what part of the fish. then the fox decide who gets what part, so he splits the fish into three parts then the otters got the parts then the fox takes the middle part of the fish*). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*because, In the artical, in both story, One detail is, so when, In the otters and fox artical, then*). The response uses grade-appropriate precise language and domain-specific vocabulary (*hungry for food, the fox get the crow to sing, she drops the cheese, who gets what part, splits the fish into three parts, the middle*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*artical, in both story are were the foxes, One detail is in the fox and crow story is the fox get, foxes moth, don't now, the fox decide, capitalization, punctuation, spacing*).

## GUIDE PAPER 9a

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In the article “the otters and the fox” and in “the fox and the crow” the authors put a trick on a character that is same and different

in the article “the otters and the fox” the author explains that the fox is the trickster according to the text it says “I will take the body since I have been a great sage” also according

## GUIDE PAPER 9b

to the text it says "I've been here since years"

ALSO in the text the "Fox and the crow" it talks how the fox is a trickster according to the text it says "what a charming creature she is" also according to the text it says "thank you said master fox sweetly"

in conclusion both articles are the same because they both want food they are different because they play different tricks on characters.

## **GUIDE PAPER 9c**

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

This response introduces the topic in a manner that follows generally from the task and purpose (*In the articles “the otters and the fox” and in “the fox and the crow” the authors Put a trick on a character the same and diffrent*). The response demonstrates little understanding of the texts (*the fox is the trickster and both articles are the same because they both want food they are different because they play diffrent tricks on characters*). The response partially develops the topic of the essay with some textual evidence (“*I will take the body since I Have been a great Juge*”; “*I've been Juge since Years*”; “*What a chaming creatare she is*”; “*thank you said maSter fox swettly*”). The response exhibits some attempt at organization, and inconsistently links ideas using words and phrases (*In the articles, acorrding to the text, Also in the text, in conclusion*). The response inconsistently uses appropriate language and domain-specific vocabulary (*Put a trick on, trickster, been Juge since Years, it talks How, both articles [...] want food*). The response provides a concluding statement that follows generally from the topic and information presented (*in conclusion both articles are the same because they both want food they are diffrent because they Play diffrent tricks on characters*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*on a character, the same and diffrent, acorrding, Juge, chaming creatare, swettly, capitalization, punctuation*).

## GUIDE PAPER 10a

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

The are sillimer because they both have problems and they both have a fox in it and the fox is the one that solves the problems in both aritles.

In the aritle,"The Fox and the Crow" the crow find a fox and he wants to eat itand the fox eats the crow instead. That is how the fox fixed the problem.

In the aritle," The Otters and the Fox" they were argyng about who got the fish, so the fox split it in half.

The first otter got the head, the sencod one got the tail. That is how the fox fixed the problem.

This is how the otters and the fox and the fox and the crow are similler because the fox fixes both of the problems.

## **GUIDE PAPER 10b**

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

This response introduces the topic in a manner that does not logically follow from the task and purpose (*The are sillimer because they both have problems*). The response demonstrates little understanding of the texts (*they both have a fox in it and the fox is the one that solves the problems in both aritles and That is how the fox fixed the problem*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal occasional evidence (*they were argyng about who got the fish and The first otter got the head, the sencod one got the tail*) which is generally invalid (*the crow find a fox and he wants to eat itand the fox eats the crow instead and so the fox split it in half*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*they both, In the aritle, That is how, This is how*). The response inconsistently uses appropriate language and domain-specific vocabulary (*solves the problems, he, it, they, fixed*). The response provides a concluding statement that follows generally from the topic and information presented (*This is how the otters and the fox and the fox and the crow are similler because the fox fixes both of the problems*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*sillimer, aritles, the crow find, argyng, sencod, similler, capitalization*).

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

the fox in the fox and the otters he tricked them for getting food from the otters. and the fox in the fox and the crow got the crow to get him some food. there not alike because the fox tricked the otters because they wanted the huge fish and the crow was tricked by having her mouth open. so thats how there different and alike.

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

This response introduces the topic in a manner that does not logically follow from the task and purpose (*the fox in the fox and the otters he tricked them and there not alike because*). The response demonstrates little understanding of the texts (*he tricked them for getting food from the otters; to get him some food; they wanted the huge fish; by having her mouth open*). No evidence is provided. The response exhibits little attempt at organization, and lacks the use of linking words and phrases (*and, by, so thats how*). The response inconsistently uses appropriate language and domain-specific vocabulary (*them, for getting food, not alike, huge fish*). The response provides a concluding statement that follows generally from the topic and information presented (*so thats how there different and alike*). The response demonstrates a lack of command of conventions, with frequent errors (*otters, there not alike, because the fox tricked the otters because, thats how there, capitalization*).

## GUIDE PAPER 12

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

In both “The Fox and the Crow” and “The Otters and the Fox,” the tricks the characters play on each other are alike because both the foxes in the story both lied to get what they want.

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

This response introduces the topic in a manner that does not logically follow from the task and purpose (*In both “The Fox and the Crow” and “The Otters and the Fox” the tricks the characters play on each other are alike because*). The response demonstrates little understanding of the texts (*both the foxes in the story both lied to get what they want*). No evidence is provided. The response exhibits no evidence of organization. The response lacks the use of linking words and phrases (*In both, because, in the story*). The response uses language that is imprecise (*get what they want*). The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

the reason one character in each story plays a trick on other characters is because this it is a sly fox.

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

This response demonstrates a lack of comprehension of the texts (*the reason one character in each story plays a trick on other characters is because this it is a sly fox*). No evidence is provided. The response exhibits no evidence of organization. The response lacks the use of linking words and phrases. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 14

Additional

31

In both “The Fox and the Crow” and “The Otters and the Fox,” one character plays a trick on other characters. Why does one character in each story play a trick on other characters? How are the tricks the characters play alike? How are the tricks the characters play different? Use details from **both** stories to support your response.

In your response, be sure to

- explain why one character in each story plays a trick on other characters
- describe how the tricks the characters play are alike
- describe how the tricks the characters play are different
- use details from **both** stories to support your response

They play a trick on each other because when one person have somthing and they do not play with it. They are alike because they are pretending to act good. The tricks plays are diffrent when they get happy.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*They play a trick on each other because; They are alike because; the tricks plays are diffrent when*). The response demonstrates a lack of comprehension of the texts (*one person have somthing and they do not play with it and they get happy*). No evidence is provided. The response exhibits no evidence of organization. The response lacks the use of linking words and phrases (*because when and and*). The response uses language that is imprecise for the texts and task (*They, one person, somthing, act good, get happy*). The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.