

Name: _____



New York State Testing Program

**2023
English Language Arts Test
Session 1**

Grade 5

April 19–21, 2023

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 need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - 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.

Directions

Read this story. Then answer questions 1 through 7.

Excerpt from *President of the Whole Fifth Grade*

by Sherri Winston

- 1 My name is Brianna Justice, and I want to be president of the whole fifth grade!
- 2 That is my “declaration.”
- 3 As in, “I do declare that *I will be president* of the whole entire fifth grade at Orchard Park Elementary.”
- 4 My aunt Tina says that if we want good things to happen we have to make them happen. Take action! State your plan out loud. DECLARE!
- 5 And I want good things to happen. I have BIG plans. I’m going to be a millionaire with my own cooking show on TV. Cupcakes are my specialty.
- 6 Aunt Tina also says that along with declaring your goal, you have to have a plan. Think about what you want, decide how you plan to get it, then write it down and keep notes along the way. That’s how you make a plan. All really important, successful people do, she says. (Grandpa says if Aunt Tina had a husband instead of “just a career” maybe she wouldn’t have time for so many plans. *Hmph!*) Anyway, ever since a certain hometown celebrity spoke to our class last January, I’ve known what I need to do. Here’s my plan:
- 7 I live in Orchard Park, Michigan. We’re not far from Detroit, Michigan. But Orchard Park is a suburb. That means unless you live here, you probably never heard of it. At least, not until my hero, Miss Delicious, became world-famous as a chef, author, TV-show host, and GAZILLIONAIRE. Miss Delicious grew up right here in Orchard Park.
- 8 And she even went to the same elementary school as me!
- 9 When she spoke to our fourth-grade class, she told us that she didn’t think any of her success would have been possible had it not been for the skills she learned at our school.
- 10 But this is the most important thing she said:
- 11 “I honestly believe that if I hadn’t been voted president of my fifth-grade class, if I hadn’t learned how to manage my responsibilities back then and be a true leader, I don’t know if any of this would have been possible.”
- 12 So the best way for me to follow in her footsteps would be to become president of my fifth-grade class, too.

GO ON

13 Ever since that day, every morning when I arrive at school, I pass through the front hallway where all the plaques hang or sit on shelves showing the names of all the fifth graders who have been president. And I say a tiny little prayer and run my fingers over Miss Delicious's name for good luck.

14 That same day I told my friends, basically our whole class, that I was going to be just like Miss Delicious. I was going to be a millionaire cupcake baker and sell tons of books and be wildly famous on television.

15 And the first step would be to become president of the fifth grade.

16 So you see, it is so totally obvious: I have to win the election.

17 All summer I planned. I've written speeches. I've researched school-approved places for our class trip and other interests vital to our fifth-grade class.

vital = of great importance

18 Little did I know how much would change once school started up after summer break. My plan seemed to be going so well, *until* . . .

19 Except there was a new twist—the election wasn't just for each fifth-grade class to have its own president. Nuh-uh. This year for the first time in Orchard Park Elementary history, there would be only ONE fifth-grade president. . . .

20 I couldn't help thinking about other challenges, other goals I'd had. Like the time I decided I needed to be the best free-throw shooter on our team. I'd written down my notes on how to stand, how to breathe, stuff coach had talked to me about, and stuff Dad helped me find online. That had been an important goal for me. And I did it!

21 So was I ready to be school president and president of the whole fifth grade?

22 YES! Yes, I was.

23 So bring it on. It would be even better than I had imagined. And I could just see me making my acceptance speech, that is, *until* . . .

24 Mrs. Gayle entered our classroom with a girl whose long, crinkly hair almost covered her face and said the words that will haunt me forever and ever. Mrs. Gayle said:

25 "Everyone, we have a new student. Please say hello to Jasmine Moon . . ."

26 So, with only six weeks until the election a new girl just appears in fifth grade. It was like the time I fell off the jungle gym and landed flat on my back. It totally knocked the wind out of me! Because the new girl didn't just show up in our class. When she heard about the elections for president, she *nominated herself!*

nominated = chosen to run for office or fill a position

GO ON

1 How does Miss Delicious’s message in paragraph 11 affect Brianna?

- A** It teaches her the value of leadership.
- B** It inspires her to become class president.
- C** It makes her want to have a career as a chef.
- D** It changes her mind about taking on responsibilities.

2 What is the meaning of “obvious” as the narrator uses it in paragraph 16 of the story?

- A** easy to see and understand
- B** interesting to other people
- C** supported by friends and family
- D** something everyone expects to happen

3 Which evidence **best** supports Brianna’s claim in paragraph 4 about making good things happen?

- A** “Think about what you want, decide how you plan to get it, then write it down . . .”
(paragraph 6)
- B** “. . . she didn’t think any of her success would have been possible had it not been for the skills . . .” (paragraph 9)
- C** “. . . the election wasn’t just for each fifth-grade class to have its own president.”
(paragraph 19)
- D** “And I could just see me making my acceptance speech . . .” (paragraph 23)

4

Which theme is supported by details in paragraphs 20 through 23?

- A** Family helps each other overcome challenges.
- B** Leaders need to be able to communicate their ideas.
- C** Success is often better than people think it will be.
- D** Reaching one goal can give you the confidence to set others.

5

How are paragraphs 24 through 26 important to the story?

- A** They give background information about the main character in the story.
- B** They introduce a second problem that Brianna faces in the story.
- C** They provide a resolution to the main conflict in the story.
- D** They reveal the effect of Brianna's careful planning in the story.

6

How is Jasmine Moon **most likely** similar to Brianna in the story?

- A** Jasmine Moon wears her hair in a way that covers her face, showing that she is most likely shy and quiet like Brianna.
- B** Jasmine Moon gets along with her teacher quickly when she arrives at school, showing that she is most likely kind and friendly like Brianna.
- C** Jasmine Moon is new to the school and decides to run for class president, showing that she is most likely confident and determined like Brianna.
- D** Jasmine Moon is interested in being active and participating in social events, showing that she is most likely eager and curious like Brianna.

GO ON

7

How does Brianna's point of view influence how events in the story are described?

- A** Brianna talks in detail about her aunt and her idol, making her seem wise and curious.
- B** Brianna talks in detail about the work she does, making her seem lonely and quiet.
- C** Brianna does everything for herself, making her aims in the story seem selfish and smug.
- D** Brianna is sure of herself, making her aims in the story seem reasonable and achievable.

GO ON

Directions

Read this article. Then answer questions 22 through 28.

From Bartering to Bills: The History of Money

by Ann Jordan

- 1 Micah herded his two woolly sheep to his neighbor's tent. He hoped to trade them for a cow that could pull his plow. Many thousands of years ago, in Micah's time, people didn't use money. They got the things they needed by bartering—trading goods and services—with their neighbors. A deal was final when both people agreed that it was a fair trade.
- 2 As populations grew, simple exchanges between neighbors didn't always work. The products people wanted were not always available. Also, it was often difficult to agree on the value of the goods or services being traded. Large marketplaces began to grow, where people from many villages and cities could trade with each other.
- 3 Marketplaces provided a wide selection of goods, but they also created a need for a new system of trading. Ancient people needed something with a value everyone agreed on—money.
- 4 The first money developed was “commodity” money. Commodities are things that everyone values enough to accept as payment. The commodities used for trade varied from place to place, depending on what the local people valued. For example, around 5,000 years ago, barley was a main source of food for the people of ancient Mesopotamia. Everyone valued barley, so the grain was used for trade.
- 5 Around 1,000 years later, people in China used cowrie shells to buy the things they needed. In many countries on the Mediterranean Sea, salt was important for preserving food. Because salt was valuable, it was used as money. At different times, in different places, other commodities were used for trade: fishhooks, leather, beads, feathers, and even whales' teeth.
- 6 The commodity system worked well, but it wasn't perfect. Sometimes, the commodities valued by the majority of people weren't valued by others. Also, the specific commodities had their own sets of problems. Salt, for example, wasn't easy to store and would dissolve if it got wet. And carrying a pile of fishhooks could be a prickly situation! The citizens of Yap, an island country in the Pacific Ocean, used stone disks for money. Some of them were 12 feet in diameter and weighed 500 pounds. You can imagine the problems those might have caused.

GO ON

- 7 In different parts of the world, people began to see the need for some kind of standard money. It had to be valuable to everyone, easy to carry, and hard to destroy. Small metal coins provided the answer.
- 8 The first coins were made of metal by Greek settlers living in Lydia (now Turkey) about 2,600 years ago. The coins were made from a metal called electrum, a mixture of silver and gold. The king's symbol—a lion's head—was stamped onto each coin to remind the people of Lydia that their king approved of their money. The coins had specific values and weights.
- 9 Use of coins spread rapidly throughout the Mediterranean world. The Romans also used coins, and Roman traders and soldiers spent Roman coins in other parts of the world. Soon other cities and countries began making their own coins, too.
- 10 Chinese coins were made with holes in the center so they could be carried on strings. After paper was invented, the Chinese began to print pictures of their coins on pieces of paper, creating the first paper money. Heavy strings of coins could now be exchanged for a single sheet of paper.
- 11 When the first British colonists arrived in North America in the early 1600s, they bartered with each other and with the American Indians they met. Much later, the government of the new United States established its own money system, using dollars and cents. (As you know, the dollar can be broken down into 100 cents, or pennies.) At first only coins were used in the United States. Then, the first bills were printed in the mid 1800s. Because green ink was used on the back of the bills, they were called greenbacks.
- 12 In the United States today, we not only use coins and bills, but we also write checks and use credit cards. However, many people still use the ancient system of bartering for goods and services. If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered.
- 13 Some money experts think that one day, bills and coins will no longer be used. Instead, all transactions will be made electronically. When and if that happens, however, do you think people will stop bartering with each other?

GO ON

22

What is the **best** meaning of the word “values” as it is used in paragraph 4 of the article?

- A** appreciates
- B** enjoys
- C** expects
- D** collects

23

What is the **main** way the phrase “a prickly situation” in paragraph 6 helps the reader understand the article?

- A** by showing that some commodities were often difficult to find
- B** by highlighting the idea that objects often had different values
- C** by providing a reason why a common money system was necessary
- D** by indicating that some commodities were rarely useful to all people

24

How do the details in paragraphs 5 through 8 help develop a central idea of the article?

- A** by comparing money in ancient cultures with the money that people use today
- B** by showing how different people tried to develop effective systems of money
- C** by explaining why different objects were often considered to be valuable
- D** by describing how the process of making coins has changed very little over time

GO ON

25

Read this sentence from paragraph 3 of the article.

Ancient people needed something with a value everyone agreed on—money.

Which detail from the article describes the **most** important feature of money?

- A** “A deal was final when both people agreed that it was a fair trade.” (paragraph 1)
- B** “Everyone valued barley, so the grain was used for trade.” (paragraph 4)
- C** “It had to be valuable to everyone, easy to carry, and hard to destroy.” (paragraph 7)
- D** “Heavy strings of coins could now be exchanged for a single sheet of paper.” (paragraph 10)

26

What is **most likely** the author’s opinion about bartering?

- A** Bartering is useful in some situations and will likely continue in the future.
- B** Bartering is still an option when people live in smaller communities.
- C** Bartering is now mainly used by children as a way to exchange food.
- D** Bartering will likely increase as people use less physical money.

GO ON

27

This question is worth 2 credits.

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

28

This question is worth 2 credits.

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

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

Writing on this page will not be scored.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some 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 need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
 - clearly organize your writing;
 - 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.

Directions

Read this story. Then answer questions 29 through 35.

Excerpt from *Benny's Flag*

by Phyllis Krasilovsky

1 Benny was happy in the mission home. But sometimes before he went to sleep at night, he would gaze at the stars outside his dormitory window and long for the day when he would be a grown-up man. He would use a net, like the Big Dipper in the sky, to catch splendid silver salmon. Benny would be strong, like the Great Bear, a larger group of stars of which the Big Dipper was a part. Like the great strong bear of the night, Benny would be strong himself.

mission home = place for children who need a home

dormitory = place to sleep

2 The North Star would guide his boat. Benny knew that when Alaska became a state someday, it would be the northernmost state in the United States. Sometimes when the sky was scattered with hundreds of stars, it reminded Benny of a field of forget-me-nots, the little star-shaped flowers that grow wild everywhere. The blue sky was a roof that covered Benny's Alaska at night. . . .

3 When fall came, school started again just as it does for children everywhere. But the winter came quickly. The first snowy day Benny went to school wearing a parka, mukluks, which are fur lined boots, and thick mittens to keep his fingers warm. He looked more like a furry bear than a boy! . . .

4 That day in school the teacher told the children that there was a contest to make a flag for Alaska. With all his heart Benny wanted to win the contest. He thought how grand it would be to see his flag carried in a parade, or hung on the masts of big ships that came to the village in the summertime. He thought how especially grand it would be to see his flag flying on the fishing boat he would have one day.

5 That night the boys and girls at the mission house collected crayons, paint, and paper, and made many, many designs for the flag. They sat around a big table, and as they worked, they talked and laughed and sometimes held up their designs for the others to see. But Benny sat quietly, thinking and thinking. For once no one could see his happy, friendly smile. He was thinking of what he loved the most about Alaska.

GO ON

6 Suddenly Benny knew what he wanted his flag to be like. He wanted his flag to be like the stars he dreamed by—gold stars spread out like the Big Dipper in the blue sky. So that is what he painted. And underneath it he wrote these words: “The blue field is for the sky and the forget-me-not, an Alaskan flower. The North Star is for the future state of Alaska, the most northerly of the Union. The dipper is for the Great Bear—symbolizing strength.”

7 Some of the children drew pictures of the beautiful snow-covered mountains in Alaska. Some drew pictures of the big fish that can be caught in Alaska. Some drew pictures of the northern lights that sometimes cross the sky. Some drew pictures of the Alaskan forests. Some drew pictures of the Alaskan glaciers, and some drew pictures of the Alaskan rivers. And some drew star designs or stripe designs or flower designs.

8 Benny didn’t show his paper to anyone. He was too shy. He thought the other children’s designs were much better than his. Still, the next day he gave his paper to the teacher when she collected the others.

9 A month went by, and the teacher didn’t mention the contest again. Benny ice-skated with the other children. And so the winter went quickly by.

10 And suddenly the snow and ice began to melt. Benny no longer wore his parka and mukluks and mittens. He began to watch for the forget-me-nots in the drying fields as he walked to school.

11 He watched the fishermen mend their nets for the coming fishing season. He watched the world change from white to green.

12 Then, one day, when school was almost over, the teacher called the children together.

13 “Children,” she said, “the flag contest is ended. From all over Alaska boys and girls sent in designs for the flag. From northern Nome to the busy cities of Anchorage and Fairbanks . . . from the fishing towns of Seward and Petersburg to Juneau, the capital, and lumber towns of Ketchikan . . . from everywhere came hundreds of designs.

14 “And . . . boys and girls! Benny’s design has won the contest! From now on, Benny’s design will be Alaska’s flag!”

15 What a proud and happy boy Benny was! And what an especially proud and happy boy he was on the Fourth of July. For on that day in the village a big parade celebrated the holiday. Everyone came—to see the marchers in their bright uniforms, the baton twirlers, the banners—but the very first thing they saw was BENNY. Benny marching at the head of the parade, carrying the flag he had made for Alaska!

29

What is the **main** way paragraph 1 connects with paragraph 4?

- A** They both show how Benny appreciates nature.
- B** They both describe events that Benny hopes for in the future.
- C** They both show the artistic skills that will help Benny achieve his goal.
- D** They both reveal why Benny wants to win the flag design contest.

30

Read this sentence from paragraph 2.

The blue sky was a roof that covered Benny's Alaska at night.

Which word **best** describes the tone in this sentence?

- A** anxious
- B** cheerful
- C** peaceful
- D** serious

31

Which meaning of the word “grand” is used in paragraph 4 of the story?

- A** exciting
- B** expensive
- C** decorative
- D** large

GO ON

32

Why are paragraphs 9 through 12 important to the story?

- A** They show how Benny enjoys playing winter sports with his classmates.
- B** They describe how Benny appreciates the flowers that arrive in the spring.
- C** They suggest that the contest is less important to the teacher and to other students.
- D** They refer to the time between the start of the contest and the day the winner is announced.

33

Which sentence **best** expresses a central idea of the story?

- A** Benny believes his physical strength will help him find success as he grows up.
- B** Benny observes his surroundings quite closely and finds them to be meaningful.
- C** Benny is surprised that winning the contest makes him feel proud and confident.
- D** Benny wonders if other students with greater talent deserved to win the contest.

34

Which detail from the story **best** shows how Benny is different than other students?

- A** the suggestion that Benny would be “strong himself” (paragraph 1)
- B** the statement that Benny desires to “win the contest” (paragraph 4)
- C** the description of Benny sitting “quietly, thinking and thinking” (paragraph 5)
- D** the indication that Benny believes other designs are “better than his” (paragraph 8)

GO ON

35

How is the setting **most** important to the story?

- A** The fishing village where Benny lives makes him eager to become a fisherman.
- B** The school that Benny attends encourages him to participate in the flag contest.
- C** The different seasons allow Benny to play different games outside with his classmates.
- D** The scenery that Benny pays attention to inspires him to make a special flag design.

GO ON

Directions

Read this story. Then answer question 36.

Marly watches as sap, a thick liquid that comes from maple trees, is boiled to make maple syrup.

Excerpt from *Miracles on Maple Hill*

by Virginia Sorensen

1 Marly stood by the side of the huge pans. You could look forever and forever into the bubbling, deeper and deeper, but your looking was always coming up again. She tried watching one bubble, all by itself, but she couldn't. It was gone, and another one was in its place too quickly. It was like ten thousand pots of taffy boiling all at once. The sap in the pans at the back looked like water, just as it did in the buckets on the trees, but each pan nearer the front was more and more golden, because each one was closer to being real syrup. Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup.

2 "How many gallons will one tree give?" Daddy asked, and Marly knew why he wanted to know. On Maple Hill there were about fifty maple trees. She could practically see Daddy's arithmetic getting ready to start working.

3 "An average tree will give twenty gallons in a season," Mr. Chris said. "That's usually a half gallon of syrup. Some seasons sap seems to be sweeter to start with, and it won't take so much. But there are trees—" Mr. Chris leaned forward as if he were telling a wonderful secret. "I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season." He looked proud about what that old tree could do, Marly thought. "I figure it must be over two hundred years old now," he said, and laughed. "But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . . ."

4 Mr. Chris opened the stove doors again and began shoving in more logs. . . .

5 "When that tree dies," Mr. Chris said, "it'll provide logs for another whole season of sugaring. Now that's being of some use in the world, isn't it? If a man could be as useful as that!" He kicked the doors shut again with his big boot.

GO ON

36

This question is worth 2 credits.

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 37 through 39.

Pa has given his daughters Laura and Mary little maple sugar cakes. Now he explains how they were made.

Excerpt from *Little House in the Big Woods*

by Laura Ingalls Wilder

- 1 "All winter," Pa said, "Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won't give a bad taste to the maple syrup."

troughs = long, narrow drains for liquid to pass through

- 2 "He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees."

- 3 "Then he went into the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end."

- 4 "Well, when the maple sap came to the hole in the tree, it ran out of the tree, down the little trough and into the bucket."

- 5 "Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel. Then he hauls it to a big iron kettle, that hangs by a chain from a cross-timber between two trees."

- 6 "He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over."

- 7 "When the sap has boiled down just enough, he fills the buckets with the syrup. After that, he boils the sap until it grains when he cools it in a saucer."

grains = turns into sugar

GO ON

8 “The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.”

9 “So that’s why it’s a sugar snow, because Grandpa is making sugar?” Laura asked.

10 “No,” Pa said. “It’s called a sugar snow, because a snow this time of year means that men can make more sugar. You see, this little cold spell and the snow will hold back the leafing of the trees, and that makes a longer run of sap.”

leafing = when leaves begin to grow

GO ON

37

This question is worth 2 credits.

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

GO ON

38

This question is worth 2 credits.

In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 39 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



GO ON

39

This question is worth 4 credits.

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2023 English Language Arts Tests Map to the Standards
Grade 5 Released Questions

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.5855		
2	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.6616		
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.8	Reading	0.6310		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.5409		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.5	Reading	0.7587		
6	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.7742		
7	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.6	Reading	0.6470		
22	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.4859		
23	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.3651		
24	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.5032		
25	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.6296		
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.R.6	Reading	0.4708		
27	Constructed Response		2	NGLS.ELA.Content.NY-5.R.8	Writing to Sources		0.2259	0.1130
28	Constructed Response		2	NGLS.ELA.Content.NY-5.R.4	Writing to Sources		0.4665	0.2333
Session 2								
29	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.5562		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.4	Reading	0.8596		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-5.L.4	Reading	0.7496		
32	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.5	Reading	0.6220		
33	Multiple Choice	B	1	NGLS.ELA.Content.NY-5.R.2	Reading	0.3911		
34	Multiple Choice	C	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.5858		
35	Multiple Choice	D	1	NGLS.ELA.Content.NY-5.R.3	Reading	0.6490		
36	Constructed Response		2	NGLS.ELA.Content.NY-5.R.6	Writing to Sources		0.6338	0.3169
37	Constructed Response		2	NGLS.ELA.Content.NY-5.R.4	Writing to Sources		0.3646	0.1823
38	Constructed Response		2	NGLS.ELA.Content.NY-5.R.8	Writing to Sources		0.4947	0.2474
39	Constructed Response		4	NGLS.ELA.Content.NY-5.R.2	Writing to Sources		0.2495	0.0624

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

2-Credit Constructed-Response Rubric

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

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

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

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	NGLS	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:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- 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

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author supported their claim, “The commodity system worked well, but wasn’t perfect” through talking about the problems with some of the commodities used in trade. Of course, the people engaged in the trade relationship had to agree on both the items being used for trade as well as a set a value for those items. “Some commodities were not as highly valued by some groups as they were by others.” Some commodities would need special packaging and handling. “Salt, for example, wasn’t easy to store and would dissolve if it got wet.” “And carrying a pile of fishhooks could be a prickly situation!” Just think of the problems you might have trying to carry around a 500-pound stone disk!

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use two details from the article to support your response.

The author supported their claim, "The commodity system worked well, but it wasn't perfect." by giving details on what people used for money, and how it could be tricky to use. In the text it says, "the commodities valued by the majority of people weren't valued by others." This tells me that people didn't agree on one thing to trade, or to be valued. In the text it also says "Salt, for example, wasn't easy to store and would dissolve if it got wet." This shows that the currency needed to be strong and able to last a pretty long time. Another currency for people were fishhooks, fishhooks were spiky and dangerous to carry around. This shows me that fishhooks weren't a good type of currency at that time.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “From Bartering to Bills” supports the claim from paragraph 6 that “The commodity system worked well, but it wasn’t perfect” (*by giving details on what people used for money, and how it could be tricky to use*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*the commodities valued by the majority of people weren't valued by others.*” and “*Salt, for example, wasn't easy to store and would dissolve if it got wet.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

In paragraph 6 when the author claims "The commodity system worked well, but it wasn't perfect." The author supports his claim by saying different was how it worked but was not perfect.

In paragraph 6 it quotes " Sometimes, the commodities valued by the majority of people weren't valued by others." This shows that it was working well but it was not perfect and vauled well.

Also in paragraph 6 it quotes " Also, the specific commodities had their own sets of problems." This shows that it was working well but they had problems along the way. For example salt wasn't easy to store and would dissolve if it got wet. And carrying a pile of fishhooks could be a prickly situation! This shows it was working well but not perfect.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “From Bartering to Bills” supports the claim from paragraph 6 that “The commodity system worked well, but it wasn’t perfect” (*by saying different was how it worked but was not perfect*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“ *Sometimes, the commodities valued by the majority of people weren't valued by others.* ”; “ *Also, the specific commodities had their own sets of problems.* ”; *salt wasn't easy to store and would dissolve if it got wet. And carrying a pile of fishhooks could be a prickly situation*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

In paragraph 6 of "From Bartering to Bills," the author claims that "The commodity system worked well, but it wasn't perfect." How does the author support this claim? Use two details from the article to support your response. [2]

The author supports this claim with ideas about what was wrong with the commodity system, such as how salt would dissolve when wet, or how fishhooks could hurt you. These examples are proof of how these systems could go wrong, therefore this is what the author means.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of "From Bartering to Bills" supports the claim from paragraph 6 that "The commodity system worked well, but it wasn't perfect" (*with ideas about what was wrong with the commodity system*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*how salt would dissolve when wet* and *how fishhooks could hurt you*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use two details from the article to support your response.

he supports that claim by explaining that it did work very well but it can never be perfect. also in the text it says " comonity is a thging that everyone values enough to accept as a payment." it cant be perfect because it wont always work if people disagree with an offer and some people can get mad or sad with the people and it can cause a big thing. acording to the text "the majority of people werent valued by others" the text also said "also, the specific commonities had their own sets of problems.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “From Bartering to Bills” supports the claim from paragraph 6 that “The commodity system worked well, but it wasn’t perfect” (*“comonity is a thging that everyone values enough to accept as a payment.” it cant be perfect because it wont always work if people disagree with an offer*); however, the response only provides one concrete detail from the text for support (*“also, the specific commonities had their own sets of problems*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use two details from the article to support your response.

The author supports the claim by first stating it wasn't perfect. for exsample in the text it stats " The commodities valued by the majority of people weren't valued by others.

Score Point 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*The commodities valued by the majority of people weren't valued by others*”). The response does not provide a valid inference from the text to explain how the author of “From Bartering to Bills” supports the claim from paragraph 6 that “The commodity system worked well, but it wasn’t perfect.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

The author says that the money was very heavy weighing about 500 pounds some of the time and had a 12 feet diameter.

Score Point 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*that the money was very heavy weighing about 500 pounds some of the time and had a 12 feet diameter*). The response does not provide a valid inference from the text to explain how the author of “From Bartering to Bills” supports the claim that “The commodity system worked well, but it wasn’t perfect.” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

27

In paragraph 6 of "From Bartering to Bills," the author claims that "The commodity system worked well, but it wasn't perfect." How does the author support this claim? Use two details from the article to support your response. [2]

Two details I could use is
that what he means that it
was very valueba) but not
always didit work. Another reason
is that the system was when
coins Started.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Two details I could use is that what he means that it was very valueba but not always didit work. Another reason is that the system was when coins Started*).

GUIDE PAPER 8

Additional

27

In paragraph 6 of “From Bartering to Bills,” the author claims that “The commodity system worked well, but it wasn’t perfect.” How does the author support this claim? Use **two** details from the article to support your response.

As populations grew simple exchanges between neighbor didnt always work.
people wanted were not always availble.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*As populations grew simple exchanges between neighbor didnt always work. people wanted were not always availble*).

EXEMPLARY RESPONSE

- 28 In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

Possible Exemplary Response:

The effect of the author speaking directly to me, the reader, is to personalize the topic of money and trade. The author tells us “If you’ve ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered.” This makes me feel a connection to the topic of bartering. The author follows up with a question, “Some money experts think that one day, bills and coins will no longer be used. Instead, all transactions will be made electronically. When and if that happens, however, do you think people will stop bartering with each other?” It makes me wonder what the future will bring.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader this effects makes the reader think about how we us money today. I know this because it says "In the United States today, we not only use coins and bills, but we also write checks and use credit cards." which makes me think of how we use money today and Payday, a game about spending and using money. Also its makes the reader think about if they have used the ancient system of bartering because in paragrph 12 it says "If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered." This reminds me when me and my sister treded Star Wars cards. As you can see this is how paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader this effects makes the reader think about how we us money today.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 in “From Bartering to Bills” has on the tone of the article (*makes the reader think about how we us money today and its makes the reader think about if they have used the ancient system of bartering*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*In the United States today, we not only use coins and bills, but we also write checks and use credit cards.*” and “*If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

In paragraphs 12 and 13 of "From Bartering to Bills," the author speaks directly to the reader. What effect does this have on the tone of the article? Use two details from the article to support your response. [2]

I think it changes the tone from explaining the growth of coins to making you wonder if it will change again. I think this is because on paragraph 3, it says "Ancient people needed something with value everyone agreed on - money." This proves that it is starting to change, currency. Also on paragraph 13, it says "Some money experts think that one day, bills and coins will no longer be used." This proves that it makes the readers wonder if it will happen.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 of "From Bartering to Bills" has on the tone of the article (*it changes the tone from explaining the growth of coins to making you wonder if it will change again*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Ancient people needed something with value everyone agreed on - money." and "Some money experts think that one day, bills and coins will no longer be used."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

The effect this has on the tone of the articale is that it makes the reader feel like they are talking to the author. The reader thinks this because the author askes qustions just like you are having a conversation with them. One detail from the text is, "If you've ever traded a bag of chips for some cookies or exchanged baseball cars with a friend, then you, too, have bartered." ANother detail is," When and if that happens, however, do you think people will stop bartering with each other."

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 of “From Bartering to Bills” has on the tone of the article (*it makes the reader feel like they are talking to the author*). The response provides a sufficient number of concrete details from the text for support as required by the prompt, (“*If you’ve ever traded a bag of chips for some cookies or exchanged baseball cars with a friend, then you, too, have bartered.*” and “*When and if that happens, however, do you think people will stop bartering with each other.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 28 In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use two details from the article to support your response.

The effect of the tone of the author speaking directly to the reader is it makes me think about how money will change. For example the text states, "When and if that happens, however, do YOU think people will stop bartering with each other?"

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 of “From Bartering to Bills” has on the tone of the article (*it makes me think about how money will change*); however, the response only provides one concrete detail from the text for support (“*When and if that happens, however, do YOU think people will stop bartering with each other?*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

In paragraphs 12 and 13 of "From Bartering to Bills," the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

In paragraphs 12 and 13 of "Bartering to Bills," the author speaks directly to the reader. The text asks in paragraph 13, "Do you think people will stop bartering?" This asks the reader about how they think if people will stop bartering with each other. I think people will still barter with each other because there is so many games that have you barter with people and if people want something that other people have, they could barter with each other. In paragraph 12, the text says, "If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered." This part of the paragraph is talking directly to the reader to tell them that if they have traded before, they have bartered.

Score Point 1 (out of 2 credits)

The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Do you think people will stop bartering?" and *If you've ever traded a bag of chips for some cookies or exchanged baseball cards with a friend, then you, too, have bartered.*"); however, the response does not provide a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 of "From Bartering to Bills" has on the tone of the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 28 In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use two details from the article to support your response.

To me it feels like the author is trying to inform by saying "However" or "do you think people will stop bartering with each other?".

Score Point 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*do you think people will stop bartering with each other?*”). The response does not provide a valid inference from the text to describe what the effect of the author speaking directly to the reader in paragraphs 12 and 13 of “From Bartering to Bills” has on the tone of the article. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

28

In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use **two** details from the article to support your response.

The efect on the tone of the article is telling somethig to some one in a tone like being angry you wold shout or scream or like be moody were if you were happy you would not be screaming crying shouting or be moody you would be joyful share things with other people be in a good mood.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The efect on the tone of the article is telling somethig to some one in a tone like being angry you wold shout or scream or like be moody were if you were happy you would not be screaming crying shouting or be moody you would be joyful share things with other people be in a good mood*).

GUIDE PAPER 8

Additional

- 28 In paragraphs 12 and 13 of “From Bartering to Bills,” the author speaks directly to the reader. What effect does this have on the tone of the article? Use two details from the article to support your response.

I think the effect is that they are talking about bartering because, I think bartering is a effect to this story because it is talking about it the most of the whole paragraph. So i think bartering is the effect of this paragraph.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*I think the effect is that they are talking about bartering because, I think bartering is a effect to this story because it is talking about it the most of the whole paragraph. So i think bartering is the effect of this paragraph*).

EXEMPLARY RESPONSE

28

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

Possible Exemplary Response:

The phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 tells us that Mr. Chris wants to impress Marly with some secret knowledge about maple trees. When Mr. Chris brags “I’ve got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of sap in one season.” and “I figure it must be over two hundred years old now,” he is showing Marly how special some maple trees are.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

36

In "Excerpt from *Miracles on Maple Hill*," what does the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

In "Excerpt from Miracles on Maple Hill" the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 tells you that Mr. Chris makes a lot of syrup from the old oak tree. I can prove this because after that in paragraph 3 it says "I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and i've known it to give us over two hundred and forty gallons of sap in one season.' He looked proud about what that old tree could do." This proves that the old oak tree produces a lot of syrup in a season. My second detail is, in the text it states "I figure it must be over two hundred years old now,' he said, and laughed.'But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . ." This proves that it has a lot more sap coming. In conclusion in "Excerpt from Miracles on Maple Hill" the phrase "leaned forward as if to share a wonderful secret" in paragraph 3 tells you that Mr. Chris makes a lot of syrup from the old oak tree.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 in "Excerpt from *Miracles on Maple Hill*" reveals about Mr. Chris (*that Mr. Chris makes a lot of syrup from the old oak tree*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and i've known it to give us over two hundred and forty gallons of sap in one season. and "I figure it must be over two hundred years old now,' he said, and laughed. 'But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . ."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

- 36 In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

I think "leaned in as if telling a wonderful secret" means Mr. Chris was trying to stay as quiet as possible when he talked about the tree. This reveals that Mr. Chris doesn't want a lot of people to know about the tree because of all of the sap it produces. According to the text, "I've got one old tree, up by the pasture fence, that we hang six buckets on." The text also states, "That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season."

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 in “Excerpt from *Miracles on Maple Hill*” reveals about Mr. Chris (*means Mr. Chris was trying to stay as quiet as possible when he talked about the tree. This reveals that Mr. Chris doesn't want a lot of people to know about the tree because of all of the sap it produces*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I've got one old tree, up by the pasture fence, that we hang six buckets on.*” and “*That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

In "Expert from Miracles on Maple Hill," The phrase means "leaned forward as if he were telling a wonderful secret" means you are really deep into the story or something that someone is telling you. Two details from the story are "I've known a tree that could give us over 240g of sap in on season." and One more is "I figure it must be over 200 years old now,"

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 in “Excerpt from *Miracles on Maple Hill*” reveals about Mr. Chris (*means you are really deep into the story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I've known a tree that could give us over 240g of sap in on season.*” and “*I figure it must be over 200 years old now,*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 36 In "Excerpt from *Miracles on Maple Hill*," what does the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

In "Excerpt from Miracles on Maple Hill", the phrase "leaned forward as if he were telling a wonderful secret" reveals that Mr. Chris wanted Marly to keep this a secret. In the text it says that "I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet though, and I've known it to give us over two hundred and forty gallons of sap in one season" {para:3}. It also says in the text that "Chris leaned forward as if he were telling a wonderful secret" {para:3}. As you can see in the article the phrase reveals that Mr. Chris wants Marly to keep it a secret.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 in "Excerpt from *Miracles on Maple Hill*" reveals about Mr. Chris (*that Mr. Chris wanted Marly to keep this a secret*); however, the response only provides one concrete detail from the text for support ("I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet though, and I've known it to give us over two hundred and forty gallons of sap in one season"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

it reavels that mr chris know alot about maple syrup. in paragraph 3 it says "an average tree will give twenty gallons in a season" it also says "ive known it to give us over two hundred and forty gallsons of sap in one season"

Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*an average tree will give twenty gallons in a season*” and “*ive known it to give us over two hundred and forty gallsons of sap in one season*”); however, the response does not provide a valid inference from the text to explain what the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 in “Excerpt from *Miracles on Maple Hill*” reveals about Mr. Chris. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

36

In "Excerpt from *Miracles on Maple Hill*," what does the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 reveal about Mr. Chris? Use two details from the story to support your response. [2]

I think it he leaned forward because Person was telling Secret about maple tree that it could fill 400 sap in a seas and the Maple tree could last for another century.

Score Point 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*the maple tree could last for another century*). The response does not provide a valid inference from the text to explain what the phrase "leaned forward as if he were telling a wonderful secret" in paragraph 3 in "Excerpt from *Miracles on Maple Hill*" reveals about Mr. Chris. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

36

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

It reveals that Mr. chris likes to lean foward when he talks. it might seem like he is telling a secret.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It reveals that Mr. chris likes to lean foward when he talks. it might seem like he is telling a secret*).

GUIDE PAPER 8

Additional

36

In “Excerpt from *Miracles on Maple Hill*,” what does the phrase “leaned forward as if he were telling a wonderful secret” in paragraph 3 reveal about Mr. Chris? Use **two** details from the story to support your response.

Her dad asked how many gallons will one tree give. Also there were about fiftey maple trees.

So i could only find one reson but i think why he asked her that is because... in the text it says (she could practically see Daddy's arithmetic geting ready to start working...

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt [*Her dad asked how many gallons will one tree give. Also there were about fiftey maple trees. So i could only find one reson but i think why he asked her that is because... in the text it says (she could practically see Daddy's arithmetic geting ready to start working...*].

EXEMPLARY RESPONSE

37

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

Possible Exemplary Response:

The author’s word choice in “Excerpt from *Little House in the Big Woods*” tells us a lot about Grandpa’s character. We can see that he is hard-working and enjoys the work he does to collect sap and make maple sugar. First, he makes wooden buckets and little troughs to collect the sap. When it’s time to collect the sap “Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap.” After he has gotten the sap “He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully.” When the sap has cooked long enough “Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” Grandpa does all this work so everyone can have maple sugar to eat.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

37

In "Excerpt from *Little House in the Big Woods*," what does the author's word choice in paragraph 5 reveal about Grandpa? Use two details from the story to support your response. [2]

- A In paragraph 5 Pa describes how
D Grandpa works hard showing he's
D hard working. For example in the
text Pa says "Every day Grandpa puts
on his boots and his warm coat
and his fur cap and he goes
out into the snowy woods and
gathers the sap." It would be hard
to do that every morning. It also states
"He drives from tree to tree emptying sap
from the buckets to the barrel." that
takes hard work and dedication.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author's word choice in paragraph 5 reveals about Grandpa in "Excerpt from *Little House in the Big Woods*" (*Grandpa works hard*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap." and "He drives from tree to tree emptying sap from the buckets to the barrel. "). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

In "Excerpt from *Little House in the Big Woods*," what does the author's word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

In "Excerpt from Little House in the Big Woods" the author's choice of words tell you that grandpa does hard work. "With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel" tells you that he has to drive very far and long. Then he has to "Haul it to a big iron kettle, that hangs by a chainfrom a cross-tmber between two trees". In conclusion Grampa has to work very hard to make brown maple sugar.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author's word choice in paragraph 5 reveals about Grandpa in "Excerpt from *Little House in the Big Woods*" (*grandpa does hard work*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel" and "Haul it to a big iron kettle, that hangs by a chainfrom a cross-tmber between two trees"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

that he is determined to get maple syrup. One piece of evidence is "everyday grandpa puts his boots on and warm coat and his fur cap and he goes out into the snowy woods to gather sap" and also "with a barrel on a sled, drives from tree to tree and empties the sap from the buckets into the barrel"

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the author’s word choice in paragraph 5 reveals about Grandpa in “Excerpt from *Little House in the Big Woods*” (*he is determined to get maple syrup*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*everyday grandpa puts his boots on and warm coat and his fur cap and he goes out into the snowy woods to gather sap*” and “*with a barrel on a sled, drives from tree to tree and empties the sap from the buckets into the barrel*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In "Excerpt from *Little House in the Big Woods*," what does the author's word choice in paragraph 5 reveal about Grandpa? Use two details from the story to support your response. [2]

Paragraph 5 reveals that Grandpa would do anything for The Sap to turn it into sugar snow. Paragraph 5 restates "Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into The snowy woods and gather the sap." The story also says "men can make more sugar in the winter," that means Grandpa was working extra to make sugar snow.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the author's word choice in paragraph 5 reveals about Grandpa in "Excerpt from *Little House in the Big Woods*" (*Grandpa would do anything for The sap to turn it into sugar snow*); however, the response only provides one concrete detail from the text for support (*"Every day grandpa puts on his boots and his warm coat and his fur cap and he goes out into The snowy woods and gather the sap."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

In "Excerpt from *Little House in the Big Woods*," what does the author's word choice in paragraph 5 reveal about Grandpa? Use two details from the story to support your response. [2]

In Excerpt from Little House in the Big Woods the quthor's word of choice reveals that Grandpa goes out in the snowy woods and collects tree saps. Another Example is he drives from tree to tree on his barrel sled emptying out all the saps he collected.

Score Point 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*Grandpa goes out in the snowy woods and collects tree saps and he drives from tree to tree on his barrel sled emptying out all the saps he collected*); however, the response does not provide a valid inference from the text to explain what the author's word choice in paragraph 5 reveals about Grandpa in "Excerpt from *Little House in the Big Woods*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

In the story Little House in the Big Woods paragraph 5 reveals grandpa because it shows what he wears and how he collects the sap.

Score Point 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*it shows what he wears and how he collects the sap*). The response does not provide a valid inference from the text to explain what the author’s word choice in paragraph 5 reveals about Grandpa in “Excerpt from *Little House in the Big Woods*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

37

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

Every day grandpa puts his boots on and his warm coat and a fur cap. And he goes out in the snowy woods and he gathers the sap. And he drives from tree to tree. He empties the sap into the iron kettle. Grandpa jumos to the fire and the rakes it all out from beneath he ran as fast as he could.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Every day grandpa puts his boots on and his warm coat and a fur cap. And he goes out in the snowy woods and he gathers the sap. And he drives from tree to tree. He empties the sap into the iron kettle. Grandpa jumos to the fire and the rakes it all out from beneath he ran as fast as he could*).

GUIDE PAPER 8

Additional

37

In “Excerpt from *Little House in the Big Woods*,” what does the author’s word choice in paragraph 5 reveal about Grandpa? Use **two** details from the story to support your response.

“When the sap has boiled down just enough, he fills the buckets with the syrup. After that, he boils the sap until it grains when he cools it in a saucer.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (“*When the sap has boiled down just enough, he fills the buckets with the syrup. After that, he boils the sap until it grains when he cools it in a saucer*”).

EXEMPLARY RESPONSE

38

In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

Possible Exemplary Response:

Pa develops the claim that maple syrup must be watched carefully in “Excerpt from *Little House in the Big Woods*” by describing all of the steps Grandpa needs to follow to get the maple sugar that Laura and Mary are eating. After he gathers the sap and pours it into a big kettle over a fire “the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.” When the sap has cooked enough Grandpa puts the fire out and “Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” The words Pa uses show that Grandpa needs to pay attention to the maple syrup and just at the right minute cool it down.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 38 In "Excerpt from *Little House in the Big Woods*," how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

In "Excerpt from little house in the big woods" Pa develops the claim that maple syrup must be watched carefully as it cooks by telling of how its made. I know this because in paragraph 6 it says "He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and grandpa watches it carefully." This shows thatIt has to be cooked carefully, the words are in there. Another detail is in paragraph 8 it says "The instant sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to hard, brown, maple sugar." This proves that making syrup is hard and you have to be careful. As you can see in "Excerpt from little house in the big woods" Pa develops the claim that maple syrup must be watched carefully as it cooks by telling of how it's made.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in "Excerpt from *Little House in the Big Woods*" (*by telling of how its made*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and grandpa watches it carefully." and "The instant sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to hard, brown, maple sugar."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In "Excerpt from *Little House in the Big Woods*," how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use two details from the story to support your response. [2]

Pa develops his claim by telling the whole story about how Granpa makes the maple syrup. According to the text, "There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully." It also reads, "The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over." In conclusion, Pa does develop his claim by telling Grandpa's story.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in "Excerpt from *Little House in the Big Woods*" (by telling the whole story about how Granpa makes the maple syrup). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully." and "The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 38 In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

In the article "pa evelops his claim that maple syrup must be watched carefully as it cooks" by a telling story. Inthe text it says "There is a big bonfire under thekettle, and the sap boils, and Grampa watches it carefully." {para:6} .It also says in the text that "The firemust be hot enough to keep the sap boiling, but not hot enough to make it boil over." {para:6} .As you can see syrup needs to be watched carefully as it cooks.

Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in “Excerpt from *Little House in the Big Woods*” (*by a telling story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*There is a big bonfire under thekettle, and the sap boils, and Grampa watches it carefully.*” and “*The firemust be hot enough to keep the sap boiling, but not hot enough to make it boil over.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

- 38 In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

Pa develops his claim that maple syrup must be watched carefully as it cooks by saying how careful you need to be when making maple sugar. According to the text, "The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over." The text also says, "Grandpa watches it carefully." As you can see Pa develops his claim by saying how careful you need to be while making maple sugar.

Score Point 1 (out of 2 credits)

This response provides a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in “Excerpt from *Little House in the Big Woods*” (by saying how careful you need to be when making maple sugar); however, the response only provides one concrete detail from the text for support (“*The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

(In paragraph6) The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over. (In paragraph6) There is a big bonfire under the kettle, And the sap boils.

Score Point 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over* and *There is a big bonfire under the kettle, And the sap boils*); however, the response does not provide a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in “Excerpt from *Little House in the Big Woods*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

- 38 In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

"The fire must be hot enough to keep the sap boiling...but not to hot to make it boil over".

Score Point 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (“*The fire must be hot enough to keep the sap boiling...but not to hot to make it boil over*”). The response does not provide a valid inference from the text to explain how Pa develops his claim that maple syrup must be watched carefully as it cooks in “Excerpt from *Little House in the Big Woods*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

38

In “Excerpt from *Little House in the Big Woods*,” how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use **two** details from the story to support your response.

pa has to watch carefully that way when the syrup so when he gets the sugar back home so when the syrup is done they can have syrup and pancakes alltogther pa,the kid,dad.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*pa has to watch carefully that way when the syrup so when he gets the sugar back home so when the syrup is done they can have syrup and pancakes alltogther pa,the kid,dad*).

GUIDE PAPER 8

Additional

38

In "Excerpt from *Little House in the Big Woods*," how does Pa develop his claim that maple syrup must be watched carefully as it cooks? Use two details from the story to support your response. [2]

It might burn or start a fire. Your fire alarm might go off. You don't want to mess it up because you will have to build another one.

Score Point 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It might burn or start a fire. Your fire alarm might go off. You don't want to mess it up because you will have to build another one*).

EXEMPLARY RESPONSE

39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

Possible Exemplary Response:

The two passages, “Excerpt from *Little House in the Big Woods*” and “Excerpt from *Miracles on Maple Hill*,” tell different stories that share the message that hard work has its own reward. The excerpts share this theme differently through talking about different aspects of the same topic, maple sap and its uses. In “Excerpt from *Little House in the Big Woods*” Laura and Mary’s Pa has given them pieces of maple sugar cakes to eat while he tells them the story of all the work that goes into making the maple sugar. But “Excerpt from *Miracles on Maple Hill*,” just focuses on a specific aspect of the process – how much sap you need to make a gallon of syrup and how much sap you can get from a maple tree.

“Excerpt from *Little House in the Big Woods*” begins the story explaining the kind of preparation needed before you can even begin to collect sap. “All winter,” Pa said, “Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup.” We can see that anyone wanting to gather maple sap must have all the equipment ready and in good working order prior to the warmer weather in spring when the sap begins to flow. When the warm weather comes Grandpa “went into the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end.” As the sap is flowing Grandpa needs to set up his system for boiling the sap. He has a kettle hanging between two trees with a bonfire ready to boil the sap. All this effort indicates the Grandpa has already put many hours into the project before he even has any sap to boil. When the sap has been collected and is cooking in the kettle Grandpa is paying close attention to the sap: “Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.” He is soon ready for the final step. “The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” The story of all the work that Grandpa has done illustrates that the reward of maple sugar is certainly worth the effort he has put in to preparing, gathering, and making the maple sugar. In contrast, the “Excerpt from *Miracles on Maple Hill*” is centered on the boiling of the syrup and the quantities of syrup we could expect to see if we decided to make our own maple syrup. In the first paragraph of the story, we see Marly watching the sap cook while her father is more concerned with the possible final product. Mr. Chris has already told them they need about forty gallons of sap to get just one gallon of syrup. “How many gallons will one tree give?” Daddy asked, and Marly knew why he wanted to know. On Maple Hill there were about fifty maple trees. She could practically see Daddy’s arithmetic getting ready to start working.” Mr. Chris answers “An average tree will give twenty gallons in a season,” but then goes on to talk about an old tree in his back pasture. “I’ve got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of sap in one season.” From this we develop the idea that some trees are more productive than others. Throughout the excerpt we are seeing the reward of hard work with the understanding of just how much syrup we can expect for our effort. In conclusion, both “Excerpt from *Little House in the Big Woods*” and “Excerpt from *Miracles on Maple Hill*,” illustrate the reward of working hard. They each tell a different story about what it takes to have your own home-made maple syrup and maple sugar.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*” is that you can learn many things listening to your elders. In both stories we have young kids listening to someone older explain the facts about and steps to take so you can make maple tree sap into something good to eat. The stories are different, and the authors of each excerpt are telling us different things about maple suryp or maple sugar and how to make both of them. In “Excerpt from *Miracles on Maple Hill*” Marly and her father are learning facts about maple syrup from there nieghbor Mr. Chris, but in “Excerpt from *Little House in the Big Woods*” Laura and Mary are learning about what there grandpa does to make maple sugar in the woods.

First in “Excerpt from *Little House in the Big Woods*” we hear Pa tell the story of all the steps grandpa has to go through so Laura and Mary can eat there maple sugar candy. Pa begains his story telling us how Grandpa prepares the equipment he will need to gather the maple syrup. “All winter,” Pa said, “Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup.” This helps us understand that there is more to making maple sugar than just boiling the sap, you need to be ready with the tools you need to gather the sap first. When the time comes for the sap to begin moving through the trees Grandpa has to prepare the trees by making a hole and attaching the trough to the tree with the bucket underneath collecting the sap. Then he has to go out to get the sap. “Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel. Then he hauls it to a big iron kettle, that hangs by a chain from a cross-timber between two trees.” The next steps in the process need to be watched carefully to make sure nothing goes wrong. “The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.” “The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” As we can learn from the story Pa is telling there are many things Grandpa has to do so the family can enjoy the maple sugar.

GUIDE PAPER 1b

The “Excerpt from Miracles on Maple Hill” is different because Marly and her Father are learning maple tree facts and maple syrup facts from Mr. Chris, who obviously has been making maple syrup for a long time. One of the first things they learn is that Mr. Chris has to “boil away forty gallons of Sap to make one little gallon of syrup.” Marly’s dad is thinking about all the maple trees they have at Maple Hill so he wants to know “How many gallons will one tree give?” “An average tree will give twenty gallons in a season,” Mr. Chris said. “That’s usually a half gallon of syrup.” They also learn that older trees will give more syrup than younger trees when Mr. Chris tells them his secret. “I’ve got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of sap in one season.” This proves that Mr. Chris has been making maple syrup for a long time and know a lot about maple trees and syrup making.

Each of these stories has taught us some of the steps we need to know so we can use the sap of maple trees to make maple syrup or maple sugar. From “Excerpt from Little House in the Big Woods” we found out that there are tools and equipment we need before we can start, and that there are many steps in the process of gathering the sap and boiling it long enough make it taste good. We also learned that we need to pay careful attention to the sap while its cooking so that we don’t ruin it. In “Excerpt from Miracles on Maple Hill” Mr. Chris told us how much sap we need to make a gallon of syrup, and how much sap we can expect to get from an average maple tree. This tells me that I can learn a lot from listening to or reading stories from older people. To conclude, both “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” are talking about the same topic but each of these excerpts give us different information and we learn many useful things about maple trees, maple syrup and maple sugar from listening to the stories our elders are telling us.

GUIDE PAPER 1c

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*A common theme shared by "Excerpt from Miracles on Maple Hill" and "Excerpt from Little House in the Big Woods" is that you can learn many things listening to your elders. In both stories we have young kids listening to someone older explain the facts about and steps to take so you can make maple tree sap into something good to eat.*). The response demonstrates insightful comprehension and analysis of the texts (*that there is more to making maple sugar than just boiling the sap, you need to be ready with the tools you need to gather the sap first; As we can learn from the story Pa is telling there are many things Grandpa has to do so the family can enjoy the maple sugar; This proves that Mr. Chris has been making maple syrup for a long time and know a lot about maple trees and syrup making; This tells me that I can learn a lot from listening to or reading stories from older people*). The response develops the topic with relevant, well-chosen details from the texts (*"All winter," Pa said, "Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won't give a bad taste to the maple syrup."; When the time comes for the sap to begin moving through the trees Grandpa has to prepare the trees by making a hole and attaching the trough to the tree with the bucket underneath collecting the sap; "Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel. Then he hauls it to a big iron kettle, that hangs by a chain from a cross-timber between two trees.";* *"The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.";* *"The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar."*; *Mr. Chris has to "boil away forty gallons of Sap to make one little gallon of syrup."*; *"How many gallons will one tree give?"* *"An average tree will give twenty gallons in a season,"* Mr. Chris said. *"That's usually a half gallon of syrup."*; *"I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season."*), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*In both stories, First in, Pa begins his story, The next steps, As we can learn from the story, One of the first things, They also learn, This proves that, This tells me, To conclude*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*To conclude, both "Excerpt from Miracles on Maple Hill" and "Excerpt from Little House in the Big Woods" are talking about the same topic but each of these excerpts give us different information and we learn many useful things about maple trees, maple syrup and maple sugar from listening to the stories our elders are telling us*). The response demonstrates grade-appropriate command of conventions, with few errors (*suryp, nieghbor, begins, boilng, differnet, obviously, alot, from there nieghbor, can eat there maple sugar, from listening, punctuation, capitalization*).

GUIDE PAPER 2a

Additional

39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

The theme shared between “Excerpt from Little House in the Big Woods” and “Excerpt from Miracles on Maple Hill” is no matter the place, time, or area you live in you can still get good results from working hard. The excerpts develop the theme differently because they focus on different parts of the process of making maple sugar or syrup. In “Excerpt from Little House in the Big Woods” a father is teaching his two daughters about the hard work that goes into making maple sugar cakes. The text “Excerpt from Miracles on Maple Hill” is talking about how much maple syrup you can get from maple trees and how valuable having maple trees can be.

Overall, the story Pa is telling his daughters in “Excerpt from Little House in the Big Woods” is about how hard Grandpa needs to work to make the maple sugar cakes the girls love to eat. He does this by describing the process Grandpa goes through step by step. The hard work starts long before its time to collect the sap Grandpa uses. “All winter,” Pa said, “Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup.” This illustrates how early grandpa begins to plan for the warm weather when the sap begins to move. As soon as the weather is right, Grandpa goes “into the the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end. After the buckets start to fill with sap the work of collecting and boiling the sap begins. “Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel.” Then he pours the sap into a big kettle and boils it until it is graining, which means it is turning into sugar, “The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” So all the time and effort grandpa has put in over the cold winter into preparing to collect the sap, collecting the sap, and boiling the sap finally pays off with finished cakes of maple sugar that can be eaten by children, or used to make other foods sweeter.

GUIDE PAPER 2b

Additional

"Excerpt from Miracles on Maple Hill" doesn't focus on the steps in making maple surup, instead it is about the numbers involved in the process. Marly and her Daddy are visiting Mr. Chris to learn about maple trees and maple sap and they have alot of questions. "How many gallons will one tree give?" Daddy asked ... "An average tree will give twenty gallons in a season," Mr. Chris said.

"That's usually a half gallon of syrup." As they are learning from Mr. Chris they are seeing how much work and time goes into the final maple syrup. "Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup." Marly can tell her Daddy is thinking about all the maple trees they have at Maple Hill and how much work it will be to get just a few gallons of maple suryp, but with so many trees to work with there hard work should pay off.

Overall, "Excerpt from Little House in the Big Woods" and "Excerpt from Miracles on Maple Hill" have given us different kinds of information, but bothe stories tell us that we can get good results from hard work.

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The theme shared between "Excerpt from Little House in the Big Woods" and "Excerpt from Miracles on Maple Hill" is no matter the place, time, or area you live in you can still get good results from working hard. The excerpts develop the theme differently because they focus on different parts of the process of making maple sugar or syrup*). The response demonstrates insightful comprehension and analysis of the texts (*The hard work starts long before its time to collect the sap Grandpa uses; This illustrates how early grandpa begins to plan for the warm weather when the sap begins to move; So all the time and effort grangpa has put in over the cold winter into preparing to collect the sap, collecting the sap, and boiling the sap finally pays off with finished cakes of maple sugar that can be eaten by children, or used to make other foods sweeter; doesn't focus on the steps in making maple surup, instead it is about the numbers involved in the process*). The response develops the topic with relevant, well-chosen details from the texts ("All winter," Pa said, "Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won't give a bad taste to the maple syrup."); "into the the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end; "Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap. With a barrel on a sled, he drives from tree to tree and empties the sap from the buckets into the barrel."); "The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar."); "How many gallons will one tree give?" Daddy asked ... "An average tree will give twenty gallons in a season," Mr. Chris said. "That's usually a half gallon of syrup."); "Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup."), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*Overall, He does this, This illustrates, As soon as, After, Then, instead it is about*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*Overall, "Excerpt from Little House in the Big Woods" and "Excerpt from Miracles on Maple Hill" have given us different kinds of information, but bothe stories tell us that we can get good results from hard work*). The response demonstrates grade-appropriate command of conventions, with few errors (tw, the the, grangpa, surup, there hard work, bothe, punctuation, capitalization).

GUIDE PAPER 3a

39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A common theme shared by “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” is sharing your knowledge with others. Each story has a character who shares the knowledge they have about turning maple sap into maple syrup or maple sugar, but they do it in different ways. In “Excerpt from Little House in the Big Woods” Pa shares the knowledge Grandpa has about making maple sugar through telling Laura and Mary a story. In “Excerpt from Miracles on Maple Hill” Mr. Chriss shares his knowledge about maple trees and maple sap by answering questions for Marley and her father.

In “Excerpt from Little House in the Big Woods” Pa tells Laura and Marly the story of making maple sugar step by step. He starts by talking about Grandpa making buckets to collect the sap, “All winter,” Pa said, “Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup.” This lets the girls know that grandpa has a lot of knowledge about the best woods to use for different purposes. Then he explains what grandpa does when he is cooking the syrup. “He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over.” From this Laura and Mary know that grandpa needs to be very careful around the fire and the boiling sap. The last step in Pa’s story is “as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” We can see in “Excerpt from Little House in the Big Woods” that Grandpa has already shared his knowledge about maple sugar with Pa, and now Pa is sharing it with Laura and Mary.

In “Excerpt from Miracles on Maple Hill” Marley’s dad is asking Mr. Chris some questions about maple trees. “How many gallons will one tree give?” Daddy asked. “An average tree will give twenty gallons in a season,” Mr. Chris said. “That’s usually a half gallon of syrup.” So Marley’s dad already learned two things he didn’t know about maple trees before because Mr. Chriss shared his knowledge. Mr. Chris seems to trust Marley and her dad so much that he is willing to share secret knowledge with them. “But there are trees--” Mr. Chris leaned forward as if he were telling a wonderful secret. “I’ve got one tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of sap in one season.”

In these two excerpts we can see that people are sharing their knowledge with others and it is making everyone happy. Mary and Laura are happy because they get to eat maple sugar and Marley’s dad is happy because now he knows how to make maple syrup.

GUIDE PAPER 3b

Score Point 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*A common theme shared by “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” is sharing your knowledge with others. Each story has a character who shares the knowledge they have about turning malpe sap into maple syrup or maple sugar, but they do it in different ways*). The response demonstrates insightful comprehension and analysis of the texts (*This lets the girls know that grandpa has a lot of knowledge about the best woods to use for different purposes; Grandpa has already shared his knowledge about maple sugar with Pa, and now Pa is sharing it with Laura and Mary; Marly’s dad already learned two things he didn’t know about maple trees before; Mr Chris seems to trust Marly and her dad so much that he is willing to share secret knowledge with them*). The response develops the topic with relevant, well-chosen details from the texts (“*All winter,” Pa said, “Grandpa has been making wooden bukets and little troughs. He made them of ceder and white ash, for those woods won’t give a bad taste to the maple syrup.*”; “*He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to mak it boil over.*”; “*as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.*”; “*How many gallons will one tree give?*” Daddy asked.” “*An average tree will give twenty gallons in a season,*” Mr. Chris said. “*That’s usually a half gallon of syrup.*”; “*But there are trees--*” Mr. Chris leaned forward as if he were telling a wonderful secret. “*I’ve got one tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of sap in one season.*”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*Each story, He starts, Then he explains, From this, The last step, We can see*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*In these two excerpts we can see that people are sharing there knowledge with others and it is making everyone happy. Mary and Laura are happy because they get to eat maple sugar and Marly’s dad is happy because now he knows how to make maple suryp*). The response demonstrates grade-appropriate command of conventions, with few errors (*malpe, knoledge, sp, Granpa, bukets, ceder, mak, there knowledge, suryp*, punctuation, capitalization).

GUIDE PAPER 4a

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*" is that no process is easy. In "Excerpt from *Miracles on Maple Hill*", the text says, "'Some seasons sap seems to be sweeter to start with, and it won't take so much.'" This shows that although when sap is sweet already, the process isn't so bad but you can infer from the words, "and it won't take so much", that the sap that isn't that sweet is a long and hard process. In "Excerpt from *Little House in the Big Woods*", the text says, "'The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.'" This shows that that grandpa has to work hard through the process and it is not easy. All of this proves that a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*" is that no process is easy.

The theme is developed differently in the excerpts is because in "Excerpt from *Miracles on Maple Hill*" it shows that Mr. Chris multitasking, working and talking, to do his job and in "Excerpt from *Little House in the Big Woods*" it shows the grandpa really busy and doing nothing but his job. In "Excerpt from *Miracles on Maple Hill*" the text states, "'But for a maple tree, that's young yet. Plenty of sap left for another hundred years'.... Mr. Chris opened the stove doors again and began shoving in more logs....'When that tree dies,' Mr. Chris said, 'it'll provide logs for another whole season of sugaring. Now that's being of some use in the world, isn't it? If a man could be as useful as that!' He kicked the doors shut again with his big boot." This shows that is is somewhat busy and has time to talk. In "Excerpt from *Little House in the Big Woods*" the text says, "'All winter,' Pa said, 'Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won't give a bad taste to the maple syrup. 'He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees.'" This shows that the grandpa is extremely busy with no time to talk. All of this proves that the theme is developed differently in the excerpts is because in "Excerpt from *Miracles on Maple Hill*" it shows that Mr. Chris multitasking, working and talking, to do his job and in "Excerpt from *Little House in the Big Woods*" it shows the grandpa really busy and doing nothing but his job.

All of this shows that a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*" is that no process is easy and they are portrayed differently because in "Excerpt from *Miracles on Maple Hill*" it shows that Mr. Chris multitasking, working and talking, to do his job and in "Excerpt from *Little House in the Big Woods*" it shows the grandpa really busy and doing nothing but his job.

GUIDE PAPER 4b

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*A common theme shared by “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” is that no process is easy*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*This shows that although when sap is sweet already, the process isn’t so bad but you can infer from the words, “and it won’t take so much”, that the sap that isn’t that sweet is a long and hard process and grandpa has to work hard through the process and it is not easy*). The response develops the topic with relevant details from the texts (“*The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.*”; “*But for a maple tree, that’s young yet. Plenty of sap left for another hundred years’.... Mr. Chris opened the stove doors again and began shoving in more logs.... ‘When that tree dies,’ Mr. Chris said, ‘it’ll provide logs for another whole season of sugaring. Now that’s being of some use in the world, isn’t it? If a man could be as useful as that!’ He kicked the doors shut again with his big boot.*”; “*All winter,’ Pa said, ‘Grandpa has been making wooden buckets and little troughs. He made them of cedar and white ash, for those woods won’t give a bad taste to the maple syrup. He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees.’*”). The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*the text says, this shows that, All of this proves, it shows*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*a long and hard process and multitasking*). The response provides a concluding statement that follows from the topic and information presented (*All of this shows that a common theme shared by “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” is that no process is easy and they are portrayed differently because in “Excerpt from Miracles on Maple Hill” it shows that Mr. Chris multitasking, working and talking, to do his job and in “Excerpt from Little House in the Big Woods” it shows the grandpa really busy and doing nothing but his job*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*that, that; the these is developed differently in the excerpts is because; is is; portrayed; punctuation; capitalization; run on sentences*).

GUIDE PAPER 5a

Additional

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

The theme in " Excerpt from Miracles on Maple Hill " and " Excerpt from Little House in the Big Woods " everything has it's use. In Paragraph 1, " Excerpt from little house in the big woods " According to the text , "Grampa has been making wooden buckets and little troughs for those woods won't give a bad taste to the maple syrup. in text 2, " Excerpt from Miracles on Maple Hill " The author states , " When that tree dies," Mr. Chris said, "it'll provide logs for another whole season of sugaring. Now that's being of some use in the worls isn't it? "

In text 1, " Excerpt from little house in the big woods " the theme is develope differently because it developed in the middle of the story. According to the text , " All winter," said pa, " Grampa has been making wooden buckets and little troughts. He made them of cedar and white ash, for those woods won't give a bad taste to the maple syrup." the author states , " He made dozens of them, and he made ten new wooden buckets. he had them all ready when the first warm weather came and the sap began to move in the trees. One example is , " Every day Grandpa puts on his boots and his warm coat and his fur capand he goes out into the snowy woods and gathers the sap."

in text 2, " Excerpt from miracles on maple hills " the theme is developed in the end of the story. According to the text , " how many gallons will one tree give?, An average tree will give twenty gallons in a season , " Mr. Chris said " Thats usally a half gallon of syrup. some seasons sap seems to be sweeter to srate with, and it won't take so much. " the author states , " I've got an old tree, up by the pasture fence, that we hang six buckets on. that tree is five feet through, and I've know it to give us over two hundred and forty gallonsof syrup. One example is , " when trees die, " Mr Chris said, " it'll provide logs for another whole season of sugaring. Now that's being of some use in the world, isn't it."

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme in “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” everything has its use*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*In text 1, [...] the theme is developed differently because it developed in the middle of the story. And in text 2, [...] the theme is developed in the end of the story*). The response develops the topic with relevant details from the texts (“*Grampa has been making wooden buckets and little troughs for those woods won’t give a bad taste to the maple syrup; “When that tree dies,” Mr. Chris said, “it’ll provide logs for another whole season of sugaring. Now that’s being of some use in the world isn’t it”; “He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees; “Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap.”; “how many gallons will one tree give?, An average tree will give twenty gallons in a season ,” Mr. Chris said “Thats usually a half gallon of syrup. Some seasons sap seems to be sweeter to sate with, and it won’t take so much.”; “I’ve got an old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I’ve known it to give us over two hundred and forty gallons of syrup*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*According to the text, The author states, and One example is*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*everything has its use, another, worls, develope, troughs, capand, Thats, usually, srate, gallonsof, punctuation*).

GUIDE PAPER 6a

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

The theme of both these stories I believe is working hard. In "Excerpt from Little House in the Big Woods" Grandpa works very hard. Grandpa works hard to make his wooden buckets for his maple syrup. Pa even says "All winter" meaning he has been working on the buckets all winter. Another example of working hard in this article is when Grandpa always goes into the woods, hammers the trees down, then collects the sap. That is not an easy task but Grandpa seems to do it as much as he can. Lastly Grandpa, no matter how cold it is will always go out into the snow to collect his sap that shows his commitment to collecting sap.

In "Excerpt from Miracles on Maple Hill" it also shows the theme of working hard. Marly and Daddy work very hard. They have a great description of the way the sap comes out of the trees and they must do it all the time to come up with a great description like that. Another reason Daddy and Marly work hard is when they found out they are getting a tree that produces over two hundred gallons of sap they could not be any happier and they happy because they have worked so hard and now have a chance to get a lot of sap which has been their dream for a long time. Lastly Daddy and Marly try very hard to find the perfect tree for sap this season.

This is why I believe the sharing theme of both of these stories are working hard.

GUIDE PAPER 6b

Score Point 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of both theese stories I belive is working hard. In “Excerpt from Little House in the Big Woods” Grandpa works very hard and In “Excerpt from Miracles on Maple Hill” it also shows the theme of working hard*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*That is not an easy task but Grandpa seems to do it as much as he can; Grandpa, no matter how cold it is will always go out into the snow to collect his sap that shows hiws commitment to collecting sap; Daddy and Marly try very hard to find the perfect tree for sap this season*). The response partially develops the topic of the essay with the use of some textual evidence (*Grandpa works hard to make his wooden buckets for his maple syrup Pa even says “All winter” meaning he has been working on the buckets all winter and Grandpa always goes into the woods, hammers the trees down, then collects the sap*), some of which may be irrelevant (*Another reason Daddy and Marly work hard is when they found out they are getting a tree that produces over two hundred gallons of sap they could not be any happier and they happy because they have worked so hard and now have a chance to get a lot of sap which has been their dream for a long time*). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*Another example, Lastly, Another reason*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*is not an easy task, commitment to collecting sap*). The response provides a concluding statement that follows from the topic and information presented (*This is why I belive the sharing theme of both of theese stories are working hard*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*theese, belive, Litte, hiws, and they happy*, punctuation).

GUIDE PAPER 7a

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

The common theme in both stories is about maple syrup/maple tree and the shared love for it. But both of the stories talk about it in different ways. In the first story it talks about the shared love for maple syrup/maple trees, but both take different paths. In both stories, for example the first one is about facts of a maple tree, and how it might be working with maple trees, like how they work. In the second story is about how sugar cakes are made. Its setting is in the forest with some maple trees and it is snowing there. Because of the sap turing hard they call it "sugar snow" I can tell it has maple syrup on it as the story goes on. "An average tree will give twenty gallons in a season," Mr. Chris said. That's usually a half gallon of syrup. Some seasons sap seems to be sweeter to start with, and it won't take so much. But there are trees—Mr. Chris leaned forward as if he were telling a wonderful secret." That shows him talking about trees, plus telling secrets about them. But this story is not only talking about facts its showing the development of them. They also talk about one very old tree in that story that's been living for 2 hundred years now. But as it says "But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . ." He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees." That shows about how much he makes. "He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over." In that it shows some parts of how he is making the sugar cakes. Both stories develop in many different ways, for example in the first story it talks about the love of maple syrup/maple trees and how she watches sap coming out of the trees which is boiled to maple syrup. In the second it shows how maple sugar cakes are made. (that takes place in winter by the way) "Then he went into the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end." In that quote it talks about how he goes off to get maple syrup for the 2 kids

GUIDE PAPER 7b

Laura and Mary in the forest, where lots of maple trees must be. The first theam is delveload by how Marly must love maple trees. And the secend is delvelope diffrently because it talk about the making of something call "maple surger cakes." Basicly it talks about maple sryupe/maple trees in diffrent ways of expressing it. He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over." That shows how she is watching the expriance of making something out of sap. "I've got one old tree, up by the pasture fence, that we hang six buckets on. That tree is five feet through, and I've known it to give us over two hundred and forty gallons of sap in one season." He looked proud about what that old tree could do, Marly thought. "I figure it must be over two hundred years old now," he said, and laughed. "But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . . ." That shows that she is learning about maple sryupe/maple trees. Both storys exprease the feelings of maple stryup/trees in diffrent ways, and there love for maple sryupe/maple trees. Thats how there theams were diffrent in both storys about maple stryup/maybe trees, and how there feelings were exprese.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The common theam in both storys is about maple sryup/maple tree and the shared love for it. But both of the storys talk about it in diffrent ways*). The response demonstrates a literal comprehension of the texts (*In both storys, for example the first one is about like facts of a maple tree, and how it might be working with maple trees, like how they work. In the second story is about how surger cakes are made*). The response develops the topic with relevant details from the texts ("An average tree will give twenty gallons in a season," Mr. Chris said. That's usually a half gallon of syrup. Some seasons sap seems to be sweeter to start with, and it won't take so much. But there are trees—Mr. Chris leaned forward as if he were telling a wonderful secret."); "But for a maple tree, that's young yet. Plenty of sap left for another hundred years. . . ."; He made dozens of them, and he made ten new wooden buckets. He had them all ready when the first warm weather came and the sap began to move in the trees."); "He empties the sap into the iron kettle. There is a big bonfire under the kettle, and the sap boils, and Grandpa watches it carefully. The fire must be hot enough to keep the sap boiling, but not hot enough to make it boil over."); "Then he went into the maple woods and with the bit he bored a hole in each maple tree, and he hammered the round end of the little trough into the hole, and he set a cedar bucket on the ground under the flat end."). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*both of the storys, In the first story, In the second story, as it says, That shows, That's how*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that follows generally from the topic and information presented (*Both storys exprease the feelings of maple stryup/trees in diffrent ways, and there love for maple sryupe/maple trees. Thats how there theams were diffrent in both storys about maple stryup/maybe trees, and how there feelings were exprese*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*theam, storys, sryup, diffrent, surger, sape, turing, syupe, that shoes him, secerts, develmuent, thats, hundread, delevlop, boild, syrup, delveload, secend, diffrently, somethng, Basicly, expriance, exprease, there love, stryup/maybe trees, there feelings, exprese, plurals, possessives, punctuation, capitalization, run on sentences*).

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Additional

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A common theme shared by "Excerpt from Miracles on Maple Hill" and "Excerpt from Little House in the Big Woods" is collecting sap from maple trees and making maple products. This theme is developed differently in each story because in "Excerpt from Little House in the Big Woods" the story shows the steps to make the maple syrup and maple sugar while in "Excerpt from Miracles on Maple Hill" the story takes place while the sap is boiling into maple syrup.

One reason that the common theme is sugaring is because both stories show that they are boiling the sap for maple syrup products. "Excerpt from Miracles on Maple Hill" says, "Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup." "Excerpt from Little House in the Big Woods" says,

"When the sap has boiled down just enough, he fills the buckets with the syrup." This proves that the common theme of both stories is sugaring because you can not make maple syrup without boiling the sap.

This theme is developed differently in each story because "Excerpt from Little House in the Big Woods" shows all the steps to sugaring, "Excerpt from Miracles on Maple Hill" only shows that they are boiling sap. "Excerpt from Little House in the Big Woods" says, "Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap." "Excerpt from Miracles on Maple Hill" says, "The sap in the pans at the back looked like water, just as it did in the buckets on the trees." This proves that the theme was developed differently because these are 2 different steps to making maple products.

In summary, a common theme shared by the 2 texts are sugaring. This theme was developed in different ways because one story shows all the steps and the other only shows one.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*A common theme shared by “Excerpt from Miracles on Maple Hill” and “Excerpt from Little House in the Big Woods” is collecting sap from maple trees and making maple products. This theme is developed differently in each story because in “Excerpt from Little House in the Big Woods” the story shows the steps to make the maple syrup and maple sugar while in “Excerpt from Miracles on Maple Hill” the story takes place while the sap is boiling into maple syrup.*). The response demonstrates a literal comprehension of the texts (*One reason that the common theme is sugaring is because both stories show that they are boiling the sap for maple syrup products*). The response partially develops the topic of the essay with the use of some textual evidence (“*Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup.*”; ““*When the sap has boiled down just enough, he fills the buckets with the syrup.*”; ““*Every day Grandpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap.*”; “*The sap in the pans at the back looked like water, just as it did in the buckets on the trees.*”). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*One reason, This proves that, In summary*). The response provides a concluding statement that follows generally from the topic and information presented (*In summary, a common theme shared by the 2 texts are sugaring. This thme was developed in differnt ways because one story shows all the steps and the other only shows one*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*ateps, thet, differnt, thme, punctuation*)

GUIDE PAPER 9a

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from **both** stories to support your response. [4]

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A common theme that I think is shared is to work hard. For example in "Excerpt from Miracles on Maple Hill" it says "Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup." Another example from "Excerpt from Miracles on Maple Hill" is "Now that's being some use in the world, isn't it? If a man could be as useful as that!" Now my last two examples are going to be from "Excerpt from Little House in the big woods" Now "He made dozens of them, and he made ten new wooden

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buckets." Another example is "Every day Granpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap." Thats how I know what common theme is shared by Excerpt from Miracles on Maple Hill and Excerpt from Little house in the Big Woods.

Score Point 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*A common theme that I think is shared is to work hard*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence ("Mr. Chris said he has to boil away forty gallons of sap to make one little gallon of syrup."); "Now thats being some use in the world, isn't it? If a man could be as useful as that!"; "He made dozens of them, and he made ten new wooden buckets."); "Every day Granpa puts on his boots and his warm coat and his fur cap and he goes out into the snowy woods and gathers the sap."). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*For example, Another example, my last two examples*). The response uses language that is predominantly copied directly from the texts. The response provides a concluding statement that follows generally from the topic and information presented (*Thats how I know what common theme is shared by Excerpt from Miracles on Maple Hill and Excerpt from Little house in the Big Woods*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Granpa, thats, punctuation, capitalization*).

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39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

A theme shared in both stories is trees and maple syrup and how many things you can make out of maple syrup and how many trees per season and the basic things about making and getting maple syrup.

How the maple syrup theme is developed differently in the story is how in the first text it is talking about how one tree can hold this amount of gallons another amount and the other is about how people make different things out of maple syrup.

“The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.” E1

“No,” Pa said. “It’s called a sugar snow, because a snow this time of year means that men can make more sugar. You see, this little cold spell and the snow will hold back the leafing of the trees, and that makes a longer run of sap.” E2

How many gallons will one tree give?” Daddy asked, and Marly knew why he wanted to know. On Maple Hill there were about fifty maple trees. She could practically see Daddy’s arithmetic getting ready to start working. E3

The sap in the pans at the back looked like water, just as it did in the buckets on the trees, but each pan nearer the front was more and more golden, because each one was closer to being real syrup. Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup. E4

GUIDE PAPER 10b

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*A theme shared in both stories is trees and mayple syrup and how many things you can make out of mayple syurp*). The response demonstrates little understanding of the texts (*How the mayple syurp theme is developed differently in the story is how in the first text it is talking about how one tree can hold this amount of gallons another amount and the other is about how people make diferenr things out of mayple syurp*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (“*The instant the sap is graining, Grandpa jumps to the fire and rakes it all out from beneath the kettle. Then as fast as he can, he ladles the thick syrup into the milk pans that are standing ready. In the pans the syrup turns to cakes of hard, brown, maple sugar.*”; “*No,*” Pa said. “*It’s called a sugar snow, because a snow this time of year means that men can make more sugar. You see, this little cold spell and the snow will hold back the leafing of the trees, and that makes a longer run of sap.*”; *How many gallons will one tree give?*” Daddy asked, and Marly knew why he wanted to know. *On Maple Hill there were about fifty maple trees. She could practically see Daddy’s arithmetic getting ready to start working; The sap in the pans at the back looked like water, just as it did in the buckets on the trees, but each pan nearer the front was more and more golden, because each one was closer to being real syrup. Mr. Chris said he had to boil away forty gallons of sap to make one little gallon of syrup.*) The response exhibits little attempt at organization. The response lacks the use of linking words and phrases. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*mayple, syurp, diferenr*, punctuation).

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Additional

39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from both stories to support your response. [4]

In your response, be sure to

- 1 • identify a theme shared by both stories
- 2 • explain how this theme is developed differently in each story
- 3 • use details from both stories to support your response

In Both of these excerpt's they talking about maple surup. But marly and Laura and mary have some difference's but only one really stands out. And that is marly knows a decent amount and to to the extent that she had to get told evrey thing therfore not like Laura and mary did. As you can see both of these amazing excerpts had some things in comon and some things not as much.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In Both of these excerpt's they talking about maple surup*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence which is generally invalid or irrelevant (*marly Know's a decent amount and to to the extent that she had to get told evrey thing therfore not like Laura and mary did*). The response exhibits little attempt at organization. The response inconsistently links ideas using words and phrases (*In both, to the extent, As you can see*). The response uses language that is imprecise or inappropriate for the texts and task. The response provides a concluding statement that follows generally from the topic and information presented (*both of these amazing excerpts had Some things in comon and some thongs not as much*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*excerpt's, they talking, surup, diffence's, know's, decent, to to, evrey thing, therfore, comon, punctuation, capitalization*).

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39

What is a common theme shared by "Excerpt from *Miracles on Maple Hill*" and "Excerpt from *Little House in the Big Woods*"? How is this theme developed differently in each story? Use details from both stories to support your response. [4]

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from both stories to support your response

the theme they share is
Maple Syrup they are both
different because one is about
how much the tree's give and
another is about getting the
Stuff and cooking it.

Score Point 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*the theme they share is maple syrup*). The response demonstrates little understanding of the texts (*they are both different because one is about how much the tree's give and another is about getting the stuff and cooking it*). The response exhibits no evidence of organization. The response exhibits no use of linking words and phrases. The response uses language that is imprecise for the texts and task. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

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39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

Excerpt From Miracles On Maple Hill And Excerpt From Little House In The Big Woods Are The Same Thing But Same Idea From The Story And Different Story From Both Of The Stories.

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*Excerpt From Miracles On Maple Hill And Excerpt From Little House In The Big Woods Are The Same Thing But Same Idea From The Story And Different Story From Both Of The Stories*).

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Additional

39

What is a common theme shared by “Excerpt from *Miracles on Maple Hill*” and “Excerpt from *Little House in the Big Woods*”? How is this theme developed differently in each story? Use details from **both** stories to support your response.

In your response, be sure to

- identify a theme shared by both stories
- explain how this theme is developed differently in each story
- use details from **both** stories to support your response

the season maters because in the text it states its called a sugar snow because a snow time of means that men can make more sugar and another whole season of sugaring.

Score Point 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*the season maters because in the text it states its called a sugar snow because a snow time of means that men can make more sugar and another whole season of sugaring*).