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# **New York State Testing Program**

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**2019  
English Language Arts Test  
Session 1**

**Grade 4**

**April 2–4, 2019**

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this article. Then answer questions 13 through 18.

## Around the World

by Paula Morrow

- 1     “No one but a man can do this,” the business manager of the *World*, a New York newspaper, said to the young woman. The year was 1888. A popular book at the time told about a character who traveled around the world in 80 days. Now Nellie Bly, a young reporter for the newspaper, wanted to do it in real life.
- 2     “Very well,” said Nellie. “Start the man, and I’ll start the same day for some other newspaper and beat him.”
- 3     In those days it was very unusual for a woman to travel alone. But Nellie Bly was an unusual woman. Her real name was Elizabeth Jane Cochran. When she was 20, she wrote a fiery letter to the editor of the *Pittsburgh Dispatch*. The editor was so impressed with her letter that he offered her a job as a writer.
- 4     It wasn’t considered “proper” to use a woman’s name in a newspaper. So the editor signed Elizabeth’s work *Nellie Bly*, a name from a popular song.
- 5     Back then, women were only supposed to write about things considered to be “women’s topics,” such as fashion and society. But Nellie had other ideas. She reported on issues that were important, even controversial. Newspaper readers were fascinated—but they didn’t believe that Nellie Bly was really a woman. They thought men were writing the articles!

controversial = a topic that causes an argument

**GO ON**

6 After Nellie threatened to make the trip for another newspaper, her editor gave in and allowed her to do it for the *World*. One year after asking to do the trip, Nellie set out. Traveling east across the Atlantic, Nellie took just one bag in order to move quickly. As she traveled, she wrote. She telegraphed her articles about people and places to the newspaper. Schoolchildren followed her route across Europe and Asia. Geography became a national fad as readers tracked her around the world.

**telegraphed = a way to send messages to a faraway place**

7 On day 68 of her trip, Nellie reached San Francisco. Quickly, she dashed across the country on a train hired by her newspaper. She reached New York in 4½ days.

8 She met her challenge! Along the way, every train stop was a “maze of happy greetings, happy wishes, congratulating telegrams, fruit, flowers, loud cheers, wild hurrahs, rapid hand-shaking,” she wrote. While traveling through France, Nellie was thrilled to meet Jules Verne, author of the book that inspired her trip, *Around the World in 80 Days*.

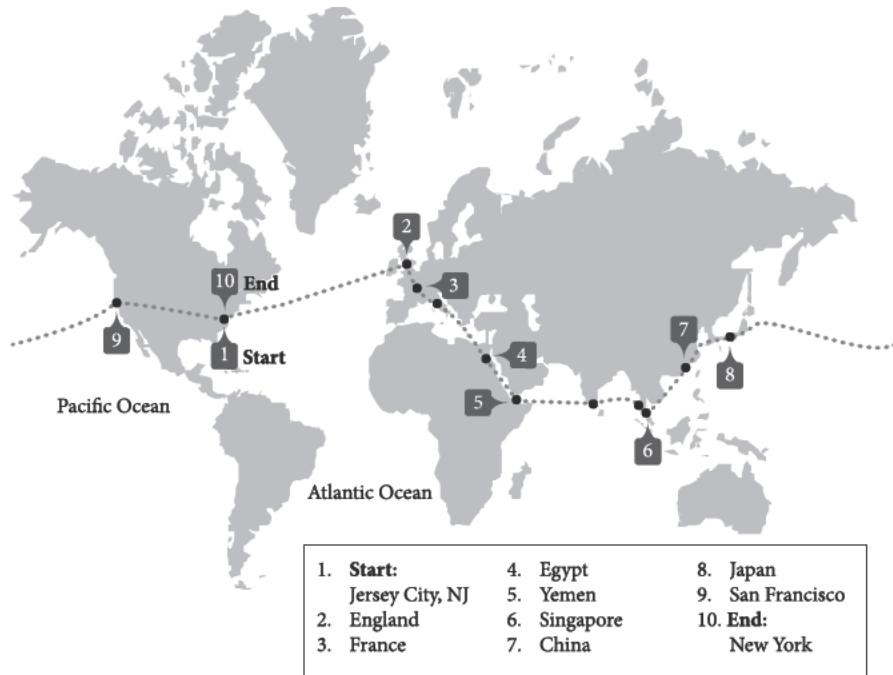
9 Nellie Bly beat the 80-day goal. She also invented a new style of journalism. She reported to her readers what she saw, thought, and felt during her adventure. She also proved that a woman is as competent and resourceful as a man. Her journey around the world was a journey toward equal opportunity for both women and men.

**competent = capable**

**resourceful = skilled at solving problems**

**GO ON**

**Nellie Bly's Historic 1888 Trip Around the World in 72 Days**



**GO ON**

**13**

What does the phrase “set out” mean as it is used in paragraph 6 of the article?

- A** grabbed her suitcase
- B** began her journey
- C** accepted work
- D** started writing

**14**

Read this sentence from paragraph 6.

**Traveling east across the Atlantic, Nellie took just one bag in order to move quickly.**

How is this detail important to paragraph 1?

- A** It shows how she is the same as the character in the book.
- B** It shows one way to help her reach her goal.
- C** It shows a young reporter exploring the world in real life.
- D** It shows that a young woman taking a trip alone is unusual.

**15**

How does the author organize the information in paragraphs 6 and 7?

- A** by listing events in the order they happened
- B** by comparing and contrasting the places Nellie visited
- C** by showing what caused Nellie to want to take the trip
- D** by stating how the problem of traveling so far was solved

**GO ON**

**16**

What does the word “journalism” mean as it is used in paragraph 9?

- A** writing for newspapers
- B** traveling for women
- C** finding adventures
- D** discovering opinions

**17**

Which detail from the article does the map support?

- A** “Start the man, and I’ll start the same day . . .” (paragraph 2)
- B** “She reached New York in 4½ days.” (paragraph 7)
- C** “She met her challenge!” (paragraph 8)
- D** “She reported to her readers what she saw, thought, and felt . . .” (paragraph 9)

**18**

Which sentence **best** states the main idea of “Around the World”?

- A** Traveling around the world in a short period of time is a difficult goal.
- B** It was unusual for a woman to travel in the past.
- C** Geography is an important subject to study.
- D** A woman showed she can do anything.

**GO ON**

# **D**irections

Read this story. Then answer questions 19 through 24.

## **Mouse Deer and the Tigers**

*an Indonesian folktale retold by Marilyn Bolchunas*

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, “I wonder if there is tasty food nearby on the Island of Borneo.”

2 He called three of his strongest tigers and said to them, “I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don’t agree, we will attack.”

3 The King pulled out one of his large whiskers. “Show him this and he will see what kind of tiger he is dealing with.”

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn’t hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 “Brave little morsel, isn’t he?” said one of the tigers. “We have a message for your tiger king. Where is he?”

6 Mouse Deer thought, We have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or . . . I will be lunch for these tigers.



**GO ON**

- 7      He thought fast.
- 8      “I can take your message to our tiger king,” he said. “But you look tired. Rest in the shade, and I will get him.”
- 9      “Good idea,” said the biggest tiger. “Tell him that he must give us food, or we will attack. Show him King Tiger’s whisker.”
- 10     The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.
- 11     If I promise them food, they may eat me, he thought. What should I do?
- 12     He bounded on. Finally he had an idea. He found his friend Porcupine. “Friend, the King of All Tigers wants to attack Borneo,” he said. “He says we won’t be able to fight him. Would you please let me have one of your quills?”
- quill = a thick hair with a sharp point
- 13     “Gladly,” said Porcupine.
- 14     Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back they said, “Well?”
- 15     “O, Great Tigers,” said Mouse Deer, “when I reached our king he was sharpening his claws between two mountains. I gave him your message. He said, ‘Good. It is too quiet around here. I’d be happy to fight that tiger. Send him over.’ Then he pulled out one of his whiskers for you to give your king.”
- 16     The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.
- 17     Mouse Deer pranced off on his tiny hoofs.
- 18     As soon as the tigers reached their island, they went to the King of All Tigers.
- 19     “What took you so long?” he roared.

**GO ON**

- 20     “Well,” one tiger said, “the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker.”
- 21     The King stared at it for a while. Then he spoke, “I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo.”
- 22     And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

**GO ON**

**19**

What does the word “demand” mean as it is used in paragraphs 2 and 21?

- A** to correct
- B** to look for
- C** to work on
- D** to insist

**20**

What does the reader know in paragraphs 6 through 8 that the tigers do not know?

- A** King Tiger wants to take food from the Island of Borneo.
- B** The Island of Borneo has no tiger king.
- C** Mouse Deer is afraid of King Tiger’s whisker.
- D** The whisker from Mouse Deer is not from a tiger.

**21**

Paragraph 15 supports a theme of the story by showing that Mouse Deer

- A** honors the tigers
- B** is clever and brave
- C** is happy to be telling lies
- D** finds his king

**GO ON**

**22**

In paragraph 17, the phrase “pranced off” shows that Mouse Deer feels

- A** eager to run far away from the tigers
- B** satisfied with how things went with the tigers
- C** worried that the tigers will return with their king
- D** surprised to see that the tigers could swim

**23**

Which sentence **best** describes how Mouse Deer causes the event in paragraph 21?

- A** He sees three tigers looking at him.
- B** He carries King Tiger’s whisker in his mouth.
- C** He asks Porcupine for one of his quills.
- D** He waits so the tigers will think he went far.

**24**

What do the details in paragraph 21 suggest about King Tiger?

- A** He wants to avoid showing that he is scared.
- B** He believes there is more food on a different island.
- C** He knows that it is important to plan ahead.
- D** He thinks he is the greatest tiger in the world.

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this story. Then answer questions 25 through 27.

*Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.*

## **The Day I Rescued Einstein’s Compass**

*by Shulamith Levey Oppenheim*

- 1     “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”
- 2     I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”
- 3     My sailing partner raised his bushy eyebrows. “*Nearly* correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”
- 4     At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor’s hand, right into the water!
- 5     He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.
- 6     But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

**GO ON**

7 I jumped into the water.

8 Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

Herr = a German word for “Mr.”

9 I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein’s eyes were closed.

10 He opened his eyes. “So,” he said with a smile, “this is why I became a physicist,” continuing as if nothing had happened. “As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . . ,” he paused.

11 “Or gravity?” I offered, a bit tentatively.

12 “Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!”

13 His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. “Would you say it is because of the compass that you are now the most famous man alive?”

**GO ON**

14 He sat very still. “The compass was my first mystery, and all my life I have worked to solve mysteries.” He put the compass in his pocket—the one with the hole in it. “And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know.”



**GO ON**

**25**

In the story, how does Einstein feel about the compass his father gave him? Use **two** details from the story to support your response.

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**GO ON**

**26**

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

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**GO ON**

**27**

Read this sentence from paragraph 8 of the story.

**I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.**

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this article. Then answer questions 28 and 29.

## Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

- 1 Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn't just listen. At age 18, Hannah is already a professional storyteller.
- 2 As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. "I loved giving oral book reports," adds Hannah. Often Hannah dressed as a book character to tell her books' stories to the class.
- 3 When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin's birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.
- 4 "All my stories right now are personal stories," says Hannah. "Most of them are funny." Most of Hannah's stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren't just memories, she says. "Our lives aren't like movies or books. We're not moving toward one goal."
- 5 Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In "The Revenge of Dr. Seuss," young Hannah wanted to hear *Fox in Socks* over and over. But her mom was tired of that book. She had already read it many times for Hannah's older brother and sisters.
- 6 Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from

**GO ON**

across the nation. “The oldest was 18, and the youngest was 7 that year,” says Hannah. “Everyone was fantastic. And I learned so much from everyone.”

7 Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling.

8 Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives. At its heart, storytelling is about sharing a story or an experience and connecting with the listeners. “The best way to tell people what storytelling is,” Hannah says, “is to tell them a story.”

**GO ON**

**28**

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

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**GO ON**

**29**

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

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**GO ON**

# **D**irections

Read this article. Then answer questions 30 and 31.

## Reaching for the Top

by *Kassandra Radomski*

- 1 For the past six years, Jordan Romero has been chasing a dream. That dream has taken him to the top of the world's highest mountains. The dream came true when the California teenager stepped onto the peak of Mount Vinson Massif in Antarctica.
- 2 On that day—December 24, 2011—Jordan became the youngest person to have climbed the tallest mountain on each of the seven continents. These mountains are known as the “seven summits.” (A summit or peak is the highest point of a mountain.)
- 3 It all began when Jordan was 9 years old. He became fascinated by a school mural that showed the seven summits. Jordan had never climbed a mountain before. But he told his dad that he wanted to climb them ALL!
- 4 His dad, an experienced mountaineer, was very supportive. In fact, Jordan's dad and stepmom trained him in top-level mountaineering and climbed every mountain with him. As part of “Team Jordan,” they also became the first family to climb the seven summits together.
- 5 Training to climb the highest mountains in the world involves a lot of hard work. But Jordan has always been very physically active—it's just the way he lives. Still, there were times when he thought, “Yeah, I want to be done.”
- 6 But he refused to give up. When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined. He recalls thinking at the time, “All you naysayers, I'll show you.” He sure did. When he was 13, he became the youngest person to scale Mount Everest.

**GO ON**

7 He encourages kids to “find your Everest.” That doesn’t mean he wants everyone to start mountain climbing. He means find something you love doing and set goals to accomplish it.

8 “Anything is possible,” Jordan says.

**30**

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



***GO ON***

**31**

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

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**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 English Language Arts Tests Map to the Standards**

Grade 4

Question	Type	Key	Points	Standard	Strand	Subscore	Secondary Standard(s)	Multiple Choice Questions:	Constructed Response Questions:	
								Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>										
13	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading		0.85		
14	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Reading		0.51		
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.5	Reading Standards for Informational Text	Reading		0.61		
16	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Reading		0.62		
17	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.7	Reading Standards for Informational Text	Reading		0.38		
18	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Reading		0.54		
19	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.4	Language Standards	Reading		0.66		
20	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Reading		0.63		
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Reading		0.74		
22	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.4	Reading Standards for Literature	Reading		0.36		
23	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading		0.48		
24	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Reading		0.43		
<b>Session 2</b>										
25	Constructed Response		2	CCSS.ELA-Literacy.RL.4.3	Reading Standards for Literature	Writing to Sources			1.4	0.7
26	Constructed Response		2	CCSS.ELA-Literacy.RL.4.6	Reading Standards for Literature	Writing to Sources			1.3	0.65
27	Constructed Response		2	CCSS.ELA-Literacy.RL.4.2	Reading Standards for Literature	Writing to Sources			0.99	0.49
28	Constructed Response		2	CCSS.ELA-Literacy.RI.4.2	Reading Standards for Informational Text	Writing to Sources			1.28	0.64
29	Constructed Response		2	CCSS.ELA-Literacy.RI.4.3	Reading Standards for Informational Text	Writing to Sources			1.36	0.68
30	Constructed Response		2	CCSS.ELA-Literacy.RI.4.4	Reading Standards for Informational Text	Writing to Sources			1.31	0.65
31	Constructed Response		4	CCSS.ELA-Literacy.RI.4.9	Reading Standards for Informational Text	Writing to Sources			1.58	0.39

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

## 2-Point Rubric—Short Response

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

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

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

## New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	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
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text 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
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2  L.3  L.6	—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 generally 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
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2  L.1  L.2	—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

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Einstein treasures the compass his father gave him because it provided a mystery he wanted to solve. Einstein shows he values the compass by sharing information with Theo about how he got this compass and about compasses in general. In paragraph 1, he asks Theo, “You know what a compass is, of course?” He then tells Theo that the compass “was the greatest mystery I could imagine.” In paragraph 5, he also shows he treasures the compass when he says, “I should hate to lose it” after the compass falls in the water.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

Einstein feels very connected to the compass. One detail of this is, when he got it back, he was ever so grateful to Theo and said that Theo was "the bravest and kindest boy" he knew. This shows that it wasn't just a simple toy he had, it was a gift from his father that he had had since age 5. Another detail is when he saw that his compass had gone overboard, he had grown sadness in his eyes. This shows how much affection he had for his compass. This was a very special gift to him and he was very happy that he had gotten it back.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*Einstein feels very connected to the compass*). The response provides evidence of analysis (*This shows that it wasn't just a simple toy he had, it was a gift from his father that he had had since age 5*, and *This shows how much affection he had for his compass. This was a very special gift to him and he was very happy that he had gotten it back*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when he got it back, he was ever so grateful to Theo and said that Theo was "the bravest and kindest boy" he knew and when he saw that his compass had gone overboard, he had grown sadness in his eyes*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

He thought it was great and loved that a mystery was involved with it . I know this because in the text it says , " It was the greatest mystery I have ever imagined ."It was the first compass I have ever seen ", those are my two details .

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

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*He thought it was great and loved that a mystery was involved with it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (" *It was the greatest mystery I have ever imagined* and "*It was the first compass I have ever seen* "). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

einstein feels very happy with his compass. i know this because in the text it states that when he was 5 his fster gave him a compass and he helled it for all thse years and losing it would be very sad.

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

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*einstein feels very happy with his compass*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when he was 5 his fster gave him a compass and he helled it for all thse years and losing it would be very sad*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

he cares for it as his own child and has cherished it close to his heart since he was given it because in paragraph 1 it says " when I was five years old ,Iwas quite ill . Ihad to stay in bed for many days . My father gave me this compas"

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

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*he cares for it as his own child and has cherished it close to his heart since he was given it*); however, the response only provides one concrete detail from the text for support (*" when I was five years old ,Iwas quite ill . Ihad to stay in bed for many days . My father gave me this compas "*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

In the story, Einstein feels happy.  
My first piece of evidence is "you know what a compass is, right, of course"  
This evidence proves that he feels happy  
My second piece of evidence is "I needed good" That is how  
Einstein feels about the compass  
his father gave him.

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

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*Einstein feels happy*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

In the story, how does Einstein feel about the compass his father gave him?

Use **two** details from the story to support your response.

*He was happy to see it.*

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

This response provides a valid inference from the text to explain how Einstein feels about the compass his father gave him (*He was happy to see it*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

25

In the story, how does Einstein feel about the compass his father gave him?  
Use **two** details from the story to support your response.

if he droped his compass and it floated in the water. he wad be lucky.

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

The response does not address any of the requirements of the prompt (*if he droped his compass and it floated in the water. he wad be lucky*).

## GUIDE PAPER 8

Additional

25

In the story, how does Einstein feel about the compass his father gave him?

Use **two** details from the story to support your response.

he's feel sad  
an disappointed

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

The response is totally inaccurate (*he 'feel' sad an diceapointed*).

## EXEMPLARY RESPONSE

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In paragraph 6, Theo's point of view is he is eager to help Einstein by getting his compass out of the water. He likes and respects Einstein and wants to help him because the compass means a lot to Einstein. Theo is happy that he can swim and jump in after the compass because Einstein does not swim or see very well. Theo thinks to himself, "But I could swim!" and "The compass would float. If I were lucky." These details show that Theo is glad to help Einstein get his compass back.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Theo's point of view shows about how he can help. One detail is, he knew he could swim, so he dived right into the waves and searched for the compass like it was his own. Another detail is, because he could swim, he pulled off his life jacket. This shows that the narrator knew that to go under water, he had to take it off, and because he knew how to swim, he could take off his lifejacket and still be able to be alive and swim to find the compass. Theo was very brave to do such a thing, so Theo's point of view is not that the compass can no longer be saved but, that he could help get the compass, because he is a very kind boy.

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

This response provides a valid inference from the text to explain what paragraph 6 shows about Theo's point of view (*about how he can help*). The response provides evidence of analysis (*This shows that the narrator knew that to go under water, he had to take it off, and because he knew how to swim, he could take off his lifejacket and still be able to be alive and swim to find the compass. Theo was very brave to do such a thing [...] he is a very kind boy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he knew he could swim, so he dived right into the waves and searched for the compass like it was his own and because he could swim, he pulled off his life jacket*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

This shows that Theo was risking himself to help Einsteins Compass. For example since Einstein couldn't swim that well he wanted to help, so he jumped in the water as it says "but I could swim" Theo said. Another example is that it says "I pulled my life jacket" this means that he really wanted to help find Einsteins compass to help.

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

This response provides a valid inference from the text to explain what paragraph 6 shows about Theo's point of view (*that Theo was risking himself to help Einsteins Compass [...] he wanted to help*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Einstein couldn't swim that well [...] so he jumped in the water as it says "but I could swim" Theo said and "I pulled my life jacket"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

In paragraph six theo's point of view is in first person. Theo was being so kind to Einstein by getting his compass. So my first reason why is because it says that theo went in the water for he could try to get his compass back. That being very nice. A reason why his point of view is in first person cause in the paragraph it says "I". My last reason why is because it says that he take his life jacket and went to the water and that was kind of theo doing that. This is what I think about his point of view and being kind to Einstein.

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

This response provides a valid inference from the text to explain what paragraph 6 shows about Theo's point of view (*is in first person. Theo was being so kind to Einstein by getting his compass*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*theo went in the water for he could try to get his compass back and he take his life Jacket and went to the water and that was kind of theo doing that*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Paragraph 6 shows that Theo's point of view is very determined. One reason is because it states, "But I could swim!" This proves his point of view because he believed in his-self. Also it states,

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

This response provides a valid inference from the text to explain what paragraph 6 shows about Theo's point of view (*that Theo's point of view is very determined*); however, the response only provides one concrete detail from the text for support ("But I could swim!"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Theo's point of view is first person because in paragraph 6 there's a lot of I in the paragraph for example I went to the store to pick up some apples that's first person. Another detail in paragraph 6 it says I could swim, I dropped anchor into the water to keep the boat in place, I pulled my jacket, and if I were lucky. That's how I know it's first person.

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

This response provides a valid inference from the text to explain what paragraph 6 shows about Theo's point of view (*Theo's point of view is first person*); however, the response only provides one concrete detail from the text for support (*I could swim, I dropped anchor into the water to keep the boat in place, I pulled my jacket, and if I were lucky*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Theo Said that he  
could swim. He Said the  
waves were coming down.

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

This response only provides one concrete detail from the text for support (*Theo said that he could swim*). The response does not provide a valid inference from the text to explain what paragraph 6 shows about Theo's point of view. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

theo is caring and brave. one example is that Then he started swimming farther away from the boat. Under and under and round and round. No compass. he had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. he thought about the splendid binoculars his parents had given him and how he would feel if he lost them. another example is that albert einstien said "And thank you, dear Theo. For me, you are the most famous boy alive!"

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

This response does not address any of the requirements of the prompt (*theo is caring and brave. one example is that Then he started swimming farther away from the boat. Under and under and round and round. No compass. he had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. he thought about the splendid binoculars his parents had given him and how he would feel if he lost them. another example is that albert einstien said "And thank you, dear Theo. For me, you are the most famous boy alive!"*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

## GUIDE PAPER 8

Additional

26

What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Theo's point of view in paragraph 6 is He could not swim. He can not swim because he does not know how to hold his breath in the water. He also cant get the compass because he can't swim. I know this because in paragraph 5 it says "I cannot swim very well or I don't have very good eyesight." Another reason of Theo that he cant swim because in paragraph 4 Theo needed a Life Jacket to swim.

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

The response is totally inaccurate (*Theo's point of view in paragraph 6 is He cou'l not swim. He can not swim because he does not know how to hold his breath in the water. He also cant get the compass because he can't swim. I know this because is paragraph 5 it says "I cannot swim very well or I don't have very good eyesight." Another reason of Theo that he cant swim because in paragraph 4 Theo needed a Life Jacket to swim*).

## EXEMPLARY RESPONSE

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

This sentence supports the theme because it shows that Theo understands how Einstein feels when he loses his compass in the water. He would be upset if he lost the binoculars his parents gave him, too. Theo recognizes Einstein's feelings when it states in paragraph 5, "Suddenly there was so much sadness in his eyes." Theo shows empathy again in paragraph 8 when he thinks, "...he was once five years old, and his father had given him a compass that he had treasured all these years."

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

It supports a theme by telling anything could mean something to a person. For example, in paragraph 3 it says And so I decided,then and there,that I would learnall about the forces we cannot see." This shows a valuable can spark agreat career. In Paragraph 5 it says,"Suddenly there was so much sadness in his eyes." This shows Sadness and how thet compass meant a lot to Einstein.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how this sentence supports a theme of the story (*by telling anything could mean something to a person*). The response provides evidence of analysis (*This shows a valuable can spark agreat career* and *This shows Sadness and how thet compass meant a lot to Einstein*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*And so I decided,then and there,that I would learnall about the forces we cannot see."* and "*Suddenly there was so much sadness in his eyes.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

This supports the theme of the story because Theo is thinking about how he would feel if he lost his binoculars. I know this because the text said "I had to find it". The text also said "I jumped into the water".

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

This response provides a valid inference from the text to explain how this sentence supports a theme of the story (*because Theo is thinking about how he would feel if he lost his binoculars*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I had to find it" and "I jumped into the water"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

This sentence supports a theme of the story because Theo knew that he would be sad if he lost the pair of binoculars his parents gave him. So, Theo felt that he should find Professor Einstein's compass because Professor Einstein couldn't see well.

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

This response provides a valid inference from the text to explain how this sentence supports a theme of the story (*because Theo knew that he would be sad if he lost the pair of binoculars his parents gave him*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Theo felt that he should find Professor Einstein's compass* and *Professor Einstein couldn't see well*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

This sentence supported a theme of the story by comparing the characters to each other because Theo just started to think that he would also feel sad if he lost his binoculars. I know this because in the story it says, "I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old and his father had given him a compass that he had treasured all these years. And it also says," I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

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

This response provides a valid inference from the text to explain how this sentence supports a theme of the story (*by comparing the characters to each other because Theo just started to think that he would also feel sad if he lost his binoculars*); however, the response only provides one concrete detail from the text for support [*"I had to find it! Herr (Mr.) Professor Einstein might be the most famous man alive right now, but he was once five years old and his father had given him a compass that he had treasured all these years*]. This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

The sentence supports the theme by comparing his splendid binoculars his parents had givien to his with the compass. One detail is that the theme is that you should care about other people stuff that is special to them. Another detail is that if someone lost something you could help him\her because if you lost something special you would feel sad so maybe that is what he\she feels.

## Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how this sentence supports a theme of the story (*by comparing his splendid binoculars his parents had givien to his with the compass*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

the theme is that it hurts to lose something special to you. one example is that Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. another example is that

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

This response only provides one concrete detail from the text for support (*Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years*). The response does not provide a valid inference from the text to explain how this sentence supports a theme of the story. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

don't lose stuff that is important to you

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

The response does not address any of the requirements of the prompt (*don't lose stuff that is important to you*).

## GUIDE PAPER 8

Additional

27

Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use **two** details from the story to support your response.

One is he had illness. And the second reason is he had to stay in his bed.

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

The response does not address any of the requirements of the prompt (*One is he had illness. And the second reson is he had to stay in his bed*).

## EXEMPLARY RESPONSE

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

These paragraphs show how important it is to Hannah to tell stories. The main idea of the article is Hannah worked hard to reach her goal. Paragraph 7 states, “Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals.” This shows she succeeded in reaching her goal. In paragraph 8 the article states, “Hannah especially loves when people laugh along with her.” This supports the idea that Hannah enjoys being a storyteller.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraphs 7 and 8 support the main idea of the article since it shows that Hanah wants to become a famous storyteller in the rest of the paragraphs and in paragraphs 7 and 8 it also shows she wants to become a famous storyteller. According to the text, "When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin's birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing." This proves that Hanah wants to be a really professional storyteller. The text also cites, "After college, she hopes to be a professional writer and continue storytelling. Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives." This shows that Hanah wants to continue with her career being a storyteller and a professional writer. As one can clearly see, Paragraphs 7 and 8 support the main idea of the article since it shows how Hanah wants to be a storyteller.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller” (*it shows that Hanah wants to become a famous storyteller in the rest of the paragraphs and in paragraphs 7 and 8 it also shows she wants to become a famous storyteller*). The response provides evidence of analysis (*This shows that Hanah wants to continue with her career*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin’s birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.” and “After college, she hopes to be a professional writer and continue storytelling. Hannah especially loves when people laugh along with her. Her stories often remind people about events in their own lives.”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraphs 7 and 8 supports the main idea of this article. The main idea is that Hannah loves storytelling and always does it wherever she is and the details of paragraphs 7 and 8 support that. Based on paragraph 7, it says, "Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling." This shows that she does storytelling everywhere and dreams to be a storyteller. On paragraph 8, it states, "Hannah especially loves when people laugh along with her." It shows that she enjoys her stories by laughing and shared it with many people.

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

This response provides a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller” (*The main idea is that Hannah loves storytelling and always does it wherever she is and the details of paragraphs 7 and 8 support that*). The response provides evidence of analysis (*This shows that she does storytelling everywhere and dreams to be a storyteller* and *It shows that she enjoys her stories by laughing and shared it with many people*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals. After college, she hopes to be a professional writer and continue storytelling,*” and “*Hannah especially loves when people laugh along with her.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraph 7 and 8 Support the main idea of the article because it shows how Hannah Wynne tells us how she likes to tell storys. I know this because paragraph 7 Shows/says "Today, Hannah tells stories at schools, libraries, recreation centers, and storie telling festivles. Also, paragraph 8 Says "Her stories Oftine remind people about avents in there on lives. This shows how much she likes to tell Stories.

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

This response provides a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller” (*it shows how Hannah Wynne tells us how she likes to tell storys*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“Today, Hannah tells stories at schools, libraries, recreation centers, and storie telling festivles* and *“Her stories Oftine remind people about avents in there on lives*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

It supports it because it  
tells us about how she  
still loves stories even know  
she is older now. She  
hopes to be a professional  
writer.

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

This response provides a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller” (*it tells us about how she still loves stories even know she is older now*); however, the response only provides one concrete detail from the text for support (*She hopes to be a professional writer*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraph 7 and 8 helps support the article because it talks about how Hannah worked and tried to meet her goal. At the end of the article she meant her goal.

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

This response provides a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller” (*it talks about how Hannah worked and tried to meet her goal*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraphs 7 & 8 help support the main idea because the main idea is that Hannah loves to read to children at different events. For example, “Today Hannah tells stories at schools, libraries, recreation centers, and story telling festivals.” This shows how Hannah loves to read. Also, “after collage she hopes to be a profesional writer.”

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Today Hannah tells stories at schools, libraries, recreation centers, and story telling festivals.*” and “*after collage she hopes to be a profesional writer.*”); however, the response does not provide a valid inference from the text to explain how paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

Paragraph 7 and 8 support the main idea of the story because it is talking about how Hannah if beganing to become a story teller and how Janelle Reardon been coaching her to become a story teller to kids and families. I cited this on page 1 paragraph 3 it said that soon afterward, Janelle began coaching Hannah. Hannah wants become a story teller for childern and parents or families,for an example Hannah need coaching from a professional so she can beame a story teller for childern and parents or familes, so she can perform for them, but in a better way. This is what i learned about Hannah and a women named Janelle Reardon.

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

This response does not address any of the requirements of the prompt (*Paragraph 7 and 8 support the main idea of the story because it is talking about how Hannah if beganing to become a story teller and how Janelle Reardon been coaching her to become a story teller to kids and families. I cited this on page 1 paragraph 3 it said that soon afterward, Janelle began coaching Hannah. Hannah wants become a story teller for childern and parents or families,for an example Hannah need coaching from a professional so she can beame a story teller for childern and parents or familes, so she can perform for them, but in a better way. This is what i learned about Hannah and a women named Janelle Reardon*).

## GUIDE PAPER 8

Additional

28

How do paragraphs 7 and 8 support the main idea of the article “Meet Hannah Wynne: Teen Storyteller”? Use **two** details from the article to support your response.

It supports the main idea is about her.  
She said what she was about.

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

This response does not address any of the requirements of the prompt (*It supports the main idea is about her. She said what she was about*).

## EXEMPLARY RESPONSE

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

Hannah is a hard worker. Hannah really wanted to be a storyteller, so she began learning from a professional when she was younger, and by “...age 18, Hannah is already a professional storyteller.” (paragraph 1). In paragraph 7, it states she “tells stories at schools, libraries, recreation centers, and storytelling festivals” and plans to “continue storytelling” after college, which shows she is dedicated and working hard to fulfill her dream.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

Hannah is a funny and creative person. Hannah is funny. According to the text "All my stories right now are personal stories " says Hannah" Most of them are funny" This shows she is funny because she writes stories that are funny. Hannah is creative. In the text it said" In "The Revenge of Dr.Seuss," young Hannah wanted to hear Fox in Sock over and over ." This shows that she is creative because she made her own verson of a Dr.Seuss that reminded her of her childhood and that is creative. Based on what I read I think that Hannah is funny and creative

## Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*funny and creative*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*All my stories right now are personal stories* ” says Hannah “*Most of them are funny*” and “*In “The Revenge of Dr.Seuss,” young Hannah wanted to hear Fox in Sock over and over .*” [...] *she made her own verson of a Dr.Seuss*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

Hannah is a caring person. I know that because in ph 5 it says that “Even her funny stories oftin have a lesson.” That showes that she wants people to have fun listening to her stories, but have them learn something too. Also in ph 8 it says that Hannah loves it when people laugh along with her. That also show that she wants people to have joy whe she is telling her stories.

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

This response provides a valid inference from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*caring*). The response provides evidence of analysis (*That showes that she wants people to have fun listening to her stories, but have them learn something too* and *That also show that she wants people to have joy whe she is telling her stories*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Even her funny stories oftin have a lesson.*” and *Hannah loves it when people laugh along with her*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

I think Hannah is a person who likes to tell story's because in paragraph 2 its says that "Hannah told stories to family members in Valley City, Ohio. Then when she is in school she tell's story's to friend's during school recess." Based on what i read, on paragraph 7 it says that "Hannah tells stories at school, libraries, recreation centres, and she even tell stories at festivals."

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

This response provides a valid inference from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*a person who likes to tell story's*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Hannah told stories to family members in Valley City, Ohio. Then when she is in school she tell's story's to friend's during school recess.*” and “*Hannah tells stories at school, libraries, recreation centres, and she even tell stories at festivals.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

Hannah is determined to do things. The text says "she wanted to become a storyteller too." Also "Janelle began coaching Hannah."

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

This response provides a valid inference from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*determined to do things*); however, the response only provides one concrete detail from the text for support (“*she wanted to become a storyteller too.* ”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

I think that hannah is a very nice person because she tell's kids and people her storys. Well in my onew words she has to be supper nice

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

This response provides a valid inference from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*very nice*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

a relly good Story teller.

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

This response provides a valid inference from the text to explain, according to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person Hannah is (*a relly gooD Story teller*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes an incomplete sentence.

## GUIDE PAPER 7

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

hannah is a story teller

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

This response does not address any of the requirements of the prompt (*hannah is a story teller*).

## GUIDE PAPER 8

Additional

29

According to the article “Meet Hannah Wynne: Teen Storyteller,” what kind of person is Hannah? Use **two** details from the article to support your response.

Hannah is a person that Does not listen.

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

The response is totally inaccurate (*Hannah is a person that Does not listen*).

## EXEMPLARY RESPONSE

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

In the sentence “All you naysayers, I’ll show you,” the word “naysayers” means people who say he can’t do it. For example, in paragraph 6 it states, “he refused to give up” when others thought he was too young. What Jordan means is he will prove to all the people who think he is too young to climb Mount Everest that he can actually do it. He accomplished his goal, as it says in paragraph 6, “...he became the youngest person to scale Mount Everest.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

In paragraph 6 of the article, Jordan means he'll show the people that say he can't do it, he can do it when he says "All you naysayers, I'll show you." According to paragraph 6 is stated, "But he refused to give up. When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined." The author stated, "All you naysayers, I'll show you." He sure did. When he was 13, he became the youngest person to scale Mount Everest." In paragraph 6 of the article, Jordan means he'll show the people that say he can't do it, he can do it when he says "All you naysayers, I'll show you."

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you” (*he'll show the people that say he can't do it, he can do it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*But he refused to give up. When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined.*” and *He sure did. When he was 13, he became the youngest person to scale Mount Everest.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

Jordan means, that no one can bring him down. In the text it says, "but he refused to give up." In the text it also says, "he sure did. When he was 13, he became the youngest person to scale Mount Everest." Jordan can't let anyone bring him down, or else he won't think that he can reach his goal.

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

This response provides a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you” (*that no one can bring him down*). The response provides evidence of analysis (*Jordan can't let anyone bring him down, or else he won't think that he can reach his goal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*but he refused to give up.*” and “*he sure did. When he was 13, he became the youngest person to scale Mount Everest.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

When Jordan says, "All you naysayers,I'll show you" he means that he will prove to them that all those people that are saying he cant do it will be proved wrong when he acomlitous his goal.I know this because in the paragraphs 5-6 it said that there were times when he thought," yeah I want to be done ." But he refused to give up.Another reason I know is because in paragraph 7 it said that he encouraged kids to "find your everest".

In conclusion Jordan doesnt care what people think.

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

This response provides a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you” (*that he will prove to them that all those people that are saying he cant do it will be proved wrong when he acomlitous his goal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*there were times when he thought, “yeah I want to be done .” But he refused to give up and he encouraged kids to “find your everest”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

What that means is “All the people who think I can’t do it, I’ll show you”. One detail is in paragraph 6, it says “When others thought he was too young to climb Mount Everest, the world’s highest mountain, he just became more determine.” Another detail is in paragraph 6, it says “All you naysayers, I’ll show you! He sure Did.”

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

This response provides a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you” (“*All the people who think I can’t do it, I’ll show you*”); however, the response only provides one concrete detail from the text for support (“*When others thought he was too young to climb Mount Everest, the world’s highest mountain, he just became more determine.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

In paragraph 6 Jordan did mean the words he said, the first detail from the story is that it say's that When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined so that means that the words he said where really meant. The second detail from the story is that training to climb the highest montains in the world involes a lot of hard work. but Jordan has always been very physically active-it's just the way he lives. Still, there were times when he thought, "yeah, I want to be done so that means that he meant the words he said.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined and training to climb the highest montains in the world involes a lot of hard work. but Jordan has always been very physically active-it's just the way he lives. Still, there were times when he thought, “yeah, I want to be done*); however, the response does not provide a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

I think Jordan mean when he says "all you naysayers, I'll show you" is that I think he means haters. or I think he also means Non-believers.

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

This response provides a valid inference from the text to explain in paragraph 6 of the article, what Jordan means when he says “All you naysayers, I’ll show you” (*Non-believers*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

In Paragraph 7 it says he encourages kids to "find your Everest". He means find something you love doing and set goals to accomplish it.

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

This response does not address any of the requirements of the prompt (*In paragraph 7 it says he encourages kids to "find your Everest". He means find something you love doing and set goals to accomplish it*).

## GUIDE PAPER 8

Additional

30

In paragraph 6 of the article, what does Jordan mean when he says “All you naysayers, I’ll show you”? Use **two** details from the article to support your response.

When Jordan mean when he says  
“all you naysayers, I’ll show you mean  
that he want’s to show the  
naysayers to do do different  
things

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

This response does not address any of the requirements of the prompt (*When Jordan mean when he says “all you naysayers, I’ll show you mean that he want’s to show the naysayers to do do different things*).

## EXEMPLARY RESPONSE

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from both articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

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## Possible Exemplary Response:

In both articles, the authors explain that Hannah and Jordan became successful at a young age. The reader can see that Hannah and Jordan had some help from adults to reach their goals, but the adults are mentioned differently in each article.

In the article about Hannah, there is not as much mention of how adults helped her; although, Hannah saw a professional storyteller, Janelle Reardon, perform at a party and ended up taking lessons from her. According to paragraph 3, “Soon afterward, Janelle began coaching Hannah.” In this way, Hannah learned from the knowledge and experience that Janelle had gained throughout her career.

In the story about Jordan, there is a lot more information about how Jordan is helped by adults. Jordan trains with his father and stepmother, who are both experienced mountain climbers. In paragraph 4 it states, “In fact, Jordan’s dad and stepmom trained him in top-level mountaineering...” Because he trains with them, Jordan is able to learn a great deal from their experiences.

With the fact that Hannah and Jordan both learn from adults who have many years of experience, it is possible to see that both Hannah and Jordan receive help from adults. Other than her mom not wanting to read a certain story “over and over” because she “was tired of that book,” Hannah’s parents aren’t mentioned, so it isn’t possible to tell if her parents support what she is doing. Janelle, however, does help because the article explains that “Hannah began performing” after Janelle coached her, and “At age 18, Hannah is already a professional storyteller.” In Jordan’s case, he receives a lot of support and help from his parents. His dad and stepmom show their support by climbing “every mountain with him” and becoming “the first family to climb the seven summits together.”

In conclusion, the main difference about the adults in the articles is Jordan’s parents are clearly involved in Jordan’s hobby whereas Hannah’s parents are barely mentioned and her mentor is a person outside the family. In both passages, however, adults did play an important role in helping these teens become successful in reaching their goals.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

The way adults are mentioned in both articles are different. Adults in the first article just trained Hannah to make her stories better and adults in the second went extreme to help. Based on what I read in the first article, it says that Hannah met a professional storyteller at a party and got trained by her, you'll need intelligence for storytelling. Based on the second article, it says that Jordan's parents trained him for mountain climbing and climbed mountains with him, you'll need strength for that. Also, on “Reaching for the Top,” the author described the way adults helped (but not really) by at least stating that Jordan's dad is supportive and that Jordan's parents climbed with him. On the other text, it didn't really explain much about how

## GUIDE PAPER 1b

Janelle helped.

Adults helped both Hannah and Jordan to become who they are now. They were the ones who helped reach their goals. According to the text, on "Meet Hannah Wynne: Teen Storyteller," it says that Janelle trained her to become a better storyteller. Then Hannah told her stories at a contest and won. On "Reaching for the Top," it says that Jordan's parents trained him for mountain climbing and climbed the Seven Summits with him to help reach his goal. Then, Jordan hit a world record, and so did his family. These all tell that adults were helping them become famous and helped them succeed and become successful.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*The way adults are mentioned in both articles are different and Adults helped both Hannah and Jordan to become who they are now*). The response demonstrates insightful comprehension and analysis of the texts (*Adults in the first article just trained Hannah to make her stories better and adults in the second went extreme to help; you'll need intelligence for storytelling; you'll need strength for that; They were the ones who've helped reach their goals*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*Hannah met a professional storyteller at a party and got trained by her; Jordan's parents trained him for mountain climbing and climbed mountains with him; Jordan's dad is supportive; Janelle trained her to become a better storyteller. Then Hannah told her stories at a contest and won; Jordan's parents trained him for mountain climbing and climbed the seven summits with him to help reach his goal. Then, Jordan hit a world record, and so did his family*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*The way, in the first article, Based on what I read, Based on the second article, Also, On the other text, According to the text, Then, These all tell*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*went extreme, intelligence, strength, described, by at least stating, become who they are now, reach their goals, hit a world record, succeed*). The response provides a concluding statement that follows from the topic and information presented (*These all tell that adults were helping them become famous and helped them succeed and become successful*). The response demonstrates grade-appropriate command of conventions, with few errors (*The way adults are mentioned in both articles are different and ones who've helped reach their goals*).

## GUIDE PAPER 2a

Additional

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. There are differences about how adults are mentioned in the articles. The articles do show if adults are helping them to become successful.

The differences between how adults are mentioned in the articles are in “Reaching for the Top,” the adults are supportive and in “Meet Hannah Wynne: Teen Storyteller” the adults help her. For example, “Reaching for the Top” the adults trained Jordan. On the other hand in “Meet Hannah Wynne: Teen Storyteller” Janelle coaches Hannah to be a good storyteller. Also, in “Reaching for the Top,”

The father is already experienced from Mountain climbing and helps Jordan. On the other hand in "Meet Hannah Teen Storyteller" Tjanelle helps Hannah become a Storyteller. This shows me that there are differences between the adults in each article because the adults help each character different.

The articles show that the adults helped them to be successful because both main characters accomplished the goals. For example, in "Reaching for the Top," Jordan's family was the first family to climb the highest mountain ever. Also, in "Meet Hannah Teen Storyteller" Hannah starts reading in different places. To add on, in "Reaching for the Top," Jordan climbed the highest mountain. In addition, Hannah became a professional Storyteller. This shows me that each adult helps each character because each character completes their goal.

This shows the difference about how adults are mentioned. Also, whether the articles show if adults help them to be successful.

## **GUIDE PAPER 2c**

**Additional**

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. There are differences about how adults are mentioned in the articles. The articles do show if adults are helping them to become successful.*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in “Reaching for the Top,” the adults are supportive and in “Meet Hannah Wynne: Teen Storyteller” the adults help her; This shows me that there are differences between the adults in each article because the adults help each character different; the adults helped them to be successful because both main characters accomplished the goals*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*the Adults trained Jordan; Janelle coaches Hannah to be a good storyteller; the father is already experienced from mountain climbing and helps Jordan; Jordan’s family was the first family to climb the highest mountain ever; Hannah starts reading in different places; Jordan climbed the highest mountain; Hannah became a professional storyteller*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*in “Meet Hannah Wynne: Teen Storyteller”, For example, On the other hand, Also, To add on, In addition, This shows*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*adults are supportive, the Adults trained Jordan, Janelle coaches Hannah, already experienced, there are differences, accomplished goals*). The response provides a concluding statement that follows clearly from the topic and information presented (*This shows the difference about how adults are mentioned. Also, whether the articles show if adults help them to be successful*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*successful, There are differences, are helping them, experienced from mountain climbing, help each character different, accomplished, completes their goal, a fragment*).

## GUIDE PAPER 3a

31

In "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top," the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In the articles "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top" the authors tell how Hannah Wynne and Jordan Romero became successful when they were young. In,

"Meet Hannah Wynne: Teen Storyteller" the adult is mentioned as a coach, and in, "Reaching for the Top" the adult is mentioned as supporters. In, "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top" both adults helped Hannah and Jordan become successful.

In the articles, "Meet Hannah Wynne : Teen Storyteller" The adult mentioned in the article is a coach teaching Hannah. In the article, " Soon afterward, Janelle began coaching Hannah. This shows that Janelle is a coach for Hannah. Janelle successfully helped Hannah because she now story tells everywhere from good coaching. In the article " Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals." This shows that she performs everywhere because she has been coached and now knows how to storytell.

In the article " Reaching for the Top" The adult is mentioned as supporters. In the article " His dad, an experienced mountaineer, was very supportive." This shows that Jordan's dad was supporting Jordan. Jordan's dad successfully helped Jordan because he is now able to climb Mount Everest. In the article " Jordans dad and stepmom trained him in top-level mountaineering and climbed every mountain with him." this shows that they trained him well and is now able to climb mountains.

## **GUIDE PAPER 3b**

Both "Meet Hannah Whynne: Teen storyteller" and "Reaching for the Top" both have adults mentioned in their article and both successfully helped them. But both adults helped them in different ways. One helped them by coaching and the other helped them by training.

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In the articles "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top" the authors tell how Hannah Wynne and Jordan Romero became successful when they were young. In, "Meet Hannah Wynne: Teen Storyteller" the adult is mentioned as a coach, and in, "Reaching for the Top" the adult is mentioned as supporters. In, "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top" both adults helped Hannah and Jordan become successful*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*In the articles, "Meet Hannah Wynne: Teen Storyteller" The adult mentioned in the article is a coach teaching Hannah; Janelle successfully helped Hannah because she now story tells everywhere from good coaching; In the article "Reaching for the Top" The adult is mentioned as supporters; Jordan's dad successfully helped Jordan because he is now able to climb Mount Everest; this shows that they trained him well and is now able to climb mountains*). The response develops the topic with relevant, well-chosen details from the texts (*Soon afterward, Janelle began coaching Hannah; "Today, Hannah tells stories at schools, libraries, recreation centers, and storytelling festivals."; "His dad, an experienced mountaineer, was very supportive."; "Jordan's dad and stepmom trained him in top-level mountaineering and climbed every mountain with him.*). The response exhibits clear, purposeful organization. The response links ideas using grade-appropriate words and phrases (*In the articles, This shows that, because, Both, One [...] and the other*). The response uses grade-appropriate precise language and domain-specific vocabulary (*performs everywhere, has been coached, now knows how, was supporting, he is now able to*). The response provides a concluding statement that follows clearly from the topic and information presented (*Both "Meet Hannah Whynne: Teen storyteller" and "Reaching for the Top" both have adults mentioned in their article and both successfully helped them. But both adults helped them in different ways. One helped them by coaching and the other helped them by training*). The response demonstrates grade-appropriate command of conventions, with few errors (*successful, adult is mentioned as supporters, mountains, training*).

## GUIDE PAPER 4a

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In The Articles “Meet Hannah Wynne: Teen storyteller” and “Reaching for the top” The authors mention adults and if they help or not.

In both these articles they mention adults but a difference is one mentions them helping a lot and the other ones not so much. In “Meet Hannah Wynne; Teen Storyteller” paragraph 3 it says “Hannah knew then that she wanted to be a storyteller, too. Soon afterward Janelle began coaching Hannah,” which tells that her parents did not

## GUIDE PAPER 4b

help that much. In "Reaching for the top" Jordans parents are mentioned as helpful. in paragraph 4 it says "His dad an experienced mountaineer was very supportive which shows they were supportive.

In the Article "Reaching for the top" Jordans parents are helpful, But in the Article "Meet Hannah Wynne : teen Storyteller" her parents did not help. I know this because in "Reaching for the top" it says "In fact, Jordan's Dad and stepmom trained him in top - level mountaineering and climbed every mountain with him!"

In "Meet Hannah Wynne : teen Storyteller" it says "But her mom was tired of that book".

So you can see that both articles mention adults. But both have differences between them of whether or not they were helpful to both these people. **STOP**

## **GUIDE PAPER 4c**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In The Articles “Meet Hannah Wynne: Teen storyteller” and “Reaching for the top” The authors mention adults and if they help or not*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*a difference is one mentions them helping a lot and the other one, not so much; tells that her parents did not help that much; In the Article “Reaching for the top” Jordan’s parents are helpful, But in the Article “Meet Hannah Wynne: Teen Storyteller her parents did not help*). The response develops the topic with relevant, well-chosen details from the texts (“*Hannah knew then that she wanted to be a storyteller, too. Soon afterward, Janelle began coaching Hannah*”; “*His dad an experienced mountaineer was very suppor;* “*In fact, Jordan’s Dad and stepmom trained hin in top-level mountaineering and climed every mountain with him*”; *But her mom was tired of that book*”). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In both these articles, and the other one, which tells that, In “Reaching for the top, in paragraph 4, I know this because, So you can see*). The response uses grade-appropriate precise language and domain-specific vocabulary (*a difference is one mentions, not so much, her parents did not help that much, mentioned as helpful, both have differences beetwen them, wether or not they were helpful*). The response provides a concluding statement that follows from the topic and information presented (*So you can see that both articles mention adults. But both have differences beetwen them of wether or not they were helpful to both these people*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*climed, beetwen, wether, capitalization, punctuation*).

## GUIDE PAPER 5a

Additional

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In “Meet Hannah Wynne: Teen Story Teller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. The adults are mentioned differently in the story, and they do or don’t help.

The difference about the adults is that in “Meet Hannah Wynne: Teen Storyteller,” a storyteller helps her. But in “Reaching For The Top,” Jordan’s parents do help him. In “Meet Hannah Wynne: Teen Story Teller,” it says “soon afterward, Janelle began coaching Hannah.” In “Reaching For the

Top," it says "Jordan's dad and stepmom trained him in top level mountaineering.

The adults in each story do help Hannah and Jordan. In "Meet Hannah Wynne: Teen Story Teller," it says "Soon afterward Janelle began coaching Hannah. Then Hannah began performing. Also, in "Reaching For The Top," it says "They also became the first family to climb the 7 summits together."

In conclusion, the adults in the story helped Hannah and Jordan differently, and the adults did help Jordand and Hannah.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In "Meet Hannah Wynne: Teen Story Teller" and "Reaching for the Top," the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. The adults are mentioned differently in the story, and they do or don't help*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in "Meet Hannah Wynne: Teen Storyteller," a storyteller helps her. But in "Reaching For the Top," Jordan's parents help him and The adults in each story do help Hannah and Jordan*). The response develops the topic with relevant details from the texts, with some lack of variety (*"Soon afterward, Janelle began coaching Hannah."; "Jordan's dad and stepmom trained him in top level mountaineering; "Soon afterward Janelle began coaching Hannah. Then Hannah began performing; They also became the first family to climb the 7 summits together."*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In "Meet Hannah Wynne: Teen Story Teller"; and; But in "Reaching For The Top,"; Also; In conclusion*). The response inconsistently uses appropriate language and domain-specific vocabulary (*a storyteller helps her, Jordan's parent help, adults in each story, helped Hannah and Jordan differently*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, the adults in the story helped Hannah and Jordan differently, and the adults did help Jordand and Hannah*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 6a

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In the articles "Meet Hannah Wynne:Teen Storyteller" and "Reaching for the Top" both adults were mentioned differently. According to the text in "Meet Hannah Wayne" it says "But her mom was tired of that book. She had already read it many times." Unlike in the story "Reaching for the Top" it says "His dad,an experienced mountaineer, was very supportive.Apart of "Team Jordan",they also became the first family to climb the seven summits together." Based on these details from both articles in they were mentioned differently cause in "Meet Hannah Wynne" her mom was very tired of reading her favorite books,but unlike in the other story "Reaching for the Top" Jordans stepmom and dad is vey supported in what Jordan wants to do.

In the articles "Meet Hannah Wynne" and "Reaching for the top" the adults may or may have not help their kids become successful.According to the text in "Meet Hannah Wynne" it says"As a little girl,Hannah told stories to family members." Also states that "Janelle began coaching Hannah". These details show me that Hannahs parents didnt help her become successful she became successful on her own.In the article "Reaching for the Top" it states"was very supported". Also states "first family to climb seven summits together".Based on these two peices of details Jordans stepmom and father were very supportive and and did help his kid to be successful.So,in these two articles in "Meet Hannah Wynne" she became succeful herself,but in "Reaching for the Top" Jordans father and stepmom helped him become succseful.

In conclusion this is the differences these stories have.

## **GUIDE PAPER 6b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In the articles “Meet Hannah Wynne:Teen Storyteller” and “Reaching for the Top” both adults were mentioned differently and In the articles “Meet Hannah Wynne” and “Reaching for the top” the adults may or may have not help their kids become successful*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*in “Meet Hannah Wynne” her mom was very tired of reading her favorite books, but unlike in the other story “Reaching for the Top” Jordans stepmom and dad is vey supported in what Jordan wants to do; Hannahs parents didnt help her become successful she became successful on her own; Jordans stepmom and father were very supportive and and did help his kid to be successful*). The response develops the topic with relevant details from the texts, with some lack of variety (“*But her mom was tired of that book. She had already read it many times.*”, “*His dad,an experienced mountaineer, was very supportive. Apart of “Team Jordan”,they also became the first family to climb the seven summits together.*”; “*As a little girl,Hannah told stories to family members.*”; “*Janelle began coaching Hannah*”; *was very supported*; “*first family to climb seven summits together*”). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*According to the text, Unlike in the story “Reaching for the Top”, Based on these details, In the articles, Also states that, These details show me, In conclusion*). The response inconsistently uses appropriate language and domain-specific vocabulary (*cause, stepmom and dad is vey supported in, peices of details*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion this is the differences these stories have*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*Hannah Waynne*”, *details from both articles in they were metioned, adults may or may have not help, peices, succseful, missing words, punctuation, spacing*).

## GUIDE PAPER 7a

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

Today i read two articles Hannah Wynne and Jordan Romero. They both talk about what these two people did that was successful. They both start off with being a kid and why they wanted to do that.

In the story Meet Hannah Wynne:teen storyteller it dosent really talk at about the adults who help her become a successful.In paragraph 5 the only adult they talk about is Hannahs mom, who read hannah a story and hannah loved it so, she kept asking her mom if she could read it again but her mom didnt want to.That shows that her mom was the only adult there.In the story Reaching For The Top, jordan dad and stepmom supported him.In paragraph 4 when Jordan told his dad that he wanted to climb the biggest mountain ever his dad train him for the event.

In the story Hanna Wynne:teen storyteller she really didnt have an adult who help her to become successful. well the only thing an adult has done for Hannah was read her a story once. In paragraph 3 she found that she wanted to become a storyteller at her cousins brithday party when a profssional story tell told a story. Thats when she diceded to become a profssional storyteller.

In Reaching for the top Jordans dad and stepmom help him train to climb the tallist mountain ever.In paragraph 4 Jordans dad and stepmom trained him for top level moutaineering. That shows that they want his dream to come ture.In paragraph 7 Jordan made it to the bigist mountain ever.Thanks to the support from him dad and his stepmom.

## **GUIDE PAPER 7b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*Today i read two articles Hannah Wynne and Jordan Romero. They both talk about what these two people did that was successful. They both start off with being a kid and why they wanted to do that.*). The response demonstrates a literal comprehension of the texts (*In the story Meet Hannah Wynne:teen storyteller it dosent really talk at about the adults who help her become a successful. In paragraph 5 the only adult they talk about is Hannahs mom; That shows that her mom was the only adult there; jordan dad and stepmom supported him; well the only thing an adult has done for Hannah was read her a story once; That shows that they want his dream to come ture*). The response partially develops the topic of the essay, using relevant evidence with inconsistency (*she kept asaking her mom if she could read it again but her mom didnt want to; when Jordan told his dad that he wanted to climb the biggist mountain ever his dad train him for the event; read her a story once; she found that she wanted to become a storyteller at her cousins brithday party when a professsional story tell told a story; Jordans dad and stepmom trained him for top level mountaineering; Jordan made it to the bigist mountain ever*). The response exhibits some attempt at organization, and inconsistently links ideas using words and phrases (*In the story, In paragraph, That shows*). The response inconsistently uses appropriate language and domain-specific vocabulary (*start off with being a kid and why they wanted to do that, talk at about, biggist mountain ever*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*dosent, become a successful, adult who help her, professsional story tell, diceded, bigist, him dad, capitalization, punctuation, spacing, a run-on sentence, a fragment*).

## GUIDE PAPER 8a

Additional

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In "Meet Hannah Wynne: Teen Storyteller" and "Reaching for the Top" there are similarities and differences I will tell you some of them.

The different ways that the adults were mentioned in the stories were that in "Meet Hannah Wynne: Teen Storyteller" Janelle Reardon performed at Hannah's cousin's birthday. In Reaching For The Top Jordan's dad and stepmom climbed all of the mountains that Jordan climbed with him.

In both articles the adults help the two kids reach their goal. "In Meet Hannah Wynne: Teen Storyteller" Janelle is Hannah's mentor and teaches her how to storytell. In "Reaching For The Top" Jordan's parents teach him about mountain climbing go with him on mountain climbing journeys.

Those were the similarities and differences in "Meet Hannah Wynne: Teen Storyteller" and Reaching For The Top.

## **GUIDE PAPER 8b**

**Additional**

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

This response introduces the topic in a manner that follows generally from the task and purpose and demonstrates a literal comprehension of the texts (*In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top” there are similarities and differences I will tell you some of them; The different ways that the adults were mentioned in the stories; In both articles the adults help the two kids reach their goal*). The response partially develops the topic of the essay with some textual evidence (*Janelle is Hannah’s mentor and teaches her how to storytell and Jordan’s parents teach him about mountain climbing go with him on mountain climbing journeys*). The response exhibits some attempt at organization, and inconsistently links ideas using words and phrases (*In “Meet Hannah Wynne: Teen Storyteller”, In Reaching For The Top, In both articles*). The response inconsistently uses appropriate language and domain-specific vocabulary (*will tell you some of them, In both articles the adults help the two kids, mentor, journeys*). The response provides a concluding statement that is unrelated to the topic and information presented (*Those were the similarities and differences in “Meet Hannah Wynne: Teen Storyteller” and Reaching For The Top*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*will, reach their goal, climbing go with him, punctuation*).

## GUIDE PAPER 9a

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

Today I will be telling you how the two stories "Meet Hannah Wynne:Teen Storyteller and Reaching For the Top aldults are being used in the story and how it the main characters become succeful.

To start off hannah adult was mentined in the story by coaching hannah. One detail is when hannh saw janlle a birthday party she was in love andjanlle started coaching hannah and in the story reaching for the top jordans aldults where mentioned in the story by training him in top level . one detail is his stepmom and his dad heip level him up.

Also janlle help hannah be succesful because she was coaching with her and jordan's dad and stepmother help him be susseful because they where helping him to be top level.

This concludes how the two stories are different.

## **GUIDE PAPER 9b**

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

This response introduces the topic in a manner that follows generally from the task and purpose (*Today I will be telling you how the two stories “Meet Hannah Wynne:Teen Storyteller and Reaching For the Top adults are being used in the story and how it the main characters become succseful*). The response demonstrates a literal comprehension of the texts (*hannah adult was mentined in the story by coaching hannah; his stepmom and his dad heip level him up; janlle help hannah be successful because she was coaching with her; jordan’s dad and stepmother help him be susseful because they where helping him to be top level*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal occasional evidence (*andjanlle started coaching hannah and by training him in top level*). The response exhibits some attempt at organization, and inconsistently links ideas using words and phrases (*To start off, One detail, in the story, This concludes*). The response inconsistently uses appropriate language and domain-specific vocabulary (*aldults are being used in the story, level him up, coaching with her*). The response provides a concluding statement that follows generally from the topic and information presented (*This concludes how the two stories are different*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*aldults, how it the main characters, succseful, mentined, susseful, where helping him, capitalization, punctuation*).

## GUIDE PAPER 10

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

The difference about how adults are mentioned in Meet Hannah Wynne and reach for the top is in the article reach for the top the adults want to help Jordan Romero rockclimld in Meet Hanna Wynne her parents dont help Hanna she taght herself how to storytell.

In Meet hannah Wynne the parents dont help her get good at at storytelling, a professional storyteller does.In reach for the top Jordan's parents dad\stepmom want to teach Jordan how to rockclimb.

To sum it up Jordans parents where more helpfull then Hannahs parents.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The difference about how adults are mentioned in Meet Hannah Wynne and reach for the top is*). The response demonstrates little understanding of the texts (*the parents don't help her get good at at storytelling*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal occasional evidence which is generally invalid (*she taght herself how to storytell; the parents don't help her get good at at storytelling, a professional storyteller does; Jordan's parents dad\stepmom want to teach Jordan how to rockclimb*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases. (*In Meet Hannah Wynne and To sum it up*). The response uses language that is imprecise for the texts and task (*get good, rockclimb, where*). The response provides a concluding statement that follows generally from the topic and information presented (*To sum it up Jordans parent where more helpful then Hannahs parents*). The response demonstrates a lack of command of conventions, with frequent errors (*rockclimld, dont, taght, good at at storytelling, Jordan's parents dad\stepmom, helpfull, capitalization, punctuation*).

# GUIDE PAPER 11

Additional

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

IN reaching for the top his dad helped him in the other book she did it by her self.the mountin climer climed mounteverest and the other book said was the yougest book rite er.

## Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose and demonstrates little understanding of the texts (*IN reaching for the top his dad helped him in the other book she did it by her self*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal occasional evidence which is generally invalid (*the mountin climer climed mounteverest and was the youngest book rite er*). The response exhibits little attempt at organization, and lacks the use of linking words and phrases. The response uses language that is imprecise for the texts and task (*his, book, she did it, mountin climer, rite er*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (*her self, mountin climer, yougest, rite er, capitalization, punctuation, spacing*).

## GUIDE PAPER 12

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

In both articles there were adults to help them is Reaching for the top there was his dad and his step mom to help him with climb

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

This response introduces the topic in a manner that follows generally from the task and purpose (*In both articles there were adults to help them*). The response demonstrates little understanding of the texts (*Reaching for the top there was his dad and his step mom*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal occasional evidence (*help him with climb*). The response exhibits little attempt at organization, and lacks the use of linking words and phrases. The response uses language that is imprecise for the texts and task (*them, is, his*). The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

There are 2 articals in this story. Article #1 is "Meet Hannah Wynne: Teen Storyteller". Article #2 is "Reaching for the top". These 2 articles are about reaching your goal.

The Adults are mentiond in the story by the author telling Facts about them. For example the tittle tells things about them. Also it tells how they where all sucseful.

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

This response demonstrates a lack of comprehension of the texts and task (*There are 2 articals in this story. Article #1 is "Meet Hannah Wynne: Teen Storyteller". Article #2 is "Reaching for the top". These 2 articles are about reaching your goal. The Adults are mentiond in the story by the author telling Facts about them. For example The tittle tells things about them. Also it tells how they where all sucseful.*).

## GUIDE PAPER 14

Additional

31

In “Meet Hannah Wynne: Teen Storyteller” and “Reaching for the Top,” the authors tell how Hannah Wynne and Jordan Romero became successful when they were very young. What is different about how adults are mentioned in the articles? Do the articles show if adults helped them to become successful? Use details from **both** articles to support your response.

In your response, be sure to

- explain what is different about how adults are mentioned in the articles
- explain whether the articles show if adults helped them to become successful
- use details from **both** articles to support your response

hannah she wanted to be a famos  
story teller. and blevied in her  
self to set to her goal. and blevied  
her self and she is a famos  
story teller lik she soes to  
school libraries recreation  
center.

DO NOT WRITE BEYOND THIS AREA

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

This response demonstrates a lack of comprehension of the task (*hannah she wanted to be a famos story teller. and blevied in her self to set to her goal. and blevied her self and she is a famos story teller. lik she soes to school libraries recreation center*).