

New York NYSTP 2022 Grade 8 English Language Arts

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New York State Testing Program

2022 English Language Arts Test Session 1

Grade 8

March 29–31, 2022

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this passage. Then answer questions 8 through 14.

Excerpt from “The Beadwork” from *American Indian Stories*

by Zitkala-Sa

- 1 Soon after breakfast mother sometimes began her beadwork. On a bright, clear day, she pulled out the wooden pegs that pinned the skirt of our wigwam to the ground, and rolled the canvas part way up on its frame of slender poles. Then the cool morning breezes swept freely through our dwelling, now and then wafting the perfume of sweet grasses from the newly burnt prairie.
- 2 Untying the long tasseled strings that bound a small brown buckskin bag, my mother spread upon a mat beside her bunches of colored beads, just as an artist arranges the paints upon his palette. On a lapboard she smoothed out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade, she trimmed the buckskin into shape. Often she worked upon small moccasins for her small daughter. Then I became intensely interested in her designing. With a proud, beaming face, I watched her work. In imagination, I saw myself walking in a new pair of snugly fitting moccasins. I felt the envious eyes of my playmates upon the pretty red beads decorating my feet.
- 3 Close beside my mother I sat on a rug, with a scrap of buckskin in one hand and an awl in the other. This was the beginning of my practical observation lessons in the art of beadwork. From a skein of finely twisted threads of silvery sinews my mother pulled out a single one. With an awl she pierced the buckskin, and skillfully threaded it with the white sinew. Picking up the tiny beads one by one, she strung them with the point of her thread, always twisting it carefully after every stitch. . . .
- 4 Always after these confining lessons I was wild with surplus spirits, and found joyous relief in running loose in the open again. Many a summer afternoon a party of four or five of my playmates roamed over the hills with me. We each carried a light, sharpened rod about four feet long, with which we pried up certain sweet roots. When we had eaten all the choice roots we chanced upon, we shouldered our rods and strayed off into patches of a stalky plant under whose yellow blossoms we found little crystal

GO ON

drops of gum. Drop by drop we gathered this nature's rock-candy, until each of us could boast of a lump the size of a small bird's egg. Soon satiated¹ with its woody flavor, we tossed away our gum, to return again to the sweet roots.

5 I remember well how we used to exchange our necklaces, beaded belts, and sometimes even our moccasins. We pretended to offer them as gifts to one another. We delighted in impersonating our own mothers. We talked of things we had heard them say in their conversations. We imitated their various manners, even to the inflection of their voices. In the lap of the prairie we seated ourselves upon our feet, and leaning our painted cheeks in the palms of our hands, we rested our elbows on our knees, and bent forward as old women were most accustomed to do.

6 While one was telling of some heroic deed recently done by a near relative, the rest of us listened attentively, and exclaimed in undertones "Han! han!" (yes! yes!) whenever the speaker paused for breath, or sometimes for our sympathy. As the discourse became more thrilling, according to our ideas, we raised our voices in these interjections. In these impersonations our parents were led to say only those things that were in common favor.

7 No matter how exciting a tale we might be rehearsing, the mere shifting of a cloud shadow in the landscape near by was sufficient to change our impulses; and soon we were all chasing the great shadows that played among the hills. We shouted and whooped in the chase; laughing and calling to one another, we were like little sportive nymphs² on that Dakota sea of rolling green.

8 On one occasion I forgot the cloud shadow in a strange notion to catch up with my own shadow. Standing straight and still, I began to glide after it, putting out one foot cautiously. When, with the greatest care, I set my foot in advance of myself, my shadow crept onward too. Then again I tried it; this time with the other foot. Still again my shadow escaped me. I began to run; and away flew my shadow, always just a step beyond me. Faster and faster I ran, setting my teeth and clenching my fists, determined to overtake my own fleet shadow. But ever swifter it glided before me while I was growing breathless and hot. Slackening my speed, I was greatly vexed that my shadow should check its pace also. Daring it to the utmost, as I thought, I sat down upon a rock imbedded in the hillside.

9 So! my shadow had the impudence³ to sit down beside me!

10 Now my comrades caught up with me, and began to ask why I was running away so fast.

11 “Oh, I was chasing my shadow! Didn’t you ever do that?” I inquired, surprised that they should not understand.

12 They planted their moccasined feet firmly upon my shadow to stay it, and I arose. Again my shadow slipped away, and moved as often as I did. Then we gave up trying to catch my shadow.

13 Before this peculiar experience, I have no distinct memory of having recognized any vital bond between myself and my shadow. I never gave it an afterthought.

14 Returning to our borrowed belts and trinkets, we rambled homeward. That evening, as on other evenings, I went to sleep over my legends.

¹**satiated:** completely satisfied

²**sportive nymphs:** playful creatures of the woods

³**impudence:** nerve

GO ON

8 Which detail **best** reflects the narrator's point of view of her mother and her beadwork?

- A** comparing the mother to an artist arranging paints upon a palette
- B** describing the mother drawing a blade to trim the buckskin
- C** mentioning the mother making moccasins for her daughter
- D** describing the mother picking up the tiny beads one at a time

9 What similarity is shared between the events in paragraph 3 and the events in paragraph 4?

- A** Both paragraphs emphasize the value of honoring family traditions.
- B** Both paragraphs describe the ability to use tools with precision.
- C** Both paragraphs demonstrate how teachers inspire others.
- D** Both paragraphs highlight the joys of friendship and play.

10 The central idea of paragraph 4 is

- A** children enjoy eating sweet things
- B** the narrator is a leader among her friends
- C** children are able to make their own fun
- D** the setting has many natural resources

11 What does the narrator’s frequent use of the word “we” in paragraphs 4 and 5 suggest?

- A** youthfulness
- B** dependence
- C** companionship
- D** remembrance

12 What is the meaning of “discourse” as used in paragraph 6?

- A** brief remark
- B** spoken story
- C** response to someone
- D** disagreement between people

13 How do paragraphs 8 and 9 contrast with the paragraphs right before and after them?

- A** They provide a look at the narrator’s imagination.
- B** They demonstrate the narrator’s desire for independence.
- C** They emphasize the narrator’s physical abilities.
- D** They focus attention on the narrator’s selfish nature.

GO ON

14

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

- A** The narrator is interested in her mother's beadwork on small moccasins.
- B** After beadwork lessons with her mother, the narrator loves to play outdoors.
- C** The narrator's friends try to help her catch her shadow while playing.
- D** When running through the fields, the narrator and her friends make lots of noise.

GO ON

Directions

Read this story. Then answer questions 22 through 28.

This story takes place in Japan. The narrator has just rented a new home on a small street named Lightning Alley.

Excerpt from *The Guest Cat*

by Takashi Hiraide

- 1 The cat's name was Chibi, which means "little one." We could hear the boy's particularly high-pitched voice calling the cat: "Chibi!" Then we'd hear the sound of the boy's shoes running around outside, followed by the tinkling of the little bell announcing the cat's arrival.
- 2 Chibi was a jewel of a cat. Her pure white fur was mottled with several lampblack blotches containing just a bit of light brown. The sort of cat you might see just about anywhere in Japan, except she was especially slim and tiny.
- 3 These were her individual characteristics—slim and small, with ears that stood out, tapering off beautifully at the tips, and often twitching. She would approach silently and undetected to rub up against one's legs. At first I thought Chibi avoided me because I was not used to cats, but this seems not to have been the case. When a girl who often passed along Lightning Alley stopped and crouched to gaze at the cat, it did not run away. But as soon as she attempted to touch it, the cat quickly slipped off, avoiding contact at all costs. The cat's manner of rejection was like cold, white light.
- 4 Moreover, the cat rarely made a sound. As far as I remember, when it first appeared in the alley it made some sort of sound, but since then it had never let out a meow. It looked as if no matter how much time passed the cat was not going to let us hear its voice. This seemed to be the message the cat was giving us.
- 5 Another one of Chibi's characteristics was that she changed the direction of her cautious attention frequently. This active behavior wasn't limited to her kittenhood. Perhaps because she played alone most of the time in the expansive garden, she reacted strongly to insects and reptiles. And there were times when I could only conclude that she must be reacting to subtle changes in the wind and light, not detectable by humans. It may be that most cats share the same quickness, but even so, in Chibi's case, it was acute—she was, after all, the cat of Lightning Alley. My wife got into the habit of pointing to the cat whenever it went by, extolling¹ its virtues. . . .

GO ON

6 Chibi, who loved to play ball, gradually began to visit us on her own and would try and get us to play with her. She would step gingerly into the room and gaze intently at its occupants, then purposefully turn around and walk back out, as if to lead us to the garden. This process would be repeated until she got a response. Most of the time my wife would put down whatever she was doing, slip happily into her sandals and head outside.

7 Having played to her heart's content, Chibi would come inside and rest for a while. When she began to sleep on the sofa—like a talisman² curled gently in the shape of a comma and dug up from a prehistoric archaeological site—a deep sense of happiness arrived, as if the house itself had dreamed this scene.

8 Avoiding the prying eyes of the landlady, we began leaving it up to Chibi to come inside the house whenever she wanted—and with this new development I had begun little by little to understand cat lovers. Whether on TV or in all of the ubiquitous³ cat calendars, it seemed as if there was no cat comparable to her. But, though I had started to think of her as the best cat around, she was not really our cat.

9 First we would hear the tinkling of the bell, and then she would appear, so we began to call her by the nickname “Tinkerbell.” Whenever we wanted her to come over, this name seemed to find itself on our lips.

10 “I wonder where Tinkerbell is.” By the time my wife had gotten the words out of her mouth we'd hear the tinkling of Chibi's bell. We'd realize that she was near at the point where, exiting the foyer next door (located at the second corner of Lightning Alley), Chibi would leap through the tear in the wire-mesh boundary of the property, dash along the side of the building, turn at the far end of the veranda, leap up onto the open area of the deck, and then, placing her front paws on the window frame at about the height of a human adult's knee, stretch out her neck to peek inside.

11 In winter she came inside. Little by little, through the crack in the partially opened window, her tendency to visit subtly developed; her appearances were repeated until, as if a silken opening in a fabric had been continuously moistened and stretched, Chibi had entered our lives. But at the same time—call it fate if you will—something else was closing in and pressing itself against that tendency.

¹**extolling:** praising

²**talisman:** an object thought to bring good luck

³**ubiquitous:** present everywhere

22

What does the phrase “cold, white light” in paragraph 3 suggest about Chibi?

- A** She prefers to be outdoors during the day.
- B** She demands fast responses from humans.
- C** She struggles to survive outside in the winter.
- D** She is indifferent to the feelings of humans.

23

What is the meaning of the word “subtle” as it is used in paragraph 5?

- A** environmental
- B** slight
- C** powerful
- D** rapid

24

How does the narrator’s point of view shift in paragraphs 7 and 8?

- A** He grows concerned the landlady will discover the cat.
- B** He starts to think about keeping the cat.
- C** He becomes worried for the safety of the cat.
- D** He begins to feel affection toward the cat.

GO ON

25

In paragraph 8, why does the narrator say he “had begun little by little to understand cat lovers”?

- A** He realizes that most cats are probably like Chibi.
- B** He decides to buy a cat calendar to celebrate Chibi.
- C** He feels a sense of contentment when Chibi visits.
- D** He is in awe of the boy who runs around outside with Chibi.

26

Which activity first leads Chibi to engage with the narrator and his wife?

- A** sleeping on the sofa
- B** staying away from the landlady
- C** wanting to play ball
- D** being called by a nickname

27

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

- A** “The cat’s name was Chibi, which means ‘little one.’ ” (paragraph 1)
- B** “The cat’s manner of rejection was like cold, white light.” (paragraph 3)
- C** “Having played to her heart’s content, Chibi would come inside and rest for a while.” (paragraph 7)
- D** “But, though I had started to think of her as the best cat around, she was not really our cat.” (paragraph 8)

GO ON

28

Which statement would be **most** important to include in a summary of the story?

- A** Chibi looks especially slim and tiny for a cat.
- B** Chibi grows comfortable with the narrator and his wife.
- C** Chibi avoids being touched by humans.
- D** Chibi rarely makes a sound except for the tinkling of her bell.

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Directions

Read this article. Then answer questions 29 through 35.

Excerpt from *The Call of Coney Island*

by Cynthia Overbeck Bix

- 1 Salty ocean smells mingle with the aromas of sweet cotton candy and Nathan's Famous hot dogs. The legendary Cyclone roller coaster lurches along its tracks—then takes a heart-stopping plunge. Riders whoop and scream with excitement. Farther down the boardwalk, the sound of a carousel starts. Patrons pitch balls at moving targets, hoping to win a prize. Welcome to Coney Island, the nation's first truly modern amusement area.
- 2 Located on the southern tip of Brooklyn, New York, Coney Island has been the place to go for fun for more than a century. The inspiration for amusement parks such as Coney Island sprang from an exciting event in 1893—the World's Columbian Exposition in Chicago. It was one of the first venues where people experienced a variety of attractions in one large space.
- 3 Visitors to Chicago gasped in wonder when they saw the fair's "White City" spread out before them. Beautiful all-white exhibition buildings and large classical statues framed a lagoon of shimmering water. Designed to educate and inform, about a dozen grand buildings housed displays on the latest developments in transportation, machinery, agriculture, art, horticulture, and more. Most visitors had never seen the things they saw there, such as electric lights, a moving sidewalk, world-famous artwork, and moving pictures.
- 4 While the World's Columbian Exposition awed people with new innovations and ideas, its most popular attraction was the Midway Plaisance. Located in a separate section of the exhibition grounds, the Midway was filled with entertainment: rides, food stands, and sideshows. People could get a taste of international cultures, for example, by riding a camel through the Streets of Cairo or strolling among the thatched huts of a South Sea village. Best of all, they could ride George Ferris's giant spinning wheel. Rising 264 feet above the Midway, this engineering marvel became the star of the fair. It was a spectacular example of what the new age of machines made possible.

GO ON

5 One visitor, New York showman George C. Tilyou, immediately saw potential for this new form of entertainment. Tilyou owned property on Coney Island, which already was an established beach resort with hotels, bathhouses, and restaurants. It also featured an odd collection of sideshows, food vendors, fortunetellers, and more. Tilyou decided to build an enclosed amusement park there.

6 In 1897, Tilyou opened Steeplechase Park. When he was unable to buy Ferris's wheel, he had his own version built. For 25 cents, visitors could ride Tilyou's wheel, enjoy the Scenic Railway, or climb into a "spaceship" for a Trip to the Moon. On the Steeplechase, wooden horses carried riders along a metal racetrack from a starting gate to a finish line.

7 Steeplechase Park's huge success was partly due to another invention—electric railways. The first electric trolley line had connected Manhattan Island and Coney Island in the mid-1800s. By the turn of the 20th century, an electric train offered an even faster way to carry more people wanting to escape from the hot, crowded city.

8 In the late 1800s and early 1900s, most people worked long hours and six days a week in urban factories and shops. But for a nickel fare, a city worker could afford a day's outing to a nearby park on Sundays. Recognizing the value of giving the working class access to day trips, trolley and train companies established parks that were located at the end of a line. Travelers disembarked to enjoy simple outdoor pleasures in picnic groves and swimming pools or beaches. Eventually, merry-go-rounds, penny arcades,¹ and even small roller coasters were added. . . .

9 Part sideshow, part circus, part theme park, Coney Island set an example for amusement parks. Attractions that are so familiar today—roller coasters, water rides, fun houses, Tunnels of Love—all got their start there.

10 Many amusement parks closed during the Great Depression in the 1930s or during World War II (1939–1945). Coney Island has had its ups and downs, too. Over the decades, fires and age destroyed some of the original attractions. In 2012, Superstorm Sandy wrecked the boardwalk and many of the attractions.

GO ON

11 In spite of all that, Coney Island has survived, and it is still operating today. It continues to offer each new generation of kids (and their parents) a chance to escape to a special world of entertainment and thrills. And from New Jersey's Wildwood Park to California's Pacific Park and Florida's Walt Disney World, other amusement and theme parks have taken their cues from Coney Island. They have grown to epic proportions in their efforts to offer a world full of fun.

¹penny arcades: indoor area with amusements such as games and photo booths operated by placing a coin in a slot

GO ON

29

In paragraph 1, what does the phrase “lurches along its tracks—then takes a heart-stopping plunge” suggest about the Cyclone roller coaster?

- A** It moves at an unexpected rate of speed.
- B** It provides a thrilling experience for riders.
- C** It appeals to some visitors but not others.
- D** It presents a safety hazard for riders.

30

Why was George Ferris’s wheel considered an “engineering marvel” (paragraph 4)?

- A** It became the most popular attraction at the exposition.
- B** It was the fastest ride in the Midway section of the exposition.
- C** It gave people the opportunity to see the capabilities of new technology.
- D** It was something that other amusement park owners tried to bring to their parks.

31

How did Tilyou’s visit to the World’s Columbian Exposition affect the property at Coney Island?

- A** Tilyou was motivated to build a park with amusement rides.
- B** Tilyou brought George Ferris’s giant wheel to Coney Island.
- C** Tilyou created multiple attractions based on different themes.
- D** Tilyou decided to construct an electric railway to Coney Island.

GO ON

32

The use of quotation marks around the word “spaceship” in paragraph 6 suggests that

- A** the spaceship is a form of transportation for the ride
- B** the vehicle that the visitors ride looks like a spaceship
- C** the park has an old spaceship converted into a ride
- D** the spaceship resembles a similar attraction at another park

33

Based on paragraphs 10 and 11, what is the author’s point of view?

- A** Newer amusement parks offer families more fun than Coney Island.
- B** Coney Island should be modernized in order to keep attracting visitors.
- C** It has cost too much money to restore Coney Island after recent difficulties.
- D** Coney Island remains an exciting destination for visitors after many years.

GO ON

34

Read this sentence from paragraph 11.

And from New Jersey’s Wildwood Park to California’s Pacific Park and Florida’s Walt Disney World, other amusement and theme parks have taken their cues from Coney Island.

Which quotation **best** supports this claim?

- A “The inspiration for amusement parks such as Coney Island sprang from an exciting event in 1893—the World’s Columbian Exposition in Chicago.” (paragraph 2)
- B “When he was unable to buy Ferris’s wheel, he had his own version built.” (paragraph 6)
- C “Attractions that are so familiar today—roller coasters, water rides, fun houses, Tunnels of Love—all got their start there.” (paragraph 9)
- D “They have grown to epic proportions in their efforts to offer a world full of fun.” (paragraph 11)

35

Which statement expresses a central idea developed **throughout** the article?

- A The Coney Island amusement park was initially separated by different types of entertainment.
- B The World’s Columbian Exposition had many elements that were later used in the Coney Island amusement park.
- C The Coney Island amusement park was influenced by previous attractions and eventually impacted the modern amusement park.
- D The invention of the electric railway was important to the popularity of the Coney Island amusement park.

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.

Directions

Read this article. Then answer questions 36 through 38.

Elaine Reese is a professor of psychology and the author of a book about telling stories.

Excerpt from *What Kids Learn From Hearing Family Stories*

by Elaine Reese

- 1 “Dad, tell me a story from when you were little. Tell me the story about the time you met your best friend Chris at school.” Six-year-old Alex, who has just started school himself, snuggles into his pillow and catches his dad’s hand in the dark. They have finished the nightly reading of *Tin Tin* and now it’s time for “just one more story” before Alex goes to sleep.
- 2 Most parents know about the benefits of reading stories from books with their young children. Parents are blasted with this message in pediatricians’ offices, at preschool, on TV, even with billboards on the city bus. Reading books with children on a daily basis advances their language skills, extends their learning about the world, and helps their own reading later in school. Reading with your child from a young age can instill a lifelong love of books. A new study published in *Science* even shows that reading literary fiction improves adults’ ability to understand other people’s emotions.
- 3 Reading books with your children is clearly a good idea. . . .
- 4 Yet what most parents don’t know is that everyday family stories, like the one that Alex’s dad spun out that night, confer many of the same benefits of reading—and even some new ones.
- 5 Over the last 25 years, a small canon¹ of research on family storytelling shows that when parents share more family stories with their children—especially when they tell those stories in a detailed and responsive way—their children benefit in a host of ways. For instance, experimental studies show that when parents learn to reminisce² about everyday events with their preschool children in more detailed ways, their children tell richer, more complete narratives to other adults one to two years later compared to children whose parents didn’t learn the new reminiscing techniques. Children of the parents who learned new ways to reminisce also demonstrate better understanding of other people’s thoughts and emotions. These advanced narrative and emotional skills

GO ON

serve children well in the school years when reading complex material and learning to get along with others. In the preteen years, children whose families collaboratively discuss everyday events and family history more often have higher self-esteem and stronger self-concepts. And adolescents with a stronger knowledge of family history have more robust identities, better coping skills, and lower rates of depression and anxiety. Family storytelling can help a child grow into a teen who feels connected to the important people in her life.

- 6 Best of all, unlike stories from books, family stories are always free and completely portable. You don't even need to have the lights on to share with your child a story about your day, about their day, about your childhood or their grandma's. In the research on family storytelling, all of these kinds of stories are linked to benefits for your child. Family stories can continue to be part of a parent's daily interactions with their children into adolescence, long past the age of the bedtime story.
- 7 All families have stories to tell, regardless of their culture or their circumstances. Of course, not all of these stories are idyllic³ ones. Research shows that children and adolescents can learn a great deal from stories of life's more difficult moments—as long as those stories are told in a way that is sensitive to the child's level of understanding, and as long as something good is gleaned from the experience. . . .
- 8 Books contain narratives, but only family stories contain your family's *personal* narratives. Fortunate children get both. They hear and read stories from books to become part of other people's worlds, and they hear and tell stories of their family to understand who they are and from whence they came. . . .
- 9 The holidays are prime time for family storytelling. When you're . . . having your holiday meal, share a story with your children about past holidays. Leave in the funny bits, the sad bits, the gory and smelly bits—kids can tell when a story has been sanitized for their protection. Then invite everyone else to tell a story too. Don't forget the youngest and the oldest storytellers in the group. Their stories may not be as coherent,⁴ but they can be the truest, and the most revealing.

10 Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity. They can inspire us, protect us, and bind us to others. So be generous with your stories, and be generous *in* your stories. Remember that your children may have them for a lifetime.

¹**canon:** collection

²**reminisce:** remember past events in an enjoyable or emotionally warm way

³**idyllic:** ideal or perfectly positive

⁴**coherent:** clear

GO ON

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

GO ON

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

GO ON

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer questions 39 and 40.

Dad is in the U.S. Army. Each Saturday he leads his two children, Esme and Ike, on a mission to make the best pancakes in the world.

Excerpt from *100 Days and 99 Nights*

by Alan Madison

- 1 I am best at beating the batter, Ike is best at greasing the griddle, and Dad is, of course, far and away the finest flipper between here and just about anywhere. While we are working, Mom sits sipping coffee and reading the *Drum & Bugle*. She makes sure there are no mistakes in either the newspaper or the manner in which we prepare pancakes. Dad says she is a “super supervisor.”
- 2 To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad’s pancake rules. . . .
- 3 Saturday mornings, when the cuckoo clock begins the first of eight cuckoos, Ike and I slip downstairs, drop our aprons over our heads, and tie the string over our bellies, each with the exact same double-looped bow. We try to finish before the mechanical bird sticks its tiny red-tufted head out to deliver the final high-pitched cuckoo.
- 4 While we wash our hands in the kitchen sink, Dad, in his green-and-yellow-squared flannel robe, rubbing the top of his buzz-cut head, pounds down the stairs. Blinking the sleep from his eyes, he inspects our cooking uniforms. When satisfied, he yawns, “Okay, troops, we are ready to cook.”
- 5 We salute, bringing our open right hands sharply to our foreheads and then karate chopping them down. This is military speak for “ready, willing, and able.” Dad says we should always end it with “sir, yes, sir,” to show the proper respect for a commanding officer.
- 6 “Sir, yes, sir!” Ike and I cry in unison.
- 7 “One cup flour,” he commands.
- 8 “Flour is made from flowers,” Ike states as usual.
- 9 Dad smiles and I roll my eyes around my head because *every week* Ike always swears that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R-S) and that is why they are

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spelled differently. This makes zero sense, which is exactly Ike Sense, because then they should be spelled exactly the same! . . .

- 10 Under Dad's watchful eye, we exact-measure and combine the salt and baking soda into the bowl. Then, trying not to make too much of a mess, we carefully measure out the wet ingredients: water, oil, and the top secretest ingredient —“Yogurt!” Ike yells. “Yogurt, yoooguurt!” he screams. Ike feels that *yogurt* is the absolute funniest word he has ever heard and as soon as dad starts spooning out the glistening white goo, he starts giggling and rolling the word out of his mouth, either drawing out the soft-sounding “yo” or cutting off the hard-syllabled “gurt” and sometimes even attempting to do both. “Yoooogrt!” Mom chuckles from behind the spread-open *Drum & Bugle* as Ike goes through his word acrobatics while I remain silent because I feel *llama* is an even funnier word.
- 11 Dad knows a lot of funny words, but during pancake making he is always partial to *spatula*. . . .
- 12 I wooden-spoon-mix together all the ingredients, from the Ike Sense-spelled flour to the somewhat funny-named yogurt, while Ike quick-drops pats of butter onto the hot griddle. Mom super-supervises this part, letting out an *aaahh* sound of approval each time Ike places a pat correctly and an *ooo-ooo-ooo* sound of disapproval each time his hand comes down too close to the stove.
- 13 Dad big-spoons batter onto the burning black metal. It flattens and soon little bubbles begin bursting. After we count out five of these tiny explosions, Dad does the famous fancy McCarter flip. He skillfully slides his “spaaatuulaaa” under one round and snaps his wrist, revealing both the colorful tattoo on his wide forearm and the brown cooked side of the perfect pancake.
- 14 A most definite Dad cooking rule is: “Neither a borrower nor a lender be.” This means that when it comes to a particular pancaking post, whether it is buttering, mixing, or flipping, you have your very own job to do, and you should never ever trade or even ask to trade—you just do your job. Our cooking tasks have become total no-brainers and given the excellent eating results, I have to say that Dad’s pancaking rules most definitely do work.
- 15 The short stacks are piled high on each of our plates, the maple syrup slow-flowed, and the only sounds heard are the rushed clicks and clacks of forks on plates and the rumble of satisfied *ummms*. . . .
- 16 This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world.

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

GO ON

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

GO ON

Directions

Read this poem. Then answer questions 41 through 43.

Rain Check

by Catherine Alene

Dad had to work
Straight through the day and into the night
Ringy cows¹ wouldn't load
Raced across the mesa² with their heads in the air

- 5 I'd finally decided what I was going to make
Pizza
His favorite
Heavy with meat and American cheese
His side
- 10 Veggies
No cheese
On mine
- But it's okay
He didn't make it home
- 15 I hadn't even started cooking when he called
I'd been standing in the kitchen
Staring into the refrigerator
Ignoring the sun melting red and gold behind the barn
Listening to Blue crunching his kibbles³
- 20 Tags chinging off the edge of his metal food dish
When the phone had rung

GO ON

"I'm so sorry. I'll have to take a rain check. Go ahead and eat without me," he'd said.

I understand, Dad.

25 *We'll do it again.*

Next week.

It's okay

Really

It

30 Is

¹**ringy cows:** the cows' bells ring as they run away from Dad

²**mesa:** a flat-topped, elevated area

³**kibbles:** pet food

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

GO ON

42

How does the speaker’s point of view impact the tone of “Rain Check”? Use **two** details from the poem to support your response.

GO ON

Planning Page

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



GO ON

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT

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

Grade 8

Question	Type	Key	Points	Standard	Strand	Subscore
Session 1						
8	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.6	Reading Standards for Informational Text	Reading
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.3	Reading Standards for Informational Text	Reading
10	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.2	Reading Standards for Informational Text	Reading
11	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.4	Reading Standards for Informational Text	Reading
12	Multiple Choice	B	1	CCSS.ELA-Literacy.L.8.4	Language Standards	Reading
13	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.5	Reading Standards for Informational Text	Reading
14	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.2	Reading Standards for Informational Text	Reading
22	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.4	Reading Standards for Literature	Reading
23	Multiple Choice	B	1	CCSS.ELA-Literacy.L.8.4	Language Standards	Reading
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.6	Reading Standards for Literature	Reading
25	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading Standards for Literature	Reading
26	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading Standards for Literature	Reading
27	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.2	Reading Standards for Literature	Reading
28	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.2	Reading Standards for Literature	Reading
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.4	Reading Standards for Informational Text	Reading
30	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.4	Reading Standards for Informational Text	Reading
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.3	Reading Standards for Informational Text	Reading
32	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.4	Reading Standards for Informational Text	Reading
33	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.6	Reading Standards for Informational Text	Reading
34	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.8	Reading Standards for Informational Text	Reading
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.2	Reading Standards for Informational Text	Reading
Session 2						
36	Constructed Response		2	CCSS.ELA-Literacy.RI.8.3	Reading Standards for Informational Text	Writing to Sources
37	Constructed Response		2	CCSS.ELA-Literacy.RI.8.8	Reading Standards for Informational Text	Writing to Sources
38	Constructed Response		2	CCSS.ELA-Literacy.RI.8.4	Reading Standards for Informational Text	Writing to Sources
39	Constructed Response		2	CCSS.ELA-Literacy.RL.8.4	Reading Standards for Literature	Writing to Sources
40	Constructed Response		2	CCSS.ELA-Literacy.RL.8.5	Reading Standards for Literature	Writing to Sources
41	Constructed Response		2	CCSS.ELA-Literacy.RL.8.3	Reading Standards for Literature	Writing to Sources
42	Constructed Response		2	CCSS.ELA-Literacy.RL.8.6	Reading Standards for Literature	Writing to Sources
43	Constructed Response		4	CCSS.ELA-Literacy.RL.8.6	Reading Standards for Literature	Writing to Sources

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2022 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

2-Point Rubric—Short Response

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author shows a connection between book stories and family stories by explaining how both kinds of stories are important. The author suggests in paragraph 2 that “Most parents know about the benefit of reading stories from books with their young children.” Then, in paragraph 4, the author argues that sharing family stories can “confer many of the same benefits of reading—and even some new ones.” The author begins with something that everybody knows is a good thing, which is reading books to children, and makes a connection to telling family stories. The author also lists benefits in paragraph 8, where the author explains that hearing and reading stories from books helps children “to become part of other people’s worlds,” while hearing and telling family stories helps children “to understand who they are and from whence they came.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” the author develops a connection between stories from books and family stories by explaining how both stories can be beneficial to children. For example, in paragraph 2 the author states “Reading books with children advances their language skills, extends their learning about the world, and helps them learn better in school.” This is important because it shows the benefits of learning with books too. The next example says, “telling family stories can be just as beneficial as book stories.” This shows the connection between the two and shows how they’re both similar.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author develops a connection between stories from books and family stories (*by explaining how both stories can be beneficial to children*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Reading books with children advances their language skills, extends their learning about the world, and helps them learn better in school.*” and “*telling family stories can be just as beneficial as book stories*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

The author develops a connection between book-stories and family stories by comparing the two. For example in paragraph 8, “Books contain narratives, but only family contain your family’s personal narratives.” Another example is in paragraph 6 “..., unlike stories from books, family stories are completely portable.”

DO NOT

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author develops a connection between stories from books and family stories (*by comparing the two*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Books contain narratives, but only family contain your family’s personal narratives.” and “..., unlike stories from books, family stories are completely portable.”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

they Both Help young Children Read and interact later on. It says that reading to kids can boost language skills. It also says it can install a life long love of Books.

DO NOT WRITE

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author develops a connection between stories from books and family stories (*they Both Help young Children Read and interact later on*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*reading to kids can Boost language skills and it can install a life long love of Books*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

In excerpt from what kids learn from hearing family stories it develops a conection between stories from books and family stories. It does this by saying the similarites between the two and how they benifit your children. Also it advances their laungage skills ,extends their learning about the world, and helps their own reading later in school. In conclusion it develops a conection between stories from books and stories from family.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author develops a connection between stories from books and family stories (*by saying the similarites between the two and how they benifit your children*); however, the response only provides one concrete detail from the text for support (*advances their laungage skills ,extends their learning about the world, and helps their own reading later in school*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

Both of them you can hear and tell family stories and stories form books. Books and family stories contain narratives but family stories personal narratives.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author develops a connection between stories from books and family stories (*Both of them you can hear and tell family stories and stories form books*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

The author makes them feel like same.
he said in Paragraph 6 that both family
stories and books can be told anywhere,
anytime. He also said in Paragraph 8
how both stories were narratives.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*both stories were narratives*). The response does not provide a valid inference from the text to explain how the author develops a connection between stories from books and family stories. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7a

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

“Dad, tell me a story from when you were little. Tell me the story about the time you met your best friend Chris at school.” Six-year-old Alex, who has just started school himself, snuggles into his pillow and catches his dad’s hand in the dark. They have finished the nightly reading of *Tin Tin* and now it’s time for “just one more story” before Alex goes to sleep.

Most parents know about the benefits of reading stories from books with their young children. Parents are blasted with this message in pediatricians’ offices, at preschool, on TV, even with billboards on the city bus. Reading books with children on a daily basis advances their language skills, extends their learning about the world, and helps their own reading later in school. Reading with your child from a young age can instill a lifelong love of books. A new study published in *Science* even shows that reading literary fiction improves adults’ ability to understand other people’s emotions.

Reading books with your children is clearly a good idea. . . .

Yet what most parents don’t know is that everyday family stories, like the one that Alex’s dad spun out that night, confer many of the same benefits of reading—and even some new ones.

Over the last 25 years, a small canon¹ of research on family storytelling shows that when parents share more family stories with their children—especially when they tell those stories in a detailed and responsive way—their children benefit in a host of ways. For instance, experimental studies show that when parents learn to reminisce² about everyday events with their preschool children in more detailed ways, their children tell richer, more complete narratives to other adults one to two years later compared to children whose parents didn’t learn the new reminiscing techniques. Children of the parents who learned new ways to reminisce also demonstrate better understanding of other people’s thoughts and emotions. These advanced narrative and emotional skills serve children well in the school years when reading complex material and learning to get along with others. In the preteen years, children whose families collaboratively discuss everyday events and family history more often have higher self-esteem and stronger self-concepts. And adolescents with a stronger knowledge of family history have more robust identities, better coping skills, and lower rates of depression and anxiety. Family storytelling can help a child grow into a teen who feels connected to the important people in her life.

GUIDE PAPER 7b

Best of all, unlike stories from books, family stories are always free and completely portable. You don't even need to have the lights on to share with your child a story about your day, about their day, about your childhood or their grandma's. In the research on family storytelling, all of these kinds of stories are linked to benefits for your child. Family stories can continue to be part of a parent's daily interactions with their children into adolescence, long past the age of the bedtime story.

All families have stories to tell, regardless of their culture or their circumstances. Of course, not all of these stories are idyllic³ ones. Research shows that children and adolescents can learn a great deal from stories of life's more difficult moments—as long as those stories are told in a way that is sensitive to the child's level of understanding, and as long as something good is gleaned from the experience. . . .

Books contain narratives, but only family stories contain your family's personal narratives. Fortunate children get both. They hear and read stories from books to become part of other people's worlds, and they hear and tell stories of their family to understand who they are and from whence they came. . . .

The holidays are prime time for family storytelling. When you're . . . having your holiday meal, share a story with your children about past holidays. Leave in the funny bits, the sad bits, the gory and smelly bits—kids can tell when a story has been sanitized for their protection. Then invite everyone else to tell a story too. Don't forget the youngest and the oldest storytellers in the group. Their stories may not be as coherent,⁴ but they can be the truest, and the most revealing.

Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity. They can inspire us, protect us, and bind us to others. So be generous with your stories, and be generous in your stories. Remember that your

GUIDE PAPER 7c

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (“Dad, tell me a story from when you were little. Tell me the story about the time you met your best friend Chris at school.” Six-year-old Alex, who has just started school himself, snuggles into his pillow and catches his dad’s hand in the dark. They have finished the nightly reading of *Tin Tin* and now it’s time for “just one more story” before Alex goes to sleep. Most parents know about the benefits of reading stories from books with their young children. Parents are blasted with this message in pediatricians’ offices, at preschool, on TV, even with billboards on the city bus. Reading books with children on a daily basis advances their language skills, extends their learning about the world, and helps their own reading later in school. Reading with your child from a young age can instill a lifelong love of books. A new study published in *Science* even shows that reading literary fiction improves adults’ ability to understand other people’s emotions. Reading books with your children is clearly a good idea. . . . Yet what most parents don’t know is that everyday family stories, like the one that Alex’s dad spun out that night, confer many of the same benefits of reading—and even some new ones. Over the last 25 years, a small canon¹ of research on family storytelling shows that when parents share more family stories with their children—especially when they tell those stories in a detailed and responsive way—their children benefit in a host of ways. For instance, experimental studies show that when parents learn to reminisce² about everyday events with their preschool children in more detailed ways, their children tell richer, more complete narratives to other adults one to two years later compared to children whose parents didn’t learn the new reminiscing techniques. Children of the parents who learned new ways to reminisce also demonstrate better understanding of other people’s thoughts and emotions. These advanced narrative and emotional skills serve children well in the school years when reading complex material and learning to get along with others. In the preteen years, children whose families collaboratively discuss everyday events and family history more often have higher self-esteem and stronger self-concepts. And adolescents with a stronger knowledge of family history have more robust identities, better coping skills, and lower rates of depression and anxiety. Family storytelling can help a child grow into a teen who feels connected to the important people in her life. Best of all, unlike stories from books, family stories are always free and completely portable. You don’t even need to have the lights on to share with your child a story about your day, about their day, about your childhood or their grandma’s. In the research on family storytelling, all of these kinds of stories are linked to benefits for your child. Family stories can continue to be part of a parent’s daily interactions with their children into adolescence, long past the age of the bedtime story. All families have stories to tell, regardless of their culture or their circumstances. Of course, not all of these stories are idyllic³ ones. Research shows that children and adolescents can learn a great deal from stories of life’s more difficult moments—as long as those stories are told in a way that is sensitive to the child’s level of understanding, and as long as something good is gleaned from the experience. . . . Books contain narratives, but only family stories contain your family’s personal narratives. Fortunate children get both. They hear and read stories from books to become part of other people’s worlds, and they hear and tell stories of their family to understand who they are and from whence they came. . . . The holidays are prime time for family storytelling. When you’re . . . having your holiday meal, share a story with your children about past holidays. Leave in the funny bits, the sad bits, the gory and smelly bits—kids can tell when a story has been sanitized for their protection. Then invite everyone else to tell a story too. Don’t forget the youngest and the oldest storytellers in the group. Their stories may not be as coherent,⁴ but they can be the truest, and the most revealing. Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity. They can inspire us, protect us, and bind us to others. So be generous with your stories, and be generous in your stories. Remember that your). 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

36

In “Excerpt from *What Kids Learn From Hearing Family Stories*,” how does the author develop a connection between stories from books and family stories? Use **two** details from the article to support your response.

The author helps develop a connection between books & family stories because he had Put it all in One he Put the family story in the article. "Hey dad tell us a story from when you were little" this explains that he want to hear a old family story.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author helps develop a connection between books & family stories because he had Put it all in One he Put the family story In the article. "Hey dad tell us a story from when you were little" this explains that he want to hear a old family story*).

EXEMPLARY RESPONSE

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Possible Exemplary Response:

Paragraph 5 highlights the benefits of reminiscing and telling family stories to children of all ages. When parents remember and share family stories with their children, this can promote “narrative and emotional skills” that will help children “in the school years when reading complex material and learning to get along with others,” meaning that there are academic benefits and social benefits. The paragraph also explains that children exposed to collaborative family storytelling “more often have higher self-esteem and stronger self-concepts.” Another example shows that “adolescents with a stronger knowledge of family history have more robust identities, better coping skills, lower rates of depression and anxiety.” Overall, the paragraph emphasizes these outcomes that suggest sharing family stories is beneficial.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Paragraph 5 supports a central claim in "Excerpt from What Kids Learn From Hearing Family Stories" by giving research and examples of how sharing family stories with children is just as helpful as reading bed time stories to them. For example, in the paragraph, it says that "studies show when parents learn to reminisce about everyday events with their preschool children in more detailed ways, their children tell richer, more complete narratives to other adults one to two years later compared to children whose parents didn't learn the new reminiscing techniques." This supports the claim of how sharing family stories with children is just as helpful as reading bed time stories to them. Another example is when it says "Family storytelling can help a child grow into a teen who feels connected to the important people in her life." This also supports the claim.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*” (*by giving research and examples of how sharing family stories with children is just as helpful as reading bed time stories to them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*studies show when parents learn to reminisce about everyday events with their preschool children in more detailed ways, their children tell richer, more complete narratives to other adults one to two years later compared to children whose parents didn't learn the new reminiscing techniques.*” and “*Family storytelling can help a child grow into a teen who feels connected to the important people in her life.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Paragraph 5 supports a central claim because it shows how it benefits to kids. One detail is that a small canon of research on family storytelling shows that when parents share more family stories, their children benefit in a host of ways. Another detail is that experimental studies show that when parents learn to reminisce, their children tell richer, more complete narratives to other adults. Elaine Reese states on page 3, paragraph 5, “Children of the parents who learned new ways to reminisce also demonstrate better understanding of other people’s thoughts and emotions.” This shows that this would help kids in school years.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*” (*because it shows how it benefits to kids*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*a small canon of research on family storytelling shows that when parents share more family stories, their children benefit in a host of ways; experimental studies show that when parents learn to reminisce, their children tell richer, more complete narratives to other adults; “Children of the parents who learned new ways to reminisce also demonstrate better understanding of other people’s thoughts and emotions.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

It backs it's points up with studies, research, and evidence. It says that kids with better knowledge of family history have better coping skills. It also says that parents that reminisce have a better chance of their child having a better vocabulary.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*” (*It backs it's points up with studies, research, and evidence*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*kids with better knowledge of family history have better coping skills and parents that reminisce have a better chance of their child having a better vocabulary*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*” by stating, “Over the last 25 years, a small canon of research on family storytelling shows that when parents share more family stories with their children—especially when they tell those stories in a detailed or responsive way—their children benefit in a host of ways.” This is the main theme. The author also states that, “And adolescents with a stronger knowledge of family history have more robust identities, better coping skills, and lower rates of depression and anxiety.”

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 (“*Over the last 25 years, a small canon of research on family storytelling shows that when parents share more family stories with their children—especially when they tell those stories in a detailed or responsive way—their children benefit in a host of ways.*” and “*And adolescents with a stronger knowledge of family history have more robust identities, better coping skills, and lower rates of depression and anxiety*”); however, the response does not provide a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Paragraph 5 supports the central claim because it show exactly the effect on the children when the famil sorys vs the book stories are told.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*” (*because it show exactly the effect on the children when the famil sorys vs the book stories are told*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

How does Paragraph 5 support a central claim in
kids learn at children of the parents who
learned new ways to reminisce also demonstrate
better understanding of other people's
thoughts and emotions. Then

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*children of the Parents who learned new ways to reminisce also demonstrate better understanding of other People's thoughts and emotions*). The response does not provide a valid inference from the text to explain how paragraph 5 supports a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*. ”

GUIDE PAPER 7

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

Paragragh 5 supports a central claim because over the last 25 years a small canon of research on a familyt storytelling showa that when parents share more storya with theirb children.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Paragragh 5 supports a central claim because over the last 25 years a small canon of research on a familyt storytelling showa that when parents share more storya with theirb children*).

GUIDE PAPER 8

Additional

37

How does paragraph 5 support a central claim in “Excerpt from *What Kids Learn From Hearing Family Stories*”? Use **two** details from the article to support your response.

pharagraph 5 suopports a good main idea because it explains that kids/teens are learning alot about adult hood

Score Point 0 (out of 2 points)

This response is totally inaccurate (*pharagraph 5 suopports a good main idea because it explains that kids/teens are learning alot about adult hood*).

EXEMPLARY RESPONSE

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in* your stories”? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author’s advice to “be generous *in* your stories” is an argument for rich, detailed, true family storytelling. In paragraph 5, the author cites research that shows that parents should tell stories “in a detailed and responsive way,” because children that hear more detail in stories will learn to “tell richer, more complete narratives” themselves. The author elaborates on this idea in paragraph 9 when she recommends telling stories that include “the funny bits, the sad bits, the gory and smelly bits.” In sum, “be generous *in* your stories” means that it is important to tell stories with a lot of details.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

What does the author mean in paragraph 10 when she recommends to the reader to "be generous *in your stories*"? Use **two** details from the article to support your response.

In paragraph 10 when the author recommends that the reader should "be generous in your stories", they mean that stories should have intriguing information that gives the story more depth, and makes the story as a whole more enjoyable for the child.

The text states, "They can inspire us, protect us, and bind us to others. So be generous with your stories, and be generous in your stories. Remember that your children may have them for a lifetime." This quote shows that stories can be a very important addition to a child's life, and they can remember and reminisce on them for a long time. The text also states, "Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity." This quote shows that family stories can travel anywhere, and be shared and enjoyed by many people. In conclusion, generosity in stories is important, and that it should always be in a story to make it memorable to a child for ever.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to "be generous *in your stories*" (*they mean that stories should have intriguing information that gives the story more depth, and makes the story as a whole more enjoyable for the child*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("They can inspire us, protect us, and bind us to others. So be generous with your stories, and be generous in your stories. Remember that your children may have them for a lifetime." and "Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity." This quote shows that family stories can [...] be shared and enjoyed by many people). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

The author means that the stories we tell should be full of creativity, details, and lessons. The text says, "Remember that your children may have them for a lifetime." The stories we tell can impact your children long after you are gone. The text also says, "They can inspire us, protect us, and bind us to others." The more detailed and complex the stories, the greater the impact they have.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to “be generous *in your stories*” (*The author means that the stories we tell should be full of creativity, details, and lessons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Remember that your children may have them for a lifetime.*” *The stories we tell can impact your children long after you are gone* and “*They can inspire us, protect us, and bind us to others.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

When the author says to “be generous in your stories” she means don’t hold back details because telling these stories only cost us time, memories, and, creativity. To further punctuate this point she add “Remember your children may have them for a lifetime.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to “be generous *in your stories*” (*she means don’t hold back details*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*telling these stories only cost us time, memories, and, creativity.*” and “*Remember your children may have them for a lifetime.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

in paragraph ten the author says this because the more that you have in your stories the more that your children take out of it. "They can inspire us, protect us, and bind us to others." The author agrees with what he states.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to “be generous *in your stories*” (*the more that you have in your stories the more that your children take out of it*); however, the response only provides one concrete detail from the text for support (“*They can inspire us, protect us, and bind us to others.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in* your stories”? Use **two** details from the article to support your response.

I think the author means Be careful with what stories you choose and what you say, language wise and who you speak about. I say that because in paragraph 10 line 2 and 3 it says “So be generous with your stories.” and in paragraph 10 line 4 it says “Remember that your children may have them for a life time.” saying that the children may not forget and they’ll keep what you said about a family member with them for a long time. So be careful of the stories you choose and what you say.

Score Point 1 (out of 2 points)

This response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*So be generous with your stories.*” and “*Remember that your children may have them for a life time.*” *Saying that the children may not forget and [...] So be careful of the stories you choose and what you say*); however, the response does not provide a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to “be generous *in* your stories”. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

the author explains how family stories can be told anywhere and anytime just that it will only cost time it shows the memories of child hood and creativity."Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity." also he explains how you should be generous and share your stories and your children can pass them off or hold them with them. "Remember that your children may have them for a lifetime."

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*the author explains how family stories can be told anywhere and anytime just that it will only cost time it shows the memories of child hood and creativity. "Family stories can be told nearly anywhere. They cost us only our time, our memories, our creativity." also he explains how you should be generous and share your stories and your children can pass them off or hold them with them. "Remember that your children may have them for a lifetime."*). The response does not provide a valid inference from the text to explain what the author means in paragraph 10 when she recommends to the reader to “be generous *in your stories*”. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

What does the author mean in paragraph 10 when she recommends to the reader to "be generous *in your stories*"? Use **two** details from the article to support your response.

The author means a lot of things in paragraph 10 when she recommends to the reader to "be generous in your stories". A main point that the author means when she says this is to always read and when you read actually pay attention to it. Books only cost time, memories and creativity. Therefore you should always read with interest. Books inspire many people and they can protect you from the outside world. Overall the author means that you should always think of the positives in your stories and also don't take them for granted. The stories that you read and how you think about them may affect the way your children will think about books.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author means a lot of things in paragraph 10 when she recommends to the reader to "be generous in your stories". A main point that the author means when she says this is to always read and when you read actually pay attention to it. Books only cost time, memories and creativity. Therefore you should always read with interest. Books inspire many people and they can protect you from the outside world. Overall the author means that you should always think of the positives in your stories and also don't take them for granted. The stories that you read and how you think about them may affect the way your children will think about books*).

GUIDE PAPER 8

Additional

38

What does the author mean in paragraph 10 when she recommends to the reader to “be generous *in your stories*”? Use **two** details from the article to support your response.

It means make sure
when you read the
Storie that you remember
it for a long time.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*It means make sure when you read the Storie that you remember it for a long time*).

EXEMPLARY RESPONSE

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

Possible Exemplary Response:

The children saying “Sir, yes, sir!” contributes to the sense of orderliness that is important in the family especially for their Saturday morning routine of making pancakes. The dad is in the U.S. Army and the children in the story follow the dad’s rules and look for his approval. For example, the dad has given each child a role in the pancake making process, and they take their roles seriously. The narrator says, “I am best at beating the batter, Ike is best at greasing the griddle” (paragraph 1). As they prepare to cook, they fix their aprons in a certain way and then wait until their dad “inspects our cooking uniforms” (paragraph 4).

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

The children saying "Sir, yes, sir!" effects the story by reinforcing it's light-heartedness. The premise of the story itself has a light-hearted undertone, with the premise being that the father, being trained in the U.S. Army, uses his training to teach the kids how to make the pancakes. The Army training is introduced in the passage into the story very subtly in paragraph 4, when the children start to cook. "While we wash our hands in the kitchen sink, Dad, in his green-and-yellow-squared flannel robe, rubbing the top of his buzz-cut head, pounds down the stairs. Blinking the sleep from his eyes, he inspects our cooking uniforms. When satisfied, he yawns, “Okay, troops, we are ready to cook.”" The cooking uniforms can be compared to the U.S. Army requiring soldiers to wear their uniforms. Another hint of Army training is made in paragraph 5, "We salute, bringing our open right hands sharply to our foreheads and then karate chopping them down. This is military speak for “ready, willing, and able.”" The father is using his Army training to lead his kids into making delicious pancakes. This reinforces the light-heartedness of the story because the kids are embracing their father's way of life and are using it in an everyday task in an innocent and fun way.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone (*by reinforcing its light-heartedness*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*While we wash our hands in the kitchen sink, Dad, in his green-and-yellow-squared flannel robe, rubbing the top of his buzz-cut head, pounds down the stairs. Blinking the sleep from his eyes, he inspects our cooking uniforms. When satisfied, he yawns, “Okay, troops, we are ready to cook.” and “We salute, bringing our open right hands sharply to our foreheads and then karate chopping them down. This is military speak for “ready, willing, and able.”*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

It shows how disciplined the children are when under the fathers influence, this gives it a stern tone in the story. For example, “Dad says we should always end with “sir, yes, sir,” to show the proper respect for a commanding officer.” This shows how the children obey their fathers “rules.” Furthermore, “Ike feels that yogurt is the absolute funniest word has ever heard.” This lightens up the tone compared to the stern tone in the 6th paragraph.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone (*this gives it a stern tone* and *This lightens up the tone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Dad says we should always end with “Sir, yes, sir,” to show the proper respect for a commanding officer.*” and “*Ike feels that yogurt is the absolute funniest word has ever heard.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

the effect that is shown is discipline because it states in the text "Neither a borrower nor a lender be" ... you have your own job to do and should never ever trade or even ask to trade- you just do your job" which means that they've learned that they should only been doing what they are doing and not what someone else is doing. Also their every move is being watched by their father to make sure they dont make any mistakes. It states "Under Dads watchful eye, we exact-measure everything"

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone (*the effect that is shown is discipline*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Neither a borrower nor a lender be*” ... *you have your own job to do and should never ever trade or even ask to trade- you just do your job*” and “*Under Dads watchful eye, we exact-measure everything*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

In paragraph 6, saying “Sir, yes, sir!” effects the story’s tone because it shows that the children are focused and of order, when they are about to work, which makes the story a little more strict. The text states, “Dad says we should always end it with “sir, yes, sir” to show the proper respect for a commanding officer.” This shows how it affects the story’s tone.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone (*it shows that the children are focused and of order, when they are about to work, which makes the story a little more strict*); however, the response only provides one concrete detail from the text for support (*“Dad says we should always end it with “sir, yes, sir” to show the proper respect for a commanding officer.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

One detail is that they are always ready to get to cooking in the morning for every one. Another detail is because Esme and Ike's father is in the U.S. army and they take the mission to make pancakes together.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*they are always ready to get to cooking in the morning for every one* and *they take the mission to make pancakes together*); however, the response does not provide a valid inference from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

The tone it has on the story is respectfull because it say's "sir,yes'sir" this shows "the porper respect for a commanding officer".

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*the porper respect for a commanding officer*”). The response does not provide a valid inference from the text to explain what the effect of the children saying “Sir, yes, sir!” in paragraph 6 has on the story’s tone. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

El dice Sir yes sir porque su papa

lo dice que al final tiene que ser

Sir yes Sir cuando lo habla a alguien

Con rango mayor que el porque es

un solo respeto o demuestra respeto

Score Point 0 (out of 2 points)

This response is not written in English and is totally inaccurate.

GUIDE PAPER 8

Additional

39

In “Excerpt from *100 Days and 99 Nights*,” what effect does the children saying “Sir, yes, sir!” in paragraph 6 have on the story’s tone? Use **two** details from the story to support your response.

The children saying " sir, yes, sir" has the effect of yelling.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The children saying “ sir, yes, sir” has the effect of yelling*).

EXEMPLARY RESPONSE

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from 100 Days and 99 Nights,” paragraph 2 sets up the importance of the rules, which the family then follows as they make the pancakes, and paragraph 14 verifies the effectiveness of the dad’s rules. In paragraph 2, the narrator reveals that, “To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad’s pancake rules....” Then in paragraph 14, after the pancake making process is successful, the narrator goes back to Dad’s rules: “I have to say that Dad’s pancaking rules most definitely do work.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1a

40

In "Excerpt from 100 Days and 99 Nights," how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use two details from the story to support your response.

In "Excerpt from 100 Days and 99 Nights" by Alan Madison, Madison uses paragraphs 2 and 14 to contribute to the structure of the story by showing that there are rules to fun tasks, and that Esme and Ike are learning life skills as they are learning how to make pancakes. According to the text (P2,HP2) "To make sure our pancakes come out consistently dog-tasty, it is extremely important to do everything precisely the same way it was done the saturday before, the saturday before that, and before that. To do that, we follow dad's pancake rules. This quote illustrates how this paragraph sets up the next paragraphs by introducing dad's pancake rules. This quote is significant because it shows the beginning to a sequence. Also, the text states (P3,HP4) "A most definite dad cooking rule is: 'Neither a borrower or lender be'. This means that when it comes to a particular pancaking post, whether it is battering, mixing, or flipping, you have your very own job to do, and you should never ever trade or even ask to trade — you just do your job." This quote clearly displays that paragraph 14 ends what paragraph 2 started with the last, and most important rule. This is significant because the author supports the structure of the story by showing sequential steps and rules to making pancakes.

GUIDE PAPER 1b

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story (*by showing that there are rules to fun tasks and by showing sequential steps and rules to making pancakes*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*To make sure our pancakes come out consistently dog tasty, it is extremely important to do everything precisely the same way it was done the saturday before, the Saturday before that , and before that. To do that, we follow dad’s pancake rules. [...] This quote is significant because it shows the beginning to a sequence and “A most definite Dad cooking rule is: ‘Neither a borrower a lender be: This means that when it comes to a particular pancaking post, whether it is buttering, mixing, or flipping, you have your very own job to do, and you should never ever trade or even ask to trade—you just do your job.” This quote clearly displays that paragraph 14 ends what paragraph 2 started with the last, and most important rule*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

Paragraphs 2 and 14 contribute to the story because they both talk about how you must follow Dads cooking rules in order for the pancakes to come ut the way there supossed to. For example, in paragraph 14 they talk about one of Dads rule. "A most definite Dad cooking rule is: "Neither a borrower nor a lender be"". Another example is in paragraph 2 thaths when they first mention Dads cooking rules. How they must follow them so the pancakes come ut exactly how they did all the other saturday ago.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story (*they both talk about how you must follow Dads cooking rules in order for the pancakes to come ut the way there supossed to*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*A most definite Dad cooking rule is: “Neither a borrower nor a lender be” and Another example is in paragraph 2 thaths when they first mention Dads cooking rules. How they must follow them so the pancakes come ut exactly how they did all the other saturday ago*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

The Paragraphs 2 and 14 contribute to the Story by telling the beginning of the making and the end of the making of Pankackes. I know this because the text states “It is important to do everything precisely.” The text also states “given the excellent eating results.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story (*by telling the beginning of the making and the end of the making of Pankackes*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*It is important to do everything precisely.*” and “*given the excellent eating results.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

In "Excerpt from 100 days and 99 nights," paragraphs 2 and 14 contribute to the structure of the story by say that they work towards making the best pancakes. In the text it says, "To make sure sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturaday before that, and before that." In thr text it says, "A most definite cooking rule is: "Neither a boeeower nor a lender be. This means that when it comes to a prticular pancaking post, wherher it is buttering, mixing, or flipping, you have your very own job to do, and you should naver ever trade or even ask to trade-you just your job." This shows that they want the best pancakes in town.

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 (*“To make sure sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturaday before that, and before that.”* and *“A most definite cooking rule is: “Neither a boeeower nor a lender be. This means that when it comes to a prticular pancaking post, wherher it is buttering, mixing, or flipping, you have your very own job to do, and you should naver ever trade or even ask to trade-you just your job.”*); however, the response does not provide a valid inference from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

Paragraph 2 and 14 contribut to the structure of the story by talking about how they need to follow there dads pancake rules.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story (*Paragraph 2 and 14 contribut to the structure of the story by talking about how they need to follow there dads pancake rules*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

In the story they have rules that they use to make cooking pancakes fun and very interesting. They have to make sure they do everything the exact same way that they did the saturday before."To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad's pancake rules. . ." in the story they're talking bout pancakes and the tasks of making panckes and the rules to do it all together!

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*In the story they have rules that they use to make cooking pancakes fun and very interesting. They have to make sure they do everything the exact same way that they did the saturday before."To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad's pancake rules. . ." in the story they're talking bout pancakes and the tasks of making panckes and the rules to do it all together!*). The response does not provide a valid inference from the text to explain how paragraph 2 and paragraph 14 contribute to the structure of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

in 1001 days and 99 nights contribute to paragraph 2 and paragraph 14 because it says that between all those paragraph it only talking about food and their family.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*in 1001 days and 99 nights contribute to paragraph 2 and paragraph 14 because it says that between all those paragraph it only talking about food and their family*).

GUIDE PAPER 8

Additional

40

In “Excerpt from *100 Days and 99 Nights*,” how do paragraph 2 and paragraph 14 contribute to the structure of the story? Use **two** details from the story to support your response.

In “Excerpt from *100 Days and 99 Nights*,” paragraph 2 and 14 makes the story more interesting, keeping the reader hooked.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In “Excerpt from 100 Day and 99 Nights,” paragraph 2 and 14 makes the story more interesting, keeping the reader hooked.*”).

EXEMPLARY RESPONSE

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

Possible Exemplary Response:

In lines 22 through 30 of “Rain Check,” the plot shifts as the speaker’s mood changes from anticipation to disappointment at the realization that her dad will not be eating dinner with her. The speaker is planning to make a pizza which will likely make her dad happy after he has had a long workday. But in lines 22–23, he calls to say that he won’t make it for dinner, telling the speaker, “Go ahead and eat without me....” The speaker responds that she understands, that “We’ll do it again. / Next week” (lines 25–26), suggesting that there is no problem, but the last four lines trail off in a way that indicates her disappointment: “It’s okay / Really / It / Is” (lines 27–30).

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

Lines 22 through 30 contribute to the plot of “Rain Check” by changing the mood of the narrator from excited to disappointed. For example, in “Rain Check” lines 5-12 the narrator writes “I finally decided what I was going to make, Pizza, His favorite, Heavy with meat and American cheese, His side, Veggies, No cheese, on mine”. This proves that the narrator has taken the time to plan out a meal with her father, and include his favorite food. She seems excited and is dedicating a lot of time into this meal. However her mood shifts once she finds out her father won’t be home in time for dinner. She then proceeds to write “I understand, Dad. We’ll do it again. Next week. It’s okay, really, it, is.” Finding out that her father won’t have dinner with her really disappoints her. She shifts mood. She also changes the way she writes and proceeds to hide her disappointment.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check” (*by changing the mood of the narrator from excited to disappointed*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*“I finally decided what I was going to make, Pizza, His favorite, Heavy with meat and American cheese, His side, Veggies, No cheese, on mine”* and *“However her mood Shifts once she finds out her father won’t be home in time for dinner. She then proceeds to write “I understand, Dad. We’ll do it again. Next week. It’s okay, really, it, is.”* *Finding out that her father won’t have dinner with her really disappoints her*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2a

Additional

41

How do lines 22 through 30 contribute to the plot of "Rain Check"? Use **two** details from the poem to support your response.

Lines 22 through 30 contribute to the plot of "Rain Check" by introducing the conflict in the story. Without the poem, Catherine seems very joyful, she can't wait for her dad to come home so that she can make him dinner and spend some time with him. As stated in the passage "I'd finally decided what I was going to make

Pizza

His favorite

Heavy with meat and American cheese

His side

Veggies

No cheese

"On mine". This quote shows that the story was very positive during this point, as she believes that she is going to have a nice evening with her father. However, lines 22 through 30 change this as they introduce the conflict into the plot. As stated in the poem "I'm so sorry. I'll have to take a rain check. Go ahead and eat

without me," he'd said.

I understand, Dad.

We'll do it again.

Next week.

It's okay

Really

It

"Is". This shows at this point in the text she is very upset and understood that her dad could not make it home.

GUIDE PAPER 2b

Additional

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check” (*by introducing the conflict in the story*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*Catherine seems very joyfull, she cant wait for her dad to come home so that she can make him dinner and spend some time with him. As stated in the passage “ I'd finally decided what I was going to make Pizza His favorite Heavy with meat and American cheese His side Veggies No cheese On mine ” and “ I'm so sorry. I'll have to take a rain check. Go ahead and eat without me,” he'd said. I understand, Dad. We'll do it again. Next week. It's okay Really It Is ”. This shows at this point in the text she is very upset and understood that her da could not make it home*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

Lines 22 through 30 contribute to the plot of the story because they act as the central idea of postponing a meal. One example of this is in lines 22 and 23, which state "Go ahead and eat without me". Another example of this idea is in lines 25 and 26, which state "We'll do it again.

Next week."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check” (*because they act as the central idea of postponing a meal*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Go ahead and eat without me*” and “*We'll do it again. Next week.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

lines 22 through 30 contribute to the plot
of Rain Check because she understand
that her dad is busy and she didn't
make a big deal about it that's why
she said "it's OK dad it really is"
to show him that she understand.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check” (*because she understand that her dad is busy*); however, the response only provides one concrete detail from the text for support (*“it's OK dad it really is” to show him that she understand*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 5

Additional

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

the lines 22 through 30 contribute to the plot of "rain check" because the kid is getting more and more sad that the dad is not home to make pizza with him.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check” (*because the kid is getting more and more sad that the dad is not home to make pizza with him*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

Lines 22 through 30 contribute the plot because in one of the quotes it says that his DaD had to rain check meaning that they'll eat pizza together another time.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*his DaD had to rain check meaning that they'll eat pizza together another time*). The response does not provide a valid inference from the text to explain how lines 22 through 30 contribute to the plot of “Rain Check”. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

Well in the text it said, "I'll have to take a rain check." He said to eat without him.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Well in the text it said, "I'll have to take a rain check." He said to eat without him*).

GUIDE PAPER 8

Additional

41

How do lines 22 through 30 contribute to the plot of “Rain Check”? Use **two** details from the poem to support your response.

lines 22 through 30 contribute to the plot of "rain check" because the daughter went and made her dad his favorite meal pizza with all his toppings on it and then when he gets home they are ready to eat and then as soon as he gets ready to eat and then gets a phonecall as soon as they get ready to eat.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*lines 22 through 30 contribute to the plot of “rain check” because the daughter went and made her dad his favorite meal pizza with all his toppings on it and then when he gets home they are ready to eat and then as soon as he gets ready to eat and then gets a phonecall as soon as they get ready to eat*).

EXEMPLARY RESPONSE

42

How does the speaker’s point of view impact the tone of “Rain Check”? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The speaker’s point of view impacts the tone as it turns from anticipation to disappointment. “Rain Check” is told from the speaker’s point of view. The speaker’s point of view changes after the Dad calls to say he won’t make it home for dinner. In lines 22–23 it states, “I’m so sorry. I’ll have to take a rain check. Go ahead and eat without me....” The speaker expresses understanding of the situation: “I understand, Dad. / We’ll do it again. / Next week” (lines 24–26). But then, because the poem is told from the speaker’s point of view, the reader sees the speaker think to herself “It’s okay / Really / It / Is” (lines 27–30), a trailing off which suggests her disappointment.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

The speaker's point of view impacts the tone by making it emphasize loneliness. In lines 13-40, it states, "But it's ok/He didn't make it home". The speaker was going to make dad's favorite dish but he didn't come home so the speaker cancelled plans which is lonely. It also states in lines 25-30, "We'll do it again/Next week/It's okay/Really/It/Is." The speaker keeps getting stood up by her dad and she barely sees him because he is at work day and night. So, the speaker's point of view impacts the tone by making it emphasize loneliness.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the speaker's point of view impacts the tone of "Rain Check" (*by making it emphasize loneliness*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*The speaker was going to make dad's favorite dish but he didn't come home so the speaker cancelled plans which is lonely and "We'll do it again/Next week/It's okay/Really/It/Is."*) The speaker keeps getting stood up by her dad and she barely sees him because he is at work day and night). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

At the beginning of "Rain Check," the speaker seems excited to spend time with her father. "Dad had to work, Straight through the day and into the night." This seems to be suggesting that her father is rarely home because of his job. Getting toward the end, she is disappointed because her father called saying he wouldn't be home for dinner. "I understand, Dad. We'll do it again. Next week. It's okay Really It Is." She is disappointed because he won't be home, but refuses to tell her father.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the speaker's point of view impacts the tone of "Rain Check" (*She is disappointed because he won't be home*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*Dad had to work, Straight through the day and into the night.*" *This seems to be suggesting that her father is rarely home because of his job and Getting toward the end, she is disappointed because her father called saying he wouldn't be home for dinner. "I understand, Dad. We'll do it again. Next week. It's okay Really It Is.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

The speaker makes the tone of "RainCheck" sad, the speaker talks of Doing "it again next week" which implies that her dad is never around. The speaker also says "He didn't make it home"

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the speaker's point of view impacts the tone of "Rain Check" (*The speaker makes the tone of "RainCheck" sad*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*the speaker talks of Doing "it again next week" which implies that her dad is never around and the speaker also says "He didn't make it home"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

The speaker's point of view impacts the tone of "Rain Check" because the reader can feel the sadness through the tone because of the way the speaker sees things in life. For example it says "I understand, Dad. We'll do it again. Next week." The speaker pauses to show his/her sadness.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the speaker's point of view impacts the tone of "Rain Check" (*the reader can feel the sadness through the tone because of the way the speaker sees things in life*); however, the response only provides one concrete detail from the text for support ("I understand, Dad. We'll do it again. Next week." *The speaker pauses to show his/her sadness*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

In the story of "Rain check" the point of view and the tone is that the kid wa giving respect to his father who always have to work day and night and this was going to make his day but the father could not make it.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*the kid wa giving respect to his father who always have to work day and night and the father could not make it*); however, the response does not provide a valid inference from the text to explain how the speaker's point of view impacts the tone of "Rain Check." This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

42

How does the speaker’s point of view impact the tone of “Rain Check”? Use **two** details from the poem to support your response.

That she is disappointed

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the speaker’s point of view impacts the tone of “Rain Check” (*That she is disappointed*); however, the response does not provide two concrete details from the text for support. This response includes an incomplete sentence.

GUIDE PAPER 7

42

How does the speaker's point of view impact the tone of "Rain Check"? Use **two** details from the poem to support your response.

Rain check's tone is impacted by the
speakers point of view

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Rain Check's tone is impacted by the speaker's point of view*).

GUIDE PAPER 8

Additional

42

How does the speaker’s point of view impact the tone of “Rain Check”? Use **two** details from the poem to support your response.

Rain Check means checking something a second time

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Rain Check means checking something a second time*).

EXEMPLARY RESPONSE

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

Possible Exemplary Response:

The narrator of “Excerpt from 100 Days and 99 Nights” and the speaker of the poem “Rain Check” have contrasting views about their family situations. The narrator’s view is more upbeat and cheerful whereas the speaker’s view is presented much more dismal or expresses a much more unexciting event with their family. They both have different experiences in how they interact and respond to their family situations.

In “Excerpt from 100 Days and 99 Nights,” the narrator’s view is optimistic in that it describes Saturday pancake making with her family as a cheerful and good-humored experience cooking together. This is shown in the first line as it describes the family working together, “I am best at beating the batter, Ike is best at greasing the griddle, and Dad is, of course, far and away the finest flipper between here and just about anywhere. The narrator views the rules that the dad sets forth for family time as a necessity for fun: “To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad’s pancake rules . . .” (paragraph 2). Another example describes that “Dad’s pancaking rules most definitely do work” (paragraph 14). While the environment is highly organized, the narrator views it fondly, with descriptions of family members’ favorite funny words adding humor to the story. This is shown when Ike yells, “Yogurt, yoooguurt!” he screams. Ike feels that yogurt is the absolute funniest word he has ever heard and as soon as dad starts spooning out the glistening, white goo, he starts giggling and rolling the word out of his mouth . . .” (paragraph 10).

However, the speaker’s view of their family in “Rain Check,” is much less positive since she is alone at home and seems to be longing for companionship. The poem begins with her dad’s absence: “Dad had to work / Straight through the day and into the night.” The speaker grows uncertain as the poem progresses, staring blankly into the fridge and ignoring the sun melting red and gold behind the barn. He then calls and tells her, “I’m so sorry. I’ll have to take a rain check. Go ahead and eat without me.” She also seems to be struggling to comfort her dad through her own disappointment with his absence: “I understand, Dad. We’ll do it again. Next week.”

The difference in point of view between the narrator in “Excerpt from 100 Days and 99 Nights” and the speaker in “Rain Check” is significant. In “Excerpt from 100 Days and 99 Nights,” the narrator references moments in which she, the dad, and the rest of her family grow closer through the moments they share together. In contrast, in “Rain Check,” the speaker feels isolation when her dad can’t make it home for dinner with her. Each perceives the concept of family in different ways based upon the experiences they have had with their dads.

To conclude, the narrator and the speaker have very different views concerning their family situations. The narrator in “Excerpt from 100 Days and 99 Nights” loves the fun-filled family moments they share and the bond creates a closer relationship with each other whereas the speaker in “Rain Check” longs for a closer experience with her father, even just to have dinner with him.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

43

The narrator of the story "Excerpt from 100 Days and 99 Nights" and the speaker in the poem "Rain Check" have different points of view about their family situations. What is the narrator's point of view about her family situation in "Excerpt from 100 Days and 99 Nights"? What is the speaker's point of view about her family situation in "Rain Check"? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator's point of view about her family situation in "Excerpt from 100 Days and 99 Nights"
- describe the speaker's point of view about her family situation in "Rain Check"
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator of the story "Excerpt from 100 Days and 99 Nights" and the speaker in the poem "Rain Check" have different points of view regarding their family situations. The narrator in "100 Days and 99 Nights" finds her family situation to be fortunate, however, the narrator in "Rain Check" is distressed with her family situation. These different points of view originate from the drastically different amount of attention the family members provide them.

The narrator in "Excerpt from 100 Days and 99 Nights" finds her family members a perfect combination, when it comes to cooking pancakes. Each family member has a specific role when it comes to cooking pancakes. The narrator is the one who beats the batter, her Dad is the flipper, her brother is the one who greases the griddle, and her mom is in charge of supervising the whole process. In all, the narrator views her family situation as fortunate. This is expressed in line 16-18, "This is an absolute account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world".

GUIDE PAPER 1b

The speaker in "Rain Check" is distressed with her family situation(if I was her I wouldn't be happy either). In "Rain Check" there are only two characters mentioned, the narrator and her dad. In addition, the Dad seems to be very busy, and does work that requires long laboring hours. This is shown in lines 1-2, "Dad had to work, straight through the day and into the night". This means that the narrator must have to take care of herself and have a certain sense of responsibility. In lines 24-25 it states, "I understand, Dad. We'll do it again". The narrator is very understanding, meaning that she is used to being treated as second priority and is able to endure it well. The narrator is extremely understanding, however, she's still lonely. This loneliness leads her to become distressed with her family situation.

The different points of view are presented in an obvious manner. For example, the narrator of "Excerpt from 100 Days and 99 Nights" narrates her family situation in a fun, descriptive, and silly way. In lines 10-11 it states, "... Ike always swears that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R-S) and that is why they are spelled differently". Althouth this line does not contribute much to the plot of the story, it successfully shows the playful and laidback relationship the narrator has with her brother. "Rain Check", on the otherhand, is written in a subtle, serious, and slightly depressing manner. This is presented in lines 27-30, "It's okay,Really, It, Is". These words portray the narrator trying to convince herself more than anyone else. She is hurt, but does not dare to show it.

The narrator in "Excerpt from 100 Days and 99 Nights" and the speaker in "Rain Check" have different points of view on their family situation. The narrator in "Excerpt from 100 Days and 99 Nights" has a family who is able to spend time with her. The speaker in "Rain Check" has a caring father, however, he is too busy to pay proper attention to her. The different views these two narrators have, is enough evidence for me to proclaim that children need love and attention. In order to have a well-functioning and content family, these two things need to be given.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view regarding their family situations. The narrator in 100 Days and 99 Nights finds her family situation to be fortunate, however, the narrator in “Rain Check is distressed with her family situation. There different points of view originate from the drastically different amount of attention the family members provide them.*). The response demonstrates insightful analysis of the texts (*The narrator in “Excerpt from 100 Days and 99 Nights” finds her family members a perfect combination, when it comes to cooking pancakes; the narrator views her family situation as fortunate; The speaker in “Rain Check” is distressed with her family situation; the Dad seems to be very busy; The narrator is extremely understanding, however, she’s still lonely. This loneliness leads her to become distressed with her family situation; the narrator of “Excerpt from 100 Days and 99 Nights” narrates her family situation in a fun, descriptive, and silly way; “Rain Check”, on the otherhand, is written in a subtle, serious, and slightly depressing manner; The narrator in “Excerpt from 100 Days and 99 Nights” has a family who is able to spend time with her. The speaker in “Rain Check” has a caring father; however, he is too busy to pay proper attention to her*). The topic is developed with the sustained use of relevant, well-chosen details from the texts [*Each family member has a specific role when it comes to cooking pancakes. The narrator is the one who beats the batter; her Dad is the flipper; her brother is the one who greases the griddle, and her mom is in charge of supervising the whole process; “This is an absolute account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world”; “Dad had to work, straight through the day and into the night”; “I understand, Dad. We’ll do it again”; “... Ike always swears that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R-S) and that is why they are spelled differently”; “It’s okay, Really, It, Is”*]. Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*however, In all, This is expressed in line 16-18, In addition, This is shown in lines 1-2, This means, For example, Although, on the otherhand, This is presented in lines 27-30*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*fortunate, distressed, originate, perfect combination, requires long laboring hours, sense of responsibility, second priority, endure, loneliness leads her to become, successfully, playful and laidback relationship, well-functioning and content family*). The response provides a concluding statement or section that is compelling and follows clearly from the topic and information presented (*The different views these two narrators have, is enough evidence for me to proclaim that children need love and attention. In order to have a well-functioning and content family, these two things need to be given*). The response demonstrates grade-appropriate command of conventions, with few errors (*in line 16-18 and spacing errors*).

GUIDE PAPER 2a

Additional

43

The narrator of the story "Excerpt from *100 Days and 99 Nights*" and the speaker in the poem "Rain Check" have different points of view about their family situations. What is the narrator's point of view about her family situation in "Excerpt from *100 Days and 99 Nights*"? What is the speaker's point of view about her family situation in "Rain Check"? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator's point of view about her family situation in "Excerpt from *100 Days and 99 Nights*"
- describe the speaker's point of view about her family situation in "Rain Check"
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

"Excerpt from *100 Days and 99 Nights*" and "Rain Check" have different points of views about the narrator's family situations. In "Excerpt from *100 Days and 99 Nights*," the family is close and loving, and implies that they are together fairly often, even though the father of the family is in the U.S. army. It makes the narrator, Esme, feel happy of how close their family is, and makes the reader believe that Esme thinks that there are no problems in their family. The narrator of "Rain Check," however, feels the opposite about their family, and most likely thinks the family has many problems going on.

Esme has a certain point of view about her family in "Excerpt from *100 Days and 99 Nights*." Esme's bond with their family, as shown every Saturday morning by making pancakes, appears to make the reader believe that Esme's point of view is that there aren't any major situations going on in their family. For example, in paragraphs 5-9, it says, "Dad says we should always end it with 'sir, yes, sir,' to show the proper respect for a commanding officer. 'Sir, yes, sir!' Ike and I cry in unison. 'One cup flour,' he commands. 'Flour is made from flowers,' Ike states as usual.

GUIDE PAPER 2b

Additional

Dad smiles and I roll my eyes around my head because every week Ike always swears that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R-S) and that is why they are spelled differently." The family seems happy, considering how their family has a running gag going on, and everyone seems happy and close throughout the entire pancake-making process, especially during those paragraphs, and it suggests that the family doesn't have any problems. It also says in paragraph 16, "This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world." The author's use of the words "every Saturday" shows that the family has been making pancakes for many Saturdays, and shows how the family is really close, thus showing how there are little situations in their family. By looking in "Excerpt from 100 Days and 99 Nights," it is easy to see that the narrator believes that there are no situations with the family.

The narrator of "Rain Check," however, suggests that the relationship between the family isn't as close. She most likely believes that the situations of the family are very serious. Lines 22-26 strengthen this, because the lines state, "I'm so sorry. I'll have to take a rain check. Go ahead and eat without me," he'd said. I understand, Dad. We'll do it again. Next week." The uses of "again" and "Next week" suggest that the family's father has had to stay at work for extra time and miss dinner with his family. Work most likely makes the father unable to see his family as much, causing the family to feel not as close. Lines 24-30 also show this, because it says, "I understand, Dad. We'll do it again. Next week. It's okay. Really. It. Is." The wording and tone from the narrator suggests that her father being at work so much causes her to feel disappointed in what is going on in her family, and the situations of her family from work probably make her feel that the situations of her family are very ever-lasting. Throughout "Rain Check," it can be implied that the narrator's point of view on her family's situations are very negative and depressing, as opposed to the narrator from "Excerpt from 100 Days and 99 Nights"

Both "Excerpt from 100 Days and 99 Nights" and "Rain Check" have different points of views on their family's situations from their narrator. Esme from "Excerpt from 100 Days and 99 Nights" believes that there aren't any problems with her family, but the narrator from "Rain Check" makes their family seem very serious and somewhat separated from each other. In conclusion, both stories suggest different point of views between the two narrators.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (“*Excerpt from 100 Days and 99 Nights*” and “*Rain Check*” have different points of views about the narrator’s family situations. In “*Excerpt from 100 Days and 99 Nights*,” the family is close and loving; The narrator of “*Rain Check*,” however, feels the opposite about their family, and most likely thinks the family has many problems going on). The response demonstrates insightful analysis of the texts (*Esme’s bond with their family, [...] appears to make the reader believe that Esme’s point of view is that there aren’t any major situations going on in their family; considering how their family has a running gag going on, and everyone seems happy and close throughout the entire pancake-making process; The narrator of “Rain Check,” however, suggests that the relationship between the family isn’t as close; The uses of “again” and “Next week” suggest that the family’s father has had to stay at work for extra time and miss dinner with his family. Work most likely makes the father unable to see his family as much, causing the family to feel not as close; The wording and tone from the narrator suggests that her father being at work so much causes her to feel disappointed in what is going on in her family; Throughout “Rain Check,” it can be implied that the narrator’s point of view on her family’s situations are very negative and depressing*). The topic is developed with the sustained use of relevant, well-chosen details from the texts [every Saturday morning by making pancakes; “Dad says we should always end it with ‘sir, yes, sir,’ to show the proper respect for a commanding officer. ‘Sir, yes, sir!’ Ike and I cry in unison. ‘One cup flour,’ he commands. ‘Flour is made from flowers,’ Ike states as usual. Dad smiles and I roll my eyes around my head because every week Ike always swears that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R-S) and that is why they are spelled differently.”; “This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world.”; “‘I’m so sorry. I’ll have to take a rain check. Go ahead and eat without me,’ he’d said. I understand, Dad. We’ll do it again. Next week.”]. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (even though, however, as shown, For example, It also says, thus showing, also show this, because, Both, In conclusion). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (close and loving, together fairly often, Esme’s bond, considering how, running gag, disappointed, ever-lasting, negative and depressing, very serious and somewhat separated). The response provides a concluding section that follows from the topic and information presented (*Esme from “Excerpt from 100 Days and 99 Nights” believes that there aren’t any problems with her family, but the narrator from “Rain Check” makes their family seem very serious and somewhat separated from each other. In conclusion, both stories suggest different point of views between the two narrators*). The response demonstrates grade-appropriate command of conventions, with few errors (points of views, feel happy of how close, throughout, separated).

GUIDE PAPER 3a

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

In the texts “Rain check” and “Excerpt from 100 days and 99 nights”, the authors are showing the different kinds of families there are. In the text “Rain check” by “Catherine Alene” she talks about a family that around each other often. While the author of “Excerpt from 100 days and 99 nights” talk about a family that spend’s a lot of their time together and likes to play games while also doing their work.

In the text “Rain check” the narrator’s point of view about her family situation is heart-breaking.

DO NOT WRITE BEYOND THIS AREA

GUIDE PAPER 3b

because she was trying to do something nice for her dad but he canceled "since he had to work. In the text it states "I'd finally decided what I was going to make, pizza, his favorite". This sentence shows that she wanted to surprise her dad with his favorite food. In the text it also states "But it's okay. He didn't make it home. I hadn't even started cooking when he called." This sentence shows that she got sad when she found out her dad wasn't coming home.

In the text "Expert from 100 days and a night" the narrators point of view on her family is that they like to have family time and do things together as a family. In the text it states "Blinking the sleep from his eyes, he inspects our uniforms. When satisfied he yaws "Okay troops we are ready to work". This sentence shows that they like to play games and stuff while they are working together as a family. In the text it also states "Under

GUIDE PAPER 3c

dad's watchful eye, we exact measure and combine the salt and baking soda into a bowl" This sentence shows that they work together as a family.

In both texts they are a family but the amount of time they spent together is a lot different. In the text "Rain check" it states "Dad had to work straight through the day and into the night" this shows that they don't spend much time together since her dad is always working. In the text "Expert from 100 days and a night's" it states "every Saturday we the swish back McCarthys would cook the tastiest pancakes in the whole world" This sentence shows that they spend time together and have family traditions. In both texts the way the families live are exact opposites.

GUIDE PAPER 3d

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the text's "Rain check" and "Excerpt from 100 days and 99nights", the authors are showing the different kinds of families there are. In the text "Rain check" by "Catherine Alene" she talks about a family [...] While the author of "Excerpt from 100 days and 99 night's" talk about a family that spend's alot of their time together, and likes to play games while also doing their work*). The response demonstrates insightful analysis of the texts (*the narrator's point of view about her family situation is heart breaking because she was trying to do something nice for her dad but he canceled; she got sad when she found out her dad wasn't coming home; In the text "Expert from 100 days and 99 nights" the narrators point of view on her family is that they like to have family time and do things together as a family; the like to play games and stuff while they are working together as a family; In both text's they are a family, but the amount of time they spent together is alot different; they dont spend much time together since her dad is always working; they spend time together and have family traditions*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*"I'd finally decided what I was going to make, pizza, His favorite"; "But it's okay. He didn't make it home. I hadn't even stared cooking when he called."; "Blinking the sleep from his eyes, he inspect's our uniforms. When satisfied he yaws "Okay troops we are ready to wok."; "Under dad's watchful eye, we exact-measure and combine the salt and baking soda into a bowl"; "Dad had to work straight through the day and into the night"; "every Saturday we the swishback McCarters would cook the tastiest pancakes in the whole world"*). Clear organization is exhibited, with the use of appropriate and varied transitions to create a unified whole (*In the text, while the author of, because, but he, since, In the text is also states, This sentence shows, In both texts [...] but the amount, this shows, This sentence shows, In both texts*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*different kinds of families, play games, heart breaking, canceled, have family time and do things together, work together as a family, spend time together, have family traditions, exact opposites*). The response provides a concluding statement that follows from the topic and information presented (*In both texts the way the families live are exact opposites*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*stared, Expert, he inspect's, yaws, the like, spent, a lot, don't, 99 night's, saturday, swishback*).

GUIDE PAPER 4a

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations.

The narrator of the story “Excerpt From 100 Days and 99 Nights” deeply adores their family situation. According to the passage, “I am best at beating the batter, Ike is the best at greasing the griddle, and Dad is, of course, far and away the finest flipper between here and just about anywhere.” The narrator seems to take pride in her family, when they are cooking, as

GUIDE PAPER 4b

a united team. Each person in the family is involved. Moreover, the story states, "Dad smiles and I roll my eyes around my head because every week I always swear that flour (F-L-O-U-R) is made from flowers (F-L-O-W-E-R) and that is why they are spelled differently." The narrator also adores her family situation because they are always having fun together.

The speaker in "Rain Check" seems to feel that it's okay for family to not be ^{always} united. Based on passage, "Dad had to work straight through the day and into the night... I'd finally decided what I was going to make. Pizza." This demonstrates a feeling of separation between the narrator and Dad. Both the speaker and Dad have separate lives. Additionally, the passage says, "I'd been standing in the kitchen, staring into the refrigerator." The speaker seems to not have any fun in her family situation (compared to the narrator in the story).

GUIDE PAPER 4c

Both the narrator in "Excerpt from 100 days and 99 Nights" and the speaker from "Pain Check" have different points of view about their family situation. The narrator seems to enjoy their family situation and seems to have fun. In

"Excerpt from 100 Days and 99 Nights," it states, "This means that when it comes to a particular pancaking post, whether it is buttering, mixing, or flipping, you have your very own job to do, and you should never ever trade or even ask to trade— you just do your job." This creates a sense of unity that the narrator feels. However, in "Pain Check," the speaker doesn't feel united in her family situation. "Pain Check" says, "But it's okay. He didn't make it home. I hadn't even started cooking when he called." The speaker feels like family doesn't always have to be united (unlike the narrator). The speaker also feels like family doesn't always have to have fun.

Therefore, the narrator in "Excerpt from 100 days and 99 Nights" and the speaker from "Pain Check" have different points of view about family.

DO NOT WRITE BEYOND THIS AREA

GUIDE PAPER 4d

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations; The narrator of the story “Excerpt from 100 Days and 99 Nights” deeply adores their family situation; The speaker in “Rain Check” seems to feel that it’s okay for family to not always be united*). The response demonstrates grade-appropriate analysis of the texts (*The narrator seems to take pride in her family, when they are cooking, as a united team; The narrator also adores her family situation because they are always having fun together; This demonstrates a feeling of separation between the narrator and Dad; The speaker seems to not have any fun in her family situation; This creates a sense of unity that the narrator feels. However, in “Rain Check,” the speaker doesn’t feel united in the family situation*). The topic is developed with relevant details from the texts [*I am best at beating the batter, Ike is the best at greasing the griddle, and Dad is, of course, far and away the finest flipper between here and just about anywhere.*; *Each person in the family is involved; Dad smiles and I roll my eyes around my head because every week Ike always swears that flour (F-L-O-U- is made from flowers (F-L-O-W-E-R) and that is why they are spelled differently.)*; *Dad had to work. Straight through the day and into the night.... I’d finally decided what I was going to make. Pizza.*; *I’d been standing in the kitchen. Staring into the refrigerator.*; *This means that when it comes to a particular pancaking post [...] just do your job.*; *But it’s okay He didn’t make it home. I hadn’t even started cooking when he called.*]. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The narrator of the story, According to the passage, Moreover, also, because, The speaker, Additionally, However, Therefore*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*adores, take pride in her family, a united team, a feeling of separation, a sense of unity, family doesn’t always have to be united*). The concluding statement follows from the topic and information presented (*Therefore, the narrator in “Excerpt from 100 days and 99 Nights” and the speaker from “Rain Check” have different points of view about family*). The response demonstrates grade-appropriate command of conventions, with few errors (sense).

GUIDE PAPER 5a

Additional

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations. Their point of views are differnt from each others.

The narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights” is that her family is very close. In this passage the the kids and the dad all help every Saturday to make pancakes. In the text it states, “The short stacks are piled high on each of our plates, the maple syrup slow-flowed, and the only sounds heard are the rushed clicks and clacks of forks on plates and the rumble of satisfied ummms. . . .” This deatil shows that tehnir family enjoy's making pancakes. The text also states, “This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world.” This deatil shows that ther family is happy that they get to spend time together every Saturday to make pancakes.

The speaker’s point of view about her family situation in “Rain Check” is that her dad has to work so she doesn’t get to spend that much time with him. In this poem the daughter is cooking by herslef for her dad. The poem states, “Dad had to work

Straight through the day and into the night” This deatil showed that the dada was very busy witl work. The poem also states, “I’m so sorry. I’ll have to take a rain check. Go ahead and eat

without me,” he’d said.” This deatil shows that the dad couldn’t make it home to eat dinner with the daughter.

The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations. The narrator of the story “Excerpt from 100 Days and 99 Nights” are always together on Saturdays to make pancakes for their family. On the other hand, in the poem the girl is making dinner for her father while he is at work.

All in all, the narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations. Their point of views are differnt from each others*). The response demonstrates grade-appropriate analysis of the texts (*The narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights” is that her family is very close; ther family is happy that they get to spend time together; The speaker’s point of view about her family situation in “Rain Check” is that her dad has to work so she doesn’t get to spend that much time with him; The narrator of the story “Excerpt from 100 Days and 99 Nights” are always together on Saturdays; in the poem the girl is making dinner for her father while he is at work*). The topic is developed with relevant details from the texts (*the kids and the dad all help every Saturday to make pancakes; “The short stacks are piled high on each of our plates, the maple syrup slow-flowed, and the only sounds heard are the rushed clicks and clacks of forks on plates and the rumble of satisfied ummms. . . .”; “This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world.”; “Dad had to work Straight through the day and into the night”; “I’m so sorry. I’ll have to take a rain check. Go ahead and eat without me,” he’d said.*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The narrator’s point of view, In this passage, In the text it states, This deatail shows, The text also states, The speaker’s point of view, The poem states, On the other hand, All in all*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*different points of view, family is very close, family enjoy’s making pancakes, happy that they get to spend time together, doesn’t get to spend that much time, very busy, always together*). The concluding statement follows from the topic and information presented (*All in all, the narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Their point of views are differnt from each others, deatail shows that tehnir family enjoy’s, herslef, This deatail showed that the dada*).

GUIDE PAPER 6a

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator in "Excerpt from 100 Days and 99 Nights" clearly has a positive point of view on their family. In paragraph 2 it states "To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad's pancake rules. . ." The narrator and their family have a tradition of making pancakes together every saturday moring. They all seem to enjoy it too. This is shown in paragraphs 15 and 16 "...and the only sounds heard are the rushed clicks and clacks of forks on plates and the rumble of satisfied ummms. . .

This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world." Comparing the narrator from "Rain check" they can't seem to get their family together for a meal. " I'm so sorry. I'll have to take a rain check. Go ahead and eat

without me,' he'd said.". (line 22 and 23) The narrator would be disappointed when thier dad couldn't be there. as shown in line 25 though 30 " We'll do it again.

Next week.

It's okay

Really

It

Is.". Both narrators want to spend nice time eating a meal with their families but one can't seem to do it.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The narrator in “Excerpt from 100 Days and 99 Nights” clearly has a positive point of view on their family and Comparing the narrator from “Rain check” they can’t seem to get their family together for a meal*). The response demonstrates grade-appropriate analysis of the texts (*The narrator and their family have a tradition of making pancakes together every saturday moring. They all seem to enjoy it too and The narrator would be disappointed when thier dad couldn’t be there*). The topic is developed with relevant details from the texts (“*To make sure our pancakes come out consistently top-dog tasty, it is extremely important to do everything precisely the same way it was done the Saturday before, the Saturday before that, and before that. To do that, we follow Dad’s pancake rules. . . .*; “*. . .and the only sounds heard are the rushed clicks and clacks of forks on plates and the rumble of satisfied ummms. . . . This is an absolute authentic account of how every Saturday we, the Swishback McCarthers, would cook the tastiest pancakes in the whole world.*”; “*I’m so sorry. I’ll have to take a rain check. Go ahead and eat without me,’ he’d said.*”; “*We’ll do it again. Next week. It’s okay Really It Is.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The narrator in “Excerpt from, In paragraph 2 it states, This is shown in paragraphs, Comparing the narrator, as shown in line, Both, but one*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*positive point of view, a tradition of making pancakes together, seem to enjoy it, can’t seem to get their family together, would be disappointed, spend nice time, can’t seem to do it*). The concluding statement follows generally from the topic and information presented (*Both narrators want to spend nice time eating a meal with their families but one can’t seem to do it*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*saturday moring, disappointed when thier, want to spend nice time, capitalization, punctuation*).

GUIDE PAPER 7

43

The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

In “Excerpt from 100 Days and 99 Nights” and “Rain Check,” both narrators have different points of views on their family.

In “Excerpt from 100 Days and 99 Nights,” the narrator has a positive view on his family. It states “This is an absolute authentic account if how every Saturday we, the Swishback McCarrthers, would cook the tastiest pancakes in the whole world.” This shows how the narrator has a very positive view on their family. In “Rain Check,” the narrator has a hopeful view of their family. It states “I understand, Dad. We’ll do it again. Next week.” This shows how even though his dad is never home, the narrator doesn’t have a negative view on his family but is hopeful. Therefore, the two narrators have different points of views on their family, one positive and one hopeful.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*In “Excerpt from 100 Days and 99 Nights” and “Rain Check,” both narrators have different points of views on their family*). The response demonstrates a literal comprehension of the texts (*In “Excerpt from 100 Days and 99 Nights,” the narrator has a positive view on his family; In “Rain Check,” the narrator has a hopeful view of their family; This shows how even though his dad is never home, the narrator doesn’t have a negative view on his family but is hopeful*). The topic is partially developed with the use of relevant evidence, with inconsistency (*This is an absolute authentic account if how every Saturday we, the Swishback McCarrthers, would cook the tastiest pancakes in the whole world.*” and “*I understand, Dad. We’ll do it again. Next week.*”). This response exhibits some attempt at organization, with inconsistent use of transitions (*both narrators, It states, This shows, even though, but, Therefore, one*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary. The concluding statement follows from the topic and information presented (*Therefore, the two narrators have different points of views on their family, one positive and one hopeful*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*points of views and authentic account if*).

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Additional

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The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

In the short story “Excerpt from 100 Days and 99 Nights” is about a boy he makes pancakes with his whole family. The short story “Rain check” is about a girl making a pizza for her dad but her dad doesn’t show up and calls for a “rain check.” The stories are different because in “Excerpt from 100 days and 99 nights” the boy makes pancakes with his

DO NOT WRITE BEYOND THIS AREA

whole family. In "Rain check" the girl makes pizza for her dad alone and the her father call her as king for a Rain Check. On paragraph 1 of Excerpt from 100 Days and 99 nights it states "I am best at beating the batter, Ike is best at greasing the griddle and Dad is, of course far and away the finest flipper between here and Just about anywhere" this shows how everyone in his family work together making pancakes.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*In the short story “excerpt from 100 Days and 99 Nights” is about a boy he makes pancakes with his whole family; The short story “Rain check” is about a girl making a pizza for he dad; The stories are different because*). The response demonstrates a literal comprehension of the texts (*The stories are different because in “excerpt from 100 days and 99 nights” the boy makes pancakes with his whole family; In “Rain check” the girl makes pizza for her dad alone; this shows how everyone in his family work together making pancakes*). The topic is partially developed with the use of some textual evidence some of which may be irrelevant (*the boy makes pancakes with his whole family; the girl makes pizza for her dad; her father call her asking for a Rain Check; “I am best at beating the batter, Ike is best at greasing the griddle and Dad is, of course far and away the finest flipper between here and Just about anywhere*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In the short story, but, because, In “Rain Check”, On paragraph 1 of Excerpt, this shows*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*about a boy, his whole family, about a girl, doesn’t show up, everyone*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions (*is about a boy he makes pancakes, for he dad, excerpt from 100 days and 99 nights, pizza for dad alone and the her father call her, capitalization, punctuation*).

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The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator’s of the story “Excerpt from 100 days and 99 nights” point of view is very jolly and happy. While the speaker’s of “Rain Check” point of view is much more lonely and quiet.

These point of view’s are very different because one is in very high spirit and the other is just saying a little story that happened.

It says in the story, “Yogurt yoooguvut,” he screams. This shows that there’s a lot of enthusiasm. While in the poem it says, “But it’s okay, he didn’t make it home.” This speaker just sounds very

► DO NOT WRITE BEYOND THIS AREA ►

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plain and has saying it as if it's an ordinary day.

All in all, the narrator and speaker of the poem and the story have different point of views of their family situation.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The narrator's of the story "Excerpt from 100 days and 99 nights" point of view is very jolly and happy; While the speaker's of the poem "Rain Check" point of view is much more lonely and quiet; These point of view's are very different because one is in very high spirit and the other is just saying a little story that happened*). The response demonstrates a literal comprehension of the texts (*This shows that there's a lot of enthusiasm and This speaker just sounds very plain and he's saying it as if it's an ordinary day*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant ("Yogurt yoooguurt," he screams and "But it's okay, he didn't make it home."). This response exhibits some attempt at organization, with inconsistent use of transitions (*While, one, and the other, It says in the story, This shows, While in the poem it says, All in all*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*very jolly, very high spirit, just saying a little story that happened, very plain, as if it's an ordinary day*). The concluding statement follows generally from the topic and information presented (*All in all, the narrator and speaker of the poem and the story have different point of views of their family situation*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*narrator's of the story, 100 days and 99 nights, point of view's, incomplete sentences*).

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The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrator's point of view about her family situation is that her familiy was making her work around the house working her nonstop. The speaker's point of view about the familiy situation in rain check is that the dad said that he had to take a rain check outside and the dad said to eat without him we'll do this another time. These points of views of the each of the story is beacuse one the stories the dad is working his kid and the other one talks about the dad taking a rain check.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The narrator’s point of view about her family situation; The speaker’s point of view about the familiy situation in rain check; These points of views of the each of the story is beacuse*). This response demonstrates little understanding of the texts (*The narrator’s point of view about her family situation is that her familiy was making her work around the house working her nonstop and These points of views of the each of the story is beacuse one the stories the dad is working his kid and the other one talks about the dad taking a rain check*). This response demonstrates an attempt to use minimal evidence (*the dad said that he had to take a rain check and the dad said to eat without him we'll do this another time*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The narrator’s point of view, The speaker’s point of view, the dad said that, These points of views of the each of the story, beacuse one, and the other*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*making her work, nonstop, working his kid*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*familiy, points of views of the each of the story, beacuse one the stories, capitalization, punctuation*).

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Additional

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The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The speakers point of view is very impactive in the story. Its impactive by the dad not being home from work for dinner. One example is "We'll do it again.

Next week." This shows that the boys like "next week" but next week never hsappens. Another example is "It's okay

Really

It

Is." This shows that hes sad he said next week becasue next week never happens so he saying its okay i kno w it will never happen stop trying to make up lies.

Score Point 1 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*The speakers point of view is very impactive in the story*). This response demonstrates little understanding of the texts (*Its impactive by the dad not being home from work for dinner; This shows that the boys like “next week” but next week never hsappens; This shows that hes sad he said next week becasue next week never happens so he saying its okay i kno w it will never happen stop trying to make up lies*). This response demonstrates an attempt to use minimal evidence (“*We'll do it again. Next week.*” and “*It's okay Really It Is.*”). This response exhibits little attempt at organization (*One example, Another example, so*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*Its impactive by the dad; the boys like “next week” but next week never hsappens; he saying its okay i kno w it will never happen stop trying to make up lies*). This response does not provide a concluding statement. This response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*hsappens, hes sad he said next week, becasue, so he saying its okay I kno w, punctuation, spacing*).

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The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

In the story, family situation is very happy and bright. Everyone in the family is involved and enjoying the day while the poem, the 2 people being described seem separated and busy

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Score Point 1 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose. This response demonstrates little understanding of the texts (*In the story, family situation is very happy and bright* and *while the poem, the 2 people being described seem separated and busy*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*Everyone in the family is involved and enjoying the day*). This response exhibits little attempt at organization (*In the story* and *while the poem*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*family situation is very happy and bright* and *the 2 people being described*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions (*In the story, family situation is; while the poem, the 2 people; separated*).

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The narrator of the story “Excerpt from 100 Days and 99 Nights” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from 100 Days and 99 Nights”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

I am best at beating the batter
Ike is best at greasing the
dad is of courses far and away
the finestet cilppey between here
and just about anywhere . while
we are working . Dad. work
Straight though the day an into
the night Ringy cow' would'nt load Racey acroos the mesa² with their
crito

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task and is a response totally copied from the text (*I am best at beating the batter Ike is best at Greasing the dad is of courses far and away the finestet cilppey between here and just about anywhere . while we are working. Dad. work Straight though the day an into the night Ringy cow' would'nt load Racey acroos the mesa² with their crito*).

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Additional

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The narrator of the story “Excerpt from *100 Days and 99 Nights*” and the speaker in the poem “Rain Check” have different points of view about their family situations. What is the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”? What is the speaker’s point of view about her family situation in “Rain Check”? How are these points of view different? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe the narrator’s point of view about her family situation in “Excerpt from *100 Days and 99 Nights*”
- describe the speaker’s point of view about her family situation in “Rain Check”
- explain how these points of view are different
- use details from **both** the story and the poem to support your response

The narrators point of view was as her family in their eyes.... different.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*The narrators point of view was as her family in their eyes.... different*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.