

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 1

Grade 5

April 11–13, 2018

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 story. Then answer questions 1 through 7.

Excerpt from *The Woolly-Puff Rescue*

by Sue Mozena

- 1 Wendy and Alex stared at the strange flower at their feet. Dozens of them bloomed in this remote corner of the field.
- 2 Wendy bent down for a closer look. "We shouldn't name them until we're sure we can keep them," she warned. "But I like Woolly-Puffs. They look just like fleecy rainbows."
- 3 As tempting as it was to pet the feathery yellow-orange-red-purple-blue petals, neither of them did. Instead, Wendy pulled protective gloves from her belt pack.
- 4 On the asteroid-based colony of New Harmony, even twelve-year-old pioneers knew the number one rule for living in outer space: don't touch or taste or sniff anything that hasn't been tested.
- 5 "Where do you think they came from?" Wendy asked. With a gentle tug, she freed a Woolly-Puff from the thin layer of soil, sealed it in a clear bag.
- 6 "They were probably in the compost shipment that brought these niggers," Alex muttered. He slapped at one of the whining insects that swarmed around him looking for exposed skin to bite.

compost = a mixture of decaying plants used to improve the soil in a garden

- 7 New Harmony depended on shipments of rich compost from nearby planets to build up its soil. Usually the compost was treated before it arrived, but one shipment had been accidentally overlooked. The whining gnat-like insects the colonists called "niggers" had hatched from the compost. Without any natural enemies in this new world, the insects had multiplied, becoming a constant torment to the colonists.
- 8 After turning in their discovery, Wendy settled on a stone bench in front of the New Harmony laboratory. Alex paced, then sat. "Poor Woolly-Puff," Wendy said. "What if it's just a weedy flower?"

GO ON

9 “Then one living plant and a packet of seeds will be sent to the Botany Preserve on Mars,” Alex answered, rubbing a hot-pink nagger welt just above his elbow.

10 Wendy gingerly held the extra bouquet she had picked, in case the Woolly-Puffs proved keepers. “And the rest of the plants—”

11 “The rest will be pulled up and destroyed to make room for ‘useful’ plants,” Alex said.

12 The colony of New Harmony did have flowers. It just didn’t have a lot of room. Woolly-Puffs would have to be more than pretty if they wanted to grow here.

13 The two friends scrambled to attention as the lab door opened.

14 “Your Woolly-Puff isn’t toxic,” Professor Raglin said. His smile faded as he went on. “The sap is thick and sticky, but we already have a good glue. The stems are too woody and the leaves too bristly to eat. And the petals, well, they smell funny. Not flowery at all. More like moldy lemons. I’m sorry, but I’ll have to make my report to the council this afternoon. The good news is that they seem to grow only in the soil where you found them, so it won’t be hard to get rid of them.”

15 “At least they’re not poison,” Wendy said after Professor Raglin had left. She hugged her colorful, fuzzy bouquet. She had to admit they did smell funny. “Mayor Murphy will probably send a reclaim crew out after the council meeting.” She sighed. “I wish the council would let us adopt one, like a pet.”

16 “Fat chance,” Alex said. He blew at a pair of nappers trying to land on his knee. “Shoo! For harmless gnats, these bugs sure are pests.”

17 “Yeah.” Wendy reached up to scratch the end of her nose. Then she realized something. The end of her nose itched simply because that’s what the ends of noses do sometimes. The nappers weren’t biting her. They weren’t even landing on her.

18 “We’re going to the council meeting,” she announced.

19 That afternoon, when the council members emerged from the community center, Alex and Wendy were waiting.

20 “What is the meaning of this?” Mayor Murphy demanded as Alex and Wendy presented each member of the council with a Woolly-Puff garland.

21 Glancing at Alex for courage, Wendy said, “Woolly-Puffs are bug chasers.”

22 “Sorry,” Mayor Murphy said firmly. “We have already made our decision.”

23 “Just watch,” Wendy pleaded. “Watch the nappers.”

24 Then someone said, "What niggers? I don't see any."

25 "Where are the niggers?" asked Professor Raglin. "It's as if they're avoiding us."

26 Wendy smiled. "They are. Niggers don't like Woolly-Puffs."

27 So the Woolly-Puffs stayed in the vases and flower boxes and gardens of New Harmony because, of course, they weren't just pretty. They smelled like moldy lemons. And luckily, niggers couldn't stand the smell of moldy lemons.

GO ON

1 In paragraph 2, what does the sentence “They look just like fleecy rainbows” suggest about the flowers?

- A** The flowers are colorful and fuzzy.
- B** The flowers are wet and fluffy.
- C** The flowers are striped and shaggy.
- D** The flowers are transparent and puffy.

2 What does the word “welt” mean as used in paragraph 9?

- A** itch
- B** skin
- C** gnat
- D** bump

3 Read this sentence from paragraph 14.

His smile faded as he went on.

What does the sentence suggest about Professor Raglin?

- A** He is suffering from the bad smell.
- B** He regrets having to study the plant.
- C** He dislikes the plant he is talking about.
- D** He is about to deliver disappointing news.

GO ON

4

Read this sentence from paragraph 15.

“At least they’re not poison,” Wendy said after Professor Raglin had left.

What does the sentence suggest about Wendy?

- A** Wendy looks for the positive side of situations.
- B** Wendy does not like people to give her bad news.
- C** Wendy challenges people who do not agree with her.
- D** Wendy encourages people to learn to love the flowers.

5

How does the setting of the story affect what happens to the Woolly-Puff?

- A** A lack of space causes the flower to be shipped away.
- B** A need for compost causes the plant to be valued.
- C** A problem with insects causes the flower to be kept.
- D** A lack of pets causes the plant to be adopted.

6

What does the phrase “smell funny” mean as it is used in paragraph 15?

- A** The flowers made the children laugh.
- B** The scent of the flowers was unusual.
- C** The flowers caused the children to be itchy.
- D** The stems of the flowers were strange.

GO ON

7

Which statement **best** states a theme of the story?

- A** Friends should support each other in difficult situations.
- B** Following the rules can sometimes get you in trouble.
- C** It may take courage to speak up when you have a good idea.
- D** The smallest things can cause big problems.

GO ON

Directions

Read this story. Then answer questions 22 through 28.

Mrs. Majeska and the Lost Gloves

by Ethel Pochocki

1 One crisp fall morning, Mrs. Majeska woke up with a craving for sauerkraut. It was so strong, she could smell it, she could taste it, and she knew she must have it for supper. So she put on her walking shoes, picked up her tub with a lid and a handle, and went into town to buy some.

sauerkraut = chopped, pickled
cabbage

2 She walked briskly, enjoying the wind messing up her hair and the parade of dried leaves dancing ahead of her. It was a glorious day, and the thought of sauerkraut for supper, with a bit of apple and onion and sausage, made her want to dance along with the leaves.

3 But suddenly she stopped. In the road there was a glove, a small black glove, the fingers still plump, as if it had just left its owner's hand. It was out of place in the middle of the road.

4 Poor thing, thought Mrs. Majeska. I cannot leave it there. She picked it up quickly—a logging truck was coming—and laid it on the grass. She felt sorry for its owner, who now had only one glove. What good was one glove?

5 On the way home from the store, she walked on the other side of the road, the sauerkraut sloshing inside the tub. A cluster of children came toward her, laughing and shouting to one another as they took turns kicking something in the dust. Finally they tired of it and ran off past Mrs. Majeska.

6 She looked down at the sorry thing they had been kicking. It was another black glove, of the same size and shape as the one she had rescued. She examined it—yes, it was the mate to the other!

7 Mrs. Majeska hesitated, then continued walking. It was only a glove, after all, not a child or a kitten or a wallet. Suddenly she stopped, turned around, and walked back to the crumpled bit of cloth. She picked it up, shook it out, and brushed off the dirt. It looked almost as good as new.

GO ON

8 With the glove in one hand and the tub of sauerkraut in the other, she strode down the road to where the other glove still lay in the grass. She placed its mate beside it, satisfied that they were now together. For what good was one glove without the other?

9 A boy whizzed by on a bike and looked at her. Two old ladies, arm in arm, marched toward her on their way to the post office. Mrs. Majeska bent down and pretended to tie her shoelaces, for she felt foolish to be caught in the act of reuniting a pair of gloves.

10 That night, after a supper as delicious as she had imagined it, Mrs. Majeska sat in her rocker and thought about the gloves. She wished she had brought them home to use for herself. Their owner had probably already given them up for lost. The next morning, after she had her coffee and read the newspaper, she decided to go back and get the gloves. But they were gone.

11 Mrs. Majeska was mystified. Who—beside herself—would want a pair of gloves lying by the side of the road? Perhaps the owner had retraced her steps and rejoiced in finding them? Or maybe a housewife on a cleaning binge had used them to polish the stove? Or maybe a puppy needed something to chew on? Or a squirrel, to line its nest for winter?

12 Mrs. Majeska would never know, but as long as she did not know, she would believe in a happy ending. No matter what their fate, the gloves were together, and that was all that mattered.

22

In paragraph 2, what does the phrase “made her want to dance along with the leaves” **most** suggest about Mrs. Majeska?

- A** She is ready to move along quickly to get home.
- B** She remembers the words to a song in her head.
- C** She likes the fall weather because it causes change.
- D** She is happy because she is enjoying her day.

23

How do paragraphs 3 and 4 foreshadow the ending of the story?

- A** by emphasizing that a single glove is of little use
- B** by emphasizing that nobody cares about a lost glove
- C** by showing that Mrs. Majeska is careful when picking up the glove
- D** by showing that Mrs. Majeska is worried about the owner of the glove

24

Based on paragraphs 5 and 6, which sentence **best** contrasts Mrs. Majeska and the children?

- A** Mrs. Majeska wants to clean the glove but the children do not.
- B** Mrs. Majeska is sorry for the glove owner but the children are not.
- C** Mrs. Majeska is happy to see the glove while the children are not.
- D** Mrs. Majeska understands the value of the glove while the children do not.

GO ON

25

Mrs. Majeska's actions in paragraphs 7 and 8 **most** contribute to the development of the central idea by showing that she

- A** is content that the gloves are back together
- B** considers taking the gloves home for herself
- C** thinks she is silly for worrying about the gloves
- D** cleans off the gloves to make them easy to find

26

What can the reader infer about Mrs. Majeska in paragraph 9?

- A** She is nervous that the gloves will not be found by their owner.
- B** She is concerned about what the boy and the two ladies think of her.
- C** She is scared by the boy who is riding on the bike.
- D** She is upset by the old ladies who walk past her.

27

Which word **best** describes Mrs. Majeska in paragraph 10?

- A** proud
- B** restless
- C** stubborn
- D** regretful

GO ON

28

What does the point of view in paragraph 11 help the reader to understand?

- A** an owner's joy in finding the gloves
- B** Mrs. Majeska's concern that a puppy might chew the gloves
- C** a housewife's eagerness to put the gloves to use
- D** Mrs. Majeska's surprise that someone took the gloves

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Excerpt from *The Brooklyn Bridge: New York's Graceful Connection*

by Vicki Weiner



- 1 John Roebling was a native of Germany. After studying engineering at his country's finest technical school, he came to the United States. It was 1831. Roebling was twenty-five years old. He wanted to put his skills and education to work. He and a group of fellow Germans purchased a large plot of land in Pennsylvania. The group built houses, stores, and churches on the land. They called their new farming town Saxonburg.
- 2 Roebling found the farmer's life too quiet, though. He told his son, Washington, that he longed to "employ science to useful purpose." In the early 1840s, Roebling got his first chance to do just that. He knew a new type of rope called wire cable was being used in Europe. It was made from iron wires. These wires were twisted together to form a long strand. Roebling made the first iron wire cable in the United States.

GO ON

3 At first, people doubted that Roebling's cable could work better than rope. Once they tested it, though, they were amazed. The iron cable was thinner, stronger, and longer lasting than ordinary rope. Soon, delighted business owners were snatching up Roebling's iron cables. They used the cables to haul heavy loads over Pennsylvania's Allegheny Mountains.

4 Roebling's cable helped him create the modern suspension bridge. A suspension bridge spans a wide body of water. Ancient bridges were held up by rope made from hemp. Today's bridges are held up by thick metal cables. The cables are attached to two strong towers, made of stone, steel, or iron. These towers hold the bridge in place. The roadway is suspended, or held up, by the cable.

5 In 1861 the American Civil War began. John's son, Washington, served in the Union Army. He even fought in the battle at Gettysburg. As a colonel, he built temporary suspension bridges using his father's ideas. Washington soon became his father's chief engineer.

6 Together, father and son built many suspension bridges. One of their most famous works was built in Cincinnati, Ohio. The Cincinnati Bridge spanned the Ohio River. At the time, in 1872, it was the largest suspension bridge ever seen. It was a triumph of engineering skills. Yet both father and son knew that harder work lay ahead. John Roebling never rested. He was an ambitious, driven man. Once he got an idea for a new bridge, he never forgot it.

7 John Roebling first presented his plan for the Brooklyn Bridge in 1867. His idea pleased many. Others thought Roebling's bridge seemed unnecessary. New Yorkers didn't go frequently to Brooklyn. To them, the project was a waste of money. On the other hand, Brooklyn's residents were in favor of a bridge. Brooklyn was growing fast as a city. Its residents needed an easier way to travel to New York for work, school, shopping, and entertainment.

8 Public opinion was divided. However, the terrible winter of 1866-67 swayed many city leaders' minds. Icy conditions along the East River froze ferry service for days on end. This convinced Brooklyn's mayor that the city couldn't continue to grow without a bridge. Meanwhile, New Yorkers were warming to the idea, too. They knew that Brooklyn was booming. Still, it remained a cheaper and less crowded city than New York. It would be wonderful to have easy access to Brooklyn's charms. On April 16, 1867, New York's legislature created the New York Bridge Company. The company would be dedicated to Roebling's dream—constructing a bridge over the East River. John Roebling was asked to be the bridge's designer.

GO ON

9 Excitement about the bridge swelled. It was going to be unlike any structure seen before. Its length would measure 1,596 feet (486 m) from tower to tower. This would make it one-and-a-half times longer than the Cincinnati Bridge. The Brooklyn Bridge's towers would feature 117-foot-high (35.7 m) Gothic arches. Horse and carriage riders would use outer lanes across the span. Trains would travel across the bridge's inner lanes. A special walkway, called a promenade, would be built above the roadways. Pedestrians, or people walking, would stroll across the promenade and be treated to magnificent views of the city.

10 Everyone knew the completed bridge would be beautiful. However, many worried it would not be safe. Roebling invited a group of experts to study his plans. These experts were impressed with Roebling's vision. Finally, in 1869, all their questions were answered. The two cities gave their final approvals.

29 Which sentence **best** describes a main idea of the article?

- A** John Roebling and his son formed an uncomfortable working relationship.
- B** John Roebling was an inspired engineer who designed modern bridges.
- C** John Roebling came to the United States to build bridges.
- D** John Roebling was a popular student and successful businessman.

30 What does the phrase “snatching up” (paragraph 3) suggest about John Roebling’s iron cables?

- A** They sold quickly.
- B** They were inexpensive.
- C** They lasted a long time.
- D** They pulled a lot of weight.

31 Which paragraph does the photo of the Brooklyn Bridge **best** support?

- A** paragraph 3
- B** paragraph 4
- C** paragraph 7
- D** paragraph 8

GO ON

32

Which sentence **best** describes how John Roebling influenced his son Washington?

- A** Washington learned why it was important to use science to improve his military skills.
- B** Washington applied what his father taught him about the different types of iron cables.
- C** Washington learned the reasons suspension bridges needed to be improved.
- D** Washington applied what his father taught him and built bridges when he was a soldier.

33

What do paragraphs 7 and 10 **most** contribute to the article?

- A** They introduce different opinions about the bridge.
- B** They outline the long process involved in planning, paying for, and constructing the bridge.
- C** They highlight the concerns people had about the appearance of the bridge.
- D** They describe the disagreements people had about where the bridge should be built.

34

What effect did the winter of 1866–67 have on the construction of the Brooklyn Bridge?

- A** The weather caused people to go to Brooklyn because they thought it was safer there.
- B** The weather caused ferry service to stop, making more people decide the bridge was a good idea.
- C** The weather made more people go to New York to find work and to shop.
- D** The weather made more people want to leave the area, making the mayor decide the bridge was necessary.

GO ON

35

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

- A** John Roebling graduated from a technical school in Germany.
- B** John Roebling bought a large plot of farm land in Pennsylvania.
- C** John Roebling had a son who was promoted to colonel in the Civil War.
- D** John Roebling made the first iron cable used in the United States.

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 story. Then answer questions 36 through 38.

Just Like Home

by Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here, art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called *rangoli*, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.
- 5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.
- 6 "That's pretty," a voice said.

GO ON

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 “It’s called rangoli,” she said. “They do this in India, where my parents are from.”

9 “You know what that reminds me of?” he asked, kneeling down beside her. “The floor of my grandmother’s house in Mexico has tiles that have designs like that.”

10 “What do you mean?” Priya asked.

11 “Hand me a piece of chalk,” Enrique said. “I’ll show you.” Enrique sat down on the pavement and began to draw. He used the green, orange, and yellow chalk to draw flowers that were more detailed than Priya’s, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.

12 “What are you guys doing?” a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn’t noticed that their classmate Farah had been watching them.

14 “Hey,” Farah said, sitting down beside them, “that looks like the rugs in my uncle’s house in Iran. Except on the rugs, the shapes are bigger, and aren’t as curly.”

15 “Show us,” said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 “Wow!” Ms. Lopez, Priya’s teacher, said. “That’s beautiful!”

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 “It looks like a universe, with lots of planets and stars,” said Lily.

20 “It looks like a coral reef full of tropical fish,” said Jasper.

21 “What do you think it looks like Priya?” asked Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.”

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

GO ON

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

GO ON

38

How do Priya’s actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer questions 39 and 40.

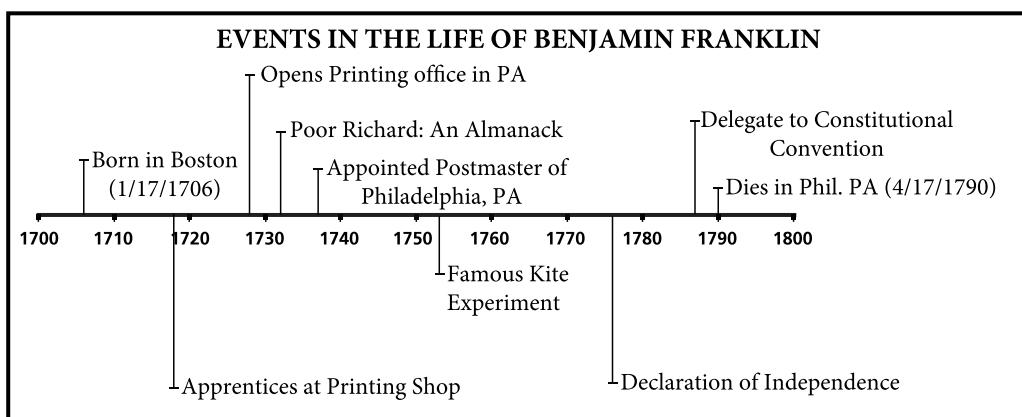
Excerpt from *Young Ben Franklin*

by Julie Doyle Durway

- 1 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.
- 2 "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.
- 3 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold . . . attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.
- 4 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.
- 5 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

GO ON

6 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.



GO ON

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

GO ON

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

GO ON

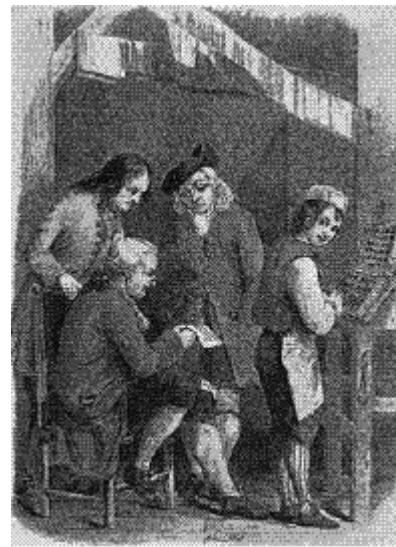
Directions

Read this article. Then answer questions 41 and 42.

Excerpt from *Printer's Ink*

by Jerry Miller

- 1 When Benjamin Franklin was 12, he went to work in his brother James's print shop. Ben had trouble getting along with his brother, but he loved being a printer. Who wouldn't have loved it? Print shops were great places to be, whether you were interested in politics, science, books—or the local gossip.
- 2 In Ben Franklin's day, printers did more than just run the printing presses. Many printers published newspapers. When Ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing a weekly newspaper called *The Pennsylvania Gazette*. Later, he began a second newspaper, in German, to serve Pennsylvania's many German settlers. He published one of America's first magazines, too.
- 3 Ben Franklin also published books: novels, schoolbooks, medical books for doctors, and more. He printed books about new scientific discoveries. And he became friends with many of the people who wrote those books.
- 4 One of Ben Franklin's most famous works—and his first big success—was *Poor Richard's Almanack*. Ben wasn't the only printer to publish an almanac. Everyone used almanacs—helpful books that contain all sorts of useful information like calendars, weather forecasts, moon phases, and planting advice. And everyone bought a new almanac each year. What was different about Franklin's almanac were his wise and funny sayings and useful, everyday advice. Ben's sayings became popular. Today, people still repeat many of them. "Early to bed and early to rise makes a man healthy, wealthy, and wise" is one of his sayings.



Young Ben in his brother's Boston print shop

GO ON

5 Franklin never quit printing. When he was 42, he retired from business. But printing was still his hobby. During the Revolutionary War, Franklin moved to France. In Paris, he kept a small printing press. When he had time, he printed essays for his friends to read.

6 Many people believe that Ben Franklin's autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery.

7 Benjamin Franklin became famous as a scientist, inventor, writer, and statesman. But when he wrote his will, he began with the words: "I, Benjamin Franklin of Philadelphia, printer. . ."

GO ON

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

GO ON

Planning Page

You may PLAN your writing for question 42 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



GO ON

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Released Questions on EngageNY
Grade 5

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.93		
2	Multiple Choice	D	1	CCSS.ELA-Literacy.L.5.4	Reading	0.56		
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.61		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.84		
5	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.62		
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.90		
7	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.55		
22	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.4	Reading	0.80		
23	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.5	Reading	0.35		
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.39		
25	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.2	Reading	0.66		
26	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.71		
27	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading	0.57		
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.6	Reading	0.73		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.65		
30	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.4	Reading	0.73		
31	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.7	Reading	0.33		
32	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.44		
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.45		
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading	0.52		
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading	0.76		
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources		1.4	0.70
37	Constructed Response		2	CCSS.ELA-Literacy.RL.5.6	Writing to Sources		1.5	0.75
38	Constructed Response		2	CCSS.ELA-Literacy.RL.5.2	Writing to Sources		1.28	0.64
39	Constructed Response		2	CCSS.ELA-Literacy.RI.5.8	Writing to Sources		1.38	0.69
40	Constructed Response		2	CCSS.ELA-Literacy.RI.5.7	Writing to Sources		1.26	0.63
41	Constructed Response		2	CCSS.ELA-Literacy.RI.5.5	Writing to Sources		1.2	0.60
42	Constructed Response		4	CCSS.ELA-Literacy.RI.5.3	Writing to Sources		1.96	0.49

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. 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 Point	<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 Point*	<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 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and 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 comprehension and 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: the extent to which the essay presents evidence from the provided text to support analysis and reflection	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: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<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

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Possible Exemplary Response:

Priya's feelings regarding recess at her old school are different than her feelings about recess at her new school. By the description of each, readers can get the sense that recess at her old school was much more enjoyable for Priya than at her new school. During recess at her old school, Priya would spend that time "climbing the monkey bars and sharing secrets with her friends." At her new school, Priya felt socially outcast; she had no friends yet, and it seemed most of the other kids hadn't made much effort to reach out to her either, "Now she sat in the corner of the field and watched the other kids play without her."

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about her old school's recess and her new schools recess are different because she thinks that her old school's recess was better. For example, at recess, she watches everybody play without her, and she is usually in the back of the line all the time. Also, at her old school, she used to swing on the monkey bars, and have fun with friends. This shows she thinks her old school's recess was better, because she actually had friends and had fun, instead of sitting in the corner.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*she thinks that her old school's recess was better*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*at recess, she watches everybody play without her; and she is usually in the back of the line all the time and at her old school, she used to swing on the monkey bars, and have fun with friends*). This response includes complete sentences where errors do not impact readability.

How are Priya's feelings about recess at her old school and her new school different? Use two details from the story to support your response.

When Priya changes school her feeling's change with her. In Priya's old school she was happy because in the text it states "At her old school she spent recess climbing the monkey bars and sharing secrets with her friends." According to the office in her new school she's sat in the corner alone doing nothing. Priya changed from being happy at her old school, to being sad at her new school.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*Priya changed from being happy at her old school to being sad at her new school*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("At her old school she spent recess climbing the monkey bars and sharing secrets with her friends." and *in her new school she sat in the corner alone doing nothing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about recess at her old school and her new school are very different. For example, in paragraph 1 it says "At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends." That shows that recess was fun at her old school. But, at her new school it isn't as fun. I know this because in the text it says "Now she sat in the corner of the field and watched the other kids play without her." So, her feelings about recess at her new school and old school are very different.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*recess was fun at her old school. But, at her new school it isn't as fun*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends.*" and "*Now she sat in the corner of the field and watched the other kids play without her.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about recess at her old school and her brand new school is different because her old school she spent recess climbing the monkey bars and sharing secrets with her friends. At her brand new school she sits in the corner of the field and watches the other kids play without her.

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 (*her old school she spent recess climbing the monkey bars and sharing secrets with her friends* and *At her brand new school she sits in the corner of the field and watches the other kids play without her*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

How are Priya's feelings about recess at her old school and her new school different? Use two details from the story to support your response.

Priya's feelings about recess in her old school and her new school are very different. That is because in her old school she played with her friends during recess. But in new school since she doesn't have any friends to play with so she sits down and watches other kids play in the school yard. This shows that Priya had 2 very different experiences during recess.

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 (*in her old school she played with her friends during recess and in new school since she doesn't have any friends to play with so she sits down and watches other kids play in the school yard*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

At her new school she doesn't have any friends and she only liked art.

At her old school she had fun and played with people.

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 (*At her new school she doesn't have any friends* and *At her old school she had fun and played with people*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

In priya's old School She never played with chalk or draw beacuse she did not Have art.
And priya made New friends by useing art and How it reminds them about there Home.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In Priya's old school she never played with chalk or draw beacuse she did not Have art. And priya made New friends by useing art and How it reminds them about there Home*).

GUIDE PAPER 8

Additional

36

How are Priya's feelings about recess at her old school and her new school different? Use two details from the story to support your response.

Priya feel's littl confortabll
because Enrigue and art.
2 detail but her old School
art wa whole house.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Priya feel's littl confortabll because Enrigue and art. 2 detail but her old school art wa whole house*).

EXEMPLARY RESPONSE

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Possible Exemplary Response:

Lily and Jasper's points of view, how they perceived Priya's rangoli, were different from each other but reveal the same thing: that although each classmate interpreted the drawings differently, each saw and were able to connect with something in it. Although the rangoli evoked more personal feelings for Priya, to Lily, the vibrant shapes and colors reminded her of "a universe, with lots of planets and stars." Jasper saw "a coral reef full of tropical fish," when he looked at it. This shows how, although this is obviously one thing to Priya, it is not a distinct anything to anyone else based on their reaction to it.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily and Jasper's Point of view reveals that depending who you are the picture seems different. For example in Paragraph 19 "It looks like a Universe, with lots of planets and stars". Also in Paragraph 20 it says "it looks like a coral reef full of tropical fish". This means each person saw different things based on the person you are. To wrap it up, Lily and Jasper's point of view reveal that depending on the type of person you are you see different things in the picture.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveals about the drawing (*depending who you are the picture seems different*). The response provides evidence of analysis (*This means each person saw different things based on the person you are*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("It looks like a universe, with lots of planets and stars" and "it looks like a coral reef full of tropical fish"). This response includes complete sentences where errors do not impact readability.

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and Jaspers point of view reveal about the drawing is surprising because they both liked it alot and they were proud of it. For examlpe, Lily said it looks like a universe with alot of planets and stars and Jasper said it looks like a coral reef full of tropical fish. So Lily and Jasper has completely different point of views.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*they both liked it alot and they were proud of it*). The response provides evidence of analysis (*Lily and Jasper has completely different point of views*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said it looks like a universe with alot of planets and stars and Jasper said it looks like a coral reef full of tropical fish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily and Jasper's point of views reveal about the drawing is that Lily said that it looks like a universe, with lots of planets and stars. Also, Jasper's said that It looks like a coral reef full of tropical fish. So Lily and Jasper's loved the drawing. In conclusion Lily and Jasper's point of view reveal the drawing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*Lily and Jasper's loved the drawing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said that it looks like a universe, with lots of planets and stars and Jasper's said that It looks like a coral reef full of tropical fish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily said it looked like planets i think she said that because theres lots of big shapes and its colorful. Jasper said it look like a coral reef because theres light colors and the couler ful patterns might look like fish.

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 (*Lily said it looked like planets i think she said that because theres lots of big shapes and its colorful and Jasper said it look like a coral reef because theres light colors and the couler ful Patterns might look like fish*). The response does not provide a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing. This response includes complete sentences where errors do not impact readability.

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and Jaspe 's points of veiw about the drawing is lily said ''it looks like universe with lots of planets and stars''. Jasper said ''It looks like a coral reef full of tropical fish''.

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 (*lily said "it looks like universe with lots of planets and stars" and Jasper said "It looks like a coral reef full of tropical fish"*). The response does not provide a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

lily and jasper's point of views reveal about the drawing is that they like drawing with chalkyhey think it's cool.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*yhey think it's cool*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lilly and Jasper smiled
and said It looks
like home.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Lilly and Jasper smiled and said It looks like home*).

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and jasper's point of view reavels that they have a lot in. Common with priya. In paragraph 9 it says that jasper's grandmother has drawings similar to priya drawing . In paragraph 14 it says that farah uncle has something similar to priya drawing

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Lily and jasper's point of view reavels that they have a lot in. Common with priya. In paragraph 9 it says that jasper's grandmother has drawings similar to priya drawing. In paragraph 14 it says that farah uncle has something similar to priya drawing*).

EXEMPLARY RESPONSE

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

Priya's actions in paragraph 5 help to develop the theme of the story by showing how art helps to bring people together. Enrique connects with Priya's chalk drawings, likening them to the "floor of my grandmother's house in Mexico" that has tiles with similar designs on them to her rangoli. Another classmate, Farrah, also connects with Priya and her rangoli, "that looks like the rugs in my uncle's house in Iran." Although Priya was using the rangoli as a means to distract her with familiar times with her mother and to belay the perceived feeling of being socially unaccepted at her new school, through her actions in paragraph 5 she unintentionally made warm connections with her classmates she didn't know existed.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help develop the theme of the story because she was doing what she loved. The text says "She pulled the box out of her pocket and took out a bright red piece of chalk and began to draw rangoli patterns she loved. The text also says "She liked the soft solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers. This is the details that develop the theme of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*she was doing what she loved*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She pulled the box out of her pocket and took out a bright red piece of chalk and began to draw rangoli patterns she loved and "She liked the soft solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers). This response includes complete sentences where errors do not impact readability.

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help develop the theme of the story by drawing the rangoli reminding her of her culture. According to the text, "She drew flowers with huge, swirling petals and stars with eight points." This means that she is doing what her culture does.

Based on what I read, "She colored them green, yellow, and blue all colors her mother had used." She is drawing the rangoli like her family.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*by drawing the rangoli reminding her of her culture*). The response provides evidence of analysis (*This means that she is doing what her culture does* and *She is drawing the rangoli like her family*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She drew flowers with huge, swirling petals and stars with eight points." and "She colored them green, yellow, and blue all colors her mother had used."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help to develop the theme of the story. For example, when she drew flowers with huge, swirling petals and stars with 8 points, she showed the readers about her culture and her home. In addition, when she colored them brightly, and said it was how her mother did it, that made me think that it was something she did at home.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*she showed the readers about her Culture and her home*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She drew flowers with huge, swirling petals and stars with 8 points," and *when she colored them brightly, and said it was how her mother did it*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

In paragraph 5, Priya's actions help her learn about others. In the story it is kind of obvious that the art brought some people closer to priya. one example was when enrique saw the art. if he did not want to show people his what he was thinking about, why would he draw? he just wanted to show people what he had seen in other places. the same thing happened with farah.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*Priya's actions help her learn about others and the art brought some people closer to priya*); however the response only provides one concrete detail from the text for support (*when enrique saw the art. if he did not want to show people his what he was thinking about, why would he draw? he just wanted to show people what he had seen in other places*). This response includes complete sentences where errors do not impact readability.

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 develop the theme of the story because when Priya started drawing rangoli she felt good about herself. The theme of the story is do what you love and feel good about yourself while doing it. In paragraph 5, Priya was drawing rangoli which is what she loved (and still loves) to do. That is how Priya's actions in paragraph 5 helps develop the theme of the story "Just like home!"

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*when Priya started drawing rangoli she felt good about herself*); however the response only provides one concrete detail from the text for support [*Priya was drawing rangoli which is what she loved (and still loves) to do*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions lead up to the theme of the story because in paragraph 5 it says "She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved the best" Another detail in paragraph 5 is were it says She drew flowers with huge,swirling petals and stars with eight points."

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 ("She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved the best" and She drew flowers with huge,swirling petals and stars with eight points. "); however, the response does not provide a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

People liked her art so she began to do more so she would have new friends

Score Point 0 (out of 2 points)

This response is totally inaccurate (*People liked her art so she began to do more so she would have new friends*).

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Paragraph 5 helps devolp the theme of the story by priya is doing something new that she never does at home. Another thing is she doesnt need to be just like home at all just do something new every day. Thats how paragraph 5 can devolp the theme of the story.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Paragraph 5 helps devolp the theme of the story by priya is doing something new that she never does at home. Another thing is she doesnt need to be just like home at all just do something new every day. Thats how paragraph 5 can devolp the theme of the story*).

EXEMPLARY RESPONSE

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author uses evidence throughout the text to show that Benjamin Franklin had a curious mind starting at a very young age. As a young boy, he wanted to swim faster so he designed paddles for his hands and feet that helped him move quickly. Additionally, paragraph 1 states, “Even as a child, Franklin had an inventive mind and a desire to improve himself.” The reader also learns that Franklin “learned about many different subjects by reading books” as a child and tried “to find solutions for everyday problems.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

In paragraphs 1 and 2 of "Excerpt from Young Ben Franklin," how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 of "Excerpt from Young Ben Franklin" the author supports the idea that Franklin has a curious mind because it showed Ben's love for books and learning. Paragraph 2 says 'From a Child I was fond of reading,' "Ben wrote, "and all the little Money that came into my hands was ever laid out in Books.'" Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did." This shows that he wants the books and the knowledge and is curious about what he will learn.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of "Excerpt from Young Ben Franklin," the author supports the idea that Franklin had a curious mind (*it showed Ben's love for books and learning*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ('*From a Child I was fond of reading*, "Ben wrote, "and all the little Money that came into my hands was ever laid out in Books. " and *Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

In paragraphs 1 and 2, the author supports the idea that Franklin had a curious mind, by showing how he already had an interest in reading when he was still young. The text says, “Even as a child, Franklin had an inventive mind and a desire to improve himself.” The text also says, “He looked at the world in a practical way, trying to find solutions for everyday problems.” Those details show that Ben had an interest in reading and he was very practical. That is how the author supported the idea that Franklin had a curious mind.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” the author supports the idea that Franklin had a curious mind (*by showing how he already had an interest in reading when he was still young*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Even as a child, Franklin had an inventive mind and a desire to improve himself.*” and “*He looked at the world in a practical way, trying to find solutions for everyday problems.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

The author supported the idea that Franklin had a curious mind by explaining what Franklin did. For example, “Determined to help him swim faster...” tells you that he wanted to find a way to swim faster and, “He looked at the world in a practical way, trying to find solutions for everyday problems” tells you that he wanted solutions for everyday problems.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” the author supports the idea that Franklin had a curious mind (*by explaining what Franklin did*). The response provides evidence of analysis (*... tells you that he wanted to find a way to swim faster and tells you that he wanted solutions for everyday problems*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Determined to help him swim faster...*” and “*He looked at the world in a practical way, trying to find solutions for everyday problems*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

According to the text, Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and desire to improve himself. Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way trying to find solutions for everyday problems. This shows that the author supports the idea that Franklin had a curious mind.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and desire to improve himself. Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way trying to find solutions for everyday problems*). The response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

The author support the idea of Mr.Franklin as a child having a curious mind by including "Even as a child, Franklin had an inventive mind and a desire to improve himself." and including "He looked at the world in a practical way, trying to find solutions for everyday problems.".

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 (“*Even as a child, Franklin had an inventive mind and a desire to improve himself.*” and “*He looked at the world in a practical way, trying to find solutions for everyday problems.*”); however, the response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 of " excerpt from young ben franklin " the author supports the idea that franklin had a curious mind because he only went to school for two yearts ben learnt about many diiferet subjects by eading books and talking to pepole who knew more than he did.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*he only went to school for two yearts ben learnt about many diiferet subjects by eading books and talking to pepole who knew more than he did*). The response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

39

In paragraphs 1 and 2 of “Excerpt from Young Ben Franklin,” how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

In paragraph 1 and 2 the author supports the idea that Franklin had a curious mind. In paragraph one it explained what he liked doing. In paragraph two Franklin went to work with his father.

DO NOT WRITE BEYOND THIS AREA

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In paragraph 1 and 2 the author supports the idea that Franklin had a curious mind. In paragraph one it explained what he liked doing. In paragraph two Franklin went to work with his father*).

GUIDE PAPER 8

Additional

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 the author supports the idea that Franklin had a curious mind meaning that he was always thinking about lots of things that he probably wanted to do during his life time.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In paragraphs 1 and 2 the author supports the idea that Franklin had a curious mind meaning that he was always thinking about lots of things that he probably wanted to do during his life time*).

EXEMPLARY RESPONSE

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

Possible Exemplary Response:

In paragraph 6 the author states that Ben Franklin became “one of the most powerful and important men in America” later in life. The timeline provides support for this point, supplementing text evidence with further information and dates to more clearly show the important events and when they happened in his life that led him to be that powerful and important man. For example, he conducted his famous kite experiment in 1752, and was also a delegate to the Constitutional Convention in the 1780s. These details from the timeline show his “accomplishments as a scientist and statesman,” and supports the point the author makes in paragraph 6.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

40

In “Excerpt from Young Ben Franklin,” how does the timeline support a point the author makes in paragraph 6? Use two details from the article to support your response.

The timeline in the excerpt from “Young Ben Franklin,” the author makes a point that Benjamin Franklin was one of the most powerful and important men in America during his time; the timeline helps support that by showing Benjamin Franklin’s accomplishments and when they happened. For example, in paragraph 6, it states that Benjamin Franklin was an accomplished scientist and statesman. The timeline further proves this by highlighting Ben Franklin’s kite experiment, when he was a delegate to the Constitutional Convention, and his presence during the signing of the Declaration of Independence. Also, in paragraph 6, it states that Benjamin Franklin moved to Philadelphia and found work as a printer and writer, and that he opened his own print shop. The timeline shows when that actually happened. Therefore, the timeline helps support points that the author made by highlighting important events and showing when they happened.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from Young Ben Franklin,” the timeline supports a point the author makes in paragraph 6 (*the timeline helps support that by showing Benjamin Franklin’s accomplishments and when they happened*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraph 6, it states that Benjamin Franklin was an accomplished scientist and statesman. The timeline further proves this by highlighting Ben Franklin’s kite experiment, when he was a delegate to the Constitutional Convention, and his presence during the signing of the Declaration of Independence and in paragraph 6, it states that Benjamin Franklin moved to Philadelphia and found work as a printer and writer, and that he opened his own print shop. The timeline shows when that actually happened*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

After reading "Excerpt from Young Ben Franklin" time line help support paragraph 6 by the time line showing what year the events were, and it also shows the events in more depth. A detail that supports my claim is "Eventually, he opened his own print shop." this detail does not show the year when he opened his shop or where he opened it. Another detail that supports my claim is " Opens Printing shop office in PA" the year is around 1728. This detail shows that the shop was in Philadelphia and the shop was opened around in 1728. These details support my claim on how the timeline and paragraph 6 work together.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*by the time line showing what year the events were, and it also shows the events in more depth*). The response provides evidence of analysis (*this detail does not show the year when he opened his shop or where he opened it and This detail shows that the shop was in Philadelphia and the shop was opened around in 1728*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Eventually, he opened his own print shop.*” and “*Opens Printing shop office in PA*” *the year is around 1728*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline supports a point the author makes in paragraph 6 because shows him moving to a different place and making a company for himself. According to the article it says, "when he was 17 ,Ben left his brother's print shop." Another detail from the article is, "He moved to Philadelphia and found work as a printer and writer." These details support how the timeline relates to paragraph 6.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*shows him moving to a different place and making a company for himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*when he was 17 ,Ben left his brother's print shop.*” and “*He moved to Philadelphia and found work as a printer and writer.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use two details from the article to support your response.

The timeline support a point the author makes in paragraph 6 because it is taking about his life.

But Ben Franklin never forgot the lessons he learned during his boyhood years.

He moved to Philadelphia and found work as a printer and writer.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*it is taking about his life*); however, the response only provides one concrete detail from the text for support (*He moved to Philadelphia and found work as a printer and writer*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline supports a point the author made in paragraph 6. One way it shows is by showing what time he started his own printing office in Philadelphia. It also shows what time he flew his kit and made a scientific discovery. This is how the timeline supports the authors point in paragraph 6.

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 (*by showing what time he started his own printing office in Philadelphia and It also shows what time he flew his kit and made a scientific discovery*); however, the response does not provide a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline support a point because it is telling use about what did he did over the pass time.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*it is telling use about what did he did over the pass time*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use two details from the article to support your response.

The timeline Support the author By making
a paragraph 6 Because it talks about his
life when he turned into 17 years old.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The timeline support the author By making a paragraph 6 Because it talks about his life when he turned into 17 years old*).

GUIDE PAPER 8

Additional

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

in the beging of the story he is young in paragraph 6 it says he will never forrget what he leardn wen he was a kid

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*in the beging of the story he is young in paragraph 6 it says he will never forrget what he leardn wen he was a kid*).

EXEMPLARY RESPONSE

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

Possible Exemplary Response:

The details of the text are in chronological order. The overall structure sequences the events in Ben Franklin’s life. For example, in paragraph 2 the author states that “When Ben was a man, he opened his own print shop in Philadelphia.” In paragraph 5 the reader learns that Ben Franklin retired from business when he was 42, in the middle of his life.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

The main ideas in this excerpt are organized in the way that they start when franklin was just a young boy and end when franklin is a grown man and they include things about when he was at the age of 42 and 82. One detail to support my claim is "When Benjamin Franklin was 12", This shows the 1st main idea starts from when he was a little boy and don't start from when he was a grown man. One last detail is when it says in paragraph 6 "Franklin wrote it when he was an old man, finishing it at the age of 82" this shows the last main idea is when he is an old fully grown man on his death bed instead of ending it in what inspired him to do what he did.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article (*The main ideas in this excerpt are organized in the way that they start when franklin was just a young boy and end when franklin is a grown man*). The response provides evidence of analysis (*This shows the 1st main idea starts from when he was a little boy and don't start from when he was a grown man and this shows the last main idea is when he is an old fully grown man on his death bed instead of ending it in what inspired him to do what he did*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*When Benjamin Franklin was 12*” and “*Franklin wrote it when he was an old man, finishing it at the age of 82*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use two details from the article to support your response.

In the excerpt from “*Printer’s Ink*”, the main ideas are organized in chronological order. For example, the excerpt starts with, “When Benjamin Franklin was 12, he went to work in his brother James’s print shop. Ben had trouble getting along with his brother, but he loved being a printer.” This supports the main idea that “Benjamin Franklin’s love for printing started young,” the passage continues, stating, “When Ben was a man, he opened his own print shop.” This supports the main idea that “Benjamin Franklin’s love for printing continued into adulthood.” These main ideas were presented as time passed by in Benjamin’s life, not in a random order. So, the main ideas from the excerpt from “*Printer’s Ink*” are organized in chronological order.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article (*chronological order* and *These main ideas were presented as time passed by in Benjamin’s life, not in a random order*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“When Benjamin Franklin was 12, he went to work in his brother James’s print shop. Ben had trouble getting along with his brother, but he loved being a printer.” and “When Ben was a man, he opened his own print shop.”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use two details from the article to support your response.

The main ideas are organized in the article in a specific way. The first main idea was when he started to print and when he retired from business. For instance, in the beginning of the excerpt it showed when he started to print in his career. Printed newspapers and an Almanac. This example shows that the first main idea is when he started to print. Thus saying the main idea is that Ben Franklin printed books ^{and newspapers} at the beginning of his career. However, the second main idea is about after he retired. It states, “he printed essays to friends in Paris. This shows that after he retired he kept printing but those were essays to friends. He also kept writing about his autobiography. In short, the first main idea is when he started to print and second main idea is about after he retired his business.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article (*the first main idea is when he started to print and second main idea is about after he retired his business*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Printed newspapers and an Almanac; “he printed essays to friends in Paris; He also kept writing about his autobiography”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

They are organized by news in news paper to one of the first magazines last to essays. In the text it says "he started publishing a weekly newspaper called The Pennsylvania Gasette." Also in the text it says "He published one of the first magazines." Last in the text it says his lasts were essays against slavery. This is how the story is organized.

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 (*he started publishing a weekly newspaper called The Pennsylvania Gasette.*; “*He published one of the first magazines; his lasts were essays against slavery*”); however, the response does not provide a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use two details from the article to support your response.

The main idea are organized by going from when he went to his brothers printing shop to when he made his own shop and printed his own newspapers. Then, it went to when he was printing essays for his friends to read. Lastly, it went back to the first words of his will to end the story.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*The main idea are organized by going from when he went to his brothers printing shop to when he made his own shop and printed his own newspapers. Then, it went to when he was printing essays for his friends to read. Lastly, it went back to the first words of his will to end the story*). The response does not provide a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

The main ideas are organized in each paragraph. The text states “when Benjamin Franklin was 12, he went to in his brothers James print shop.” This tells me Benjamin liked to work with printers.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*when Benjamin Franklin was 12, he went to in his brothers James print shop.*). The response does not provide a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use two details from the article to support your response.

The Main Ideas are organized
in the article in a certain way.
The way is that each main idea

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The Main ideas are organized in the article in a certain way. The way is that each main idea*).

GUIDE PAPER 8

Additional

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

the main idea in this article is benjamin franklin like to print news paper.

Score Point 0 (out of 2 points)

This response does not address any of the requirement of the prompt (*the main idea in this article is benjamin franklin like to print news paper*).

EXEMPLARY RESPONSE

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Possible Exemplary Response:

A quality about Ben Franklin emphasized in both articles is his love of knowledge, ideas, and learning. In “Excerpt from Young Ben Franklin,” in paragraph 2, the author quotes Ben’s notes about being fond of reading and how he tried to learn everything he could. Working with his brother, he learned not only the technical aspects of printing, but also wrote “poetry, essays, and articles for his brother’s newspaper.” In his free time, he often read. In paragraph 5, it states he would often stay up all night in order to finish a book and that he would spend his free time rewriting the essays of others in his own words. In “Excerpt from Printer’s Ink,” the author also emphasizes Franklin’s desire to learn. In paragraph 1, print shops, where Franklin worked, are described as being “great places to be” especially if one is interested in “politics, science, books—or the local gossip.” Franklin also published many of his own articles and books and made friends with writers. His love of knowledge is also shown in the publication of one of his most famous works: Poor Richard’s Almanack. This book was a collection of facts and useful information that appeals to and shows Franklin’s love of knowledge and learning. In paragraph 6 it even states that he was writing on his deathbed. Overall, Ben Franklin showed a love of knowledge and learning throughout his lifetime. His innovative ideas were evident in his work as a printer and writer as well as a scientist and statesman.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” the quality about Ben Franklin emphasized in both articles was that he was intelligent. Both authors from the two texts use their writing to support this.

For example, in the first article, it says that some of the reasons why he liked being a printer was because he was interested in “politics, science and books”. Reading and being interested in science and politics can make you successful one day. In the text, it also states that “what was different about Franklin’s almanac were his wise and funny sayings and useful everyday advice.” This supports that Ben Franklin is smart.

In the second article, it says that “Even as a child, Franklin had an inventive mind! This shows us that from when Ben Franklin was a child, he was wise and creative. In addition it says that “Ben learned about many different subjects.” During Ben Franklin’s short two-years

GUIDE PAPER 1b

of school, he still learned a lot from this. It also says that even though Benjamin Franklin didn't enjoy his experience in his father's shop, he still learned lessons from this experience as well. This shows me that he was smart and later on, he used the skills and lessons he learned, which helped him to be successful.

In both articles, it says that Ben Franklin grew to become one of the most successful men in America. In the first article, it says that he "became famous as a scientist, inventor, writer and statesman. In the second article, it states that "his accomplishments as a scientist and statesman made him one of the "most powerful and important men in America." If Franklin wasn't wise, he would never have gotten up to this level.

As you can see, one of the qualities emphasized in both articles by the authors is that Ben Franklin had a smart mind, and was intelligent and wise.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In “Excerpt from Printers Ink” and “Excerpt from Young Ben Franklin”, the quality about Ben Franklin emphasized in articles was that he was intelligent. Both authors from the two texts use their writing to support this.*). The response demonstrates insightful comprehension and analysis of the texts (*Reading and being interested in science and politics can make you successful one day; This shows us that from when Ben Franklin was a child, he was wise and creative; This shows me that he was smart and later on, he used the skills and lessons he learned, which helped him to be successful; If Franklin wasn’t wise, he would never have gotten up to this level.*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*in the first article, it says that some of the reasons why he liked being a printer was because he was interested in “politics, science and books.”; “What was different about Franklin’s almanac were his wise and funny sayings and useful everyday advice.”; In the second article, it says that “Even as a child, Franklin had an inventive mind.”; Ben learned about many different subjects.*) During Ben Franklin’s short two-years of school, he still learned a lot from this; even though Benjamin Franklin didn’t enjoy his experience in his father’s shop, he still learned lessons from this experience as well; *In the first article, it says that he “became famous as a scientist, inventor, writer and statesman; In the second article, it states that “his accomplishments as a scientist and statesman made him one of the “most powerful and important men in America.”*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*For example, in the first article, In the second article, This shows us, It also says, In both articles, If Franklin wasn’t wise, As you can see*). The response uses grade-appropriate precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*As you can see, one of the quality’s emphasized in both articles by the authors is that Ben Franklin had a smart mind, and was intelligent and wise*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

42

In "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Did you know Benjamin Franklin dropped out of school just to work on writing newspapers and essays? Well, his dreams became true in a few years. In both articles "Excerpt from printer's ink" and "Excerpt from young Ben Franklin", they identify a quality about Ben Franklin. One quality that is emphasized in both texts is that Ben became successful after he opened his own print shop in Philadelphia. Like, the article "Excerpt from printer's ink", on paragraph 6 and 7, it talks about his greatest book he has made and his career. In the article "Excerpt from young Ben Franklin", paragraph 6 talks about when he was 17 that he left his brother's print shop and moved to Philadelphia and opened his own print shop, he was then one of the most important men in America. This makes me wonder if back then everyone knew about him and what he was. Each author supports this quality by simply stating his old life to his new life. For example, "Excerpt from printer's ink" states "Many people believe that Ben Franklin's autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery.". This means that people believed Ben's autobiography was the greatest book written by an American and he wrote it when he was old and finished at the age of 82, his last essays were against slavery. Also, the text states "Benjamin Franklin became famous as a scientist, inventor, writer and statesman. But when he wrote his will, he began with the words: "I, Benjamin Franklin of Philadelphia, printer . . ." This means that he became famous as many things but when he wrote his will, he started talking about him being a printer and not anything else that he became famous of. The article "Excerpt from young Ben Franklin" states "When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years." This means that when Ben was 17, he moved to Philadelphia and opened a print shop. He became a scientist and statesman which made him powerful and important in America. As a conclusion, Benjamin Franklin became successful by moving out of his brother's print shop, and opening his own in Philadelphia. Would you drop out of school, not knowing if you'll become successful to be a printer?

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Did you know Benjamin Franklin dropped out of school just to work on writing newspapers and essays? Well, his dreams became true in a few years. In both articles “Excerpt from printer’s ink” and “Excerpt from young Ben Franklin”, they identify a quality about ben Franklin. One quality that is emphasized in the both texts is that Ben became sucessfull after he opened his own print shop in philadephia.*). The response demonstrates insightful comprehension and analysis of the texts (*This makes me wonder if back then everyone know about him and what he was; Each author supports this quality by simply stating his old life to his new life; This means that he became famous as many thing but when he wrote his will, he started talking about him being a printer and not anything else that he became famous of*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*“Exceprt from printer’s ink” states “Many people believe that Ben Franklin’s autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery.”; “Benjamin Franklin became famous as a scientist, inventor, writer and statesman. But when he wrote his will, he began with thek words: “I, Benjamin Franklin of Philadelphia, printer... ”; “Exceprt from young Ben Franklin” states “When he was 17, Ben left his brother’s print shop. He moved to philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years. ”*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*Did you know, In both articles, This makes me wonder, Each author supports, For example, This means, As a conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*As a conclusion, Benjamin Franklin became successful by moving out of his brother’s print shop, and opening his own in Philadelphia. Would you drop out of school, not knowing if you’ll become successfull to be a printer?*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

42

In “Excerpt from Printer’s Ink” and “Excerpt from Young Ben Franklin,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In “Excerpt from Printer’s Ink” and “Young Ben Franklin”, the authors emphasize Ben’s skill for writing and printing. They support his quality by stating his achievements as a writer and printer.

The text “Excerpt From Printer’s Ink” focuses only on Ben’s writing and printing experiences, hence the title. It starts from when he was 12 and became a printer’s apprentice to when he opened his own print shop to when he wrote his first book. At one point, when the author is talking about Ben’s almanac, he explains why Ben’s almanacs were much better than the rest, because they were “wise and funny,” and they were full of “helpful news.”

GUIDE PAPER 3b

In "Excerpt from Young Ben Franklin," the author talks about Franklin's interest in writing, reading, and printing. The text describes the many things Ben Franklin did working with his brother, and that his "natural ability as a writer developed quickly." In addition, paragraph 4, it states that "Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles," which shows how the author admires Ben.

In conclusion, Ben Franklin was a famous scientist, inventor, statesman, and writer. The authors of the text chose to focus on his writing side, and even if Ben had just been a writer, it would still have made one of the most important men in America, for all the things he wrote and printed.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In “Excerpt from Printer’s Ink” and “Young Ben Franklin”, the authors emphasize Ben’s skill for writing and printing. They support his quality by stating his achievements as a writer and printer*). The response demonstrates insightful comprehension and analysis of the texts (*Ben’s almanac were much better than the rest; which shows how the author admires Ben; even if Ben had just been a writer, it would still have made one of the most important men in America*). The response develops the topic with relevant, well-chosen details from the texts (*It starts from when he was 12 and became a printer’s apprentice to when he opened his own print shop to when he wrote his last book; when the author is talking about Ben’s almanac, he explains why Ben’s almanac were much better than the rest, because they were “wise and funny,” and they were full of helpful news; “his natural ability as a writer developed quickly.”; “Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles”*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*hence, At one point, the text describes, In addition, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*focus and hence*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, Ben Franklin was a famous scientist, inventor, statesman, and writer. The authors of the text chose to focus on his writing side, and even if Ben had just been a writer, it would still have made one of the most important men in America, for all the things he wrote and printed*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

One thing that was emphasized in both passages was that Benjamin Franklin was a hardworker. I know this because in text 1 it says, ". ..printers did more than just run the printing presses. Many printers published newspapers. When Ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing weekly newspaper called the Pennsylvania Gazette." This shows that Ben was a hardworker because he had to open up a printing shop and that takes a lot of work and he was printing newspapers weekly, which also takes a lot of work to do by himself. Also in text 1, the text explains that, " Ben Franklin also published books: novels, schoolbooks , medical books for doctors and more." This takes a lot of hard work to write so many books in a lifetime because it usually takes a lot of time to write 1. In text 2 it also explains that Ben Franklin was a hard worker because in text 2 the text states that, " he spent his days "employed in cutting Wick for the Candles , filling and dipping mold...attending the Shop, going on errands, ect." Although Ben did not enjoy this experience, it helped him learn the importance of hard work." This also explains that he was a hardworker because even though he didn't like the job at the candle shop, he still did it to the best of his ability. In paragraph 1 it says " Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily." This also shows Ben was hardworking because it says he had an inventive mind and making those paddles and thinking of the idea to help him probably took a long time and a lot of perseverance.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from task and purpose (*One thing that was emphasized in both passages was that Benjamin Franklin was a hardworker*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*This shows that Ben was a hardworker because he had to open up a printing shop and that takes a lot of work and he was printing newspapers weekly, which also takes a lot of work to do by himself; this takes a lot of hard work to write so many books in a lifetime because it usually takes a lot of time to write 1; This also explains that he was a hardworker because even though he didn't like the job at the candle shop, he still did it to the best of his ability; This also shows Ben was hardworking because it says he had an inventive mind and making those paddles and thinking of the idea to help him probably took a long time and a lot of perseverance*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“*..printers did more than just run the printing presses. Many printers published newspapers. When Ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing weekly newspaper called the Pennsylvania Gazette.*”); “*Ben Franklin also published books: novels, schoolbooks, medical books for doctors and more.*”); “*he spent his days “employed in cutting Wick for the Candles, filling dipping mold...attending the Shop, going on errands, etc.” although Ben did not enjoy this experience, it helped him learn the importance of hard work.*”; “*Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily.*”). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*I know this because, This shows, This also explains*). The response uses grade-appropriate precise language and domain-specific vocabulary (*perseverance*). The response does not provide a concluding statement. The response demonstrates a grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*emphasized, hardworker, Philadelphia, experience, probably*).

GUIDE PAPER 5a

Additional

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*” both emphasized that Benjamin Franklin had a passion for writing.

In “Excerpt from *Printer’s Ink*” one way Ben’s passion of writing is shown in paragraph 3 where it says Ben published novels, medical books, school books and many other. Also another way his passion is shown is when in paragraph six it says “even when Ben was in his deathbed he continued to write. This is how in “Excerpt from *Printer’s Ink*” Ben’s passion is shown.

In “Excerpt from *Young Ben Franklin*”

GUIDE PAPER 5b

Additional

Ben's passion is also showed one way it is showed is when in Paragraph 6 it says "when Ben was 17 he left for Philadelphia and found work as a writer and printer eventually he opened his own print shop. Also on the time line it shows in 1730 Ben wrote and published poor Richard: an Almanac which many people bought. This how in "Excerpt from Young Franklin" Ben's passion of reading is shown.

These are 4 reasons from "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" how Ben's passion for writing is shown.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" both emphasized that Benjamin Franklin had a passion for writing*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"Ben Published novels, medical book, school books and many others; "even when Ben was in his deathbed he continued to write; "when Ben was 17 he left for Philadelphia and found work as a writer and printer eventually he opened his own print shop; on the time line it shows in 1730 Ben wrote and published Poor Richard: an Almanac which many people bought*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*one way, Also another way, This is how*). The response uses grade-appropriate precise language and domain-specific vocabulary (*passion*). The response provides a concluding statement that follows from the topic and information presented (*These are 4 reasons from "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" how Ben's passion for writing is shown*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*passion of writing, were it says, in his deathbed, say's, Philidelphia, which*).

GUIDE PAPER 6a

42

In "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both articles Ben Franklin loved to print it was his favorite thing to do and both "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" both emphasized that.

In "Excerpt from Printer's Ink" they emphasized that by saying in paragraph one "Ben had trouble getting along with his brother, but loved printing." One detail to that is that the author even said "loved printing" in the sentence which shows that Ben loves printing. Another detail is that even if Ben did not get along very well with his brother he ~~survived~~ worked through it because he loved printing.

In "Excerpt from Young Ben Franklin" they

GUIDE PAPER 6b

emphasized that Ben love printing by saying "although James was often harsh with his younger brother, Ben enjoyed the printing business." One detail is that (like in the other artical) the author said "Ben enjoyed the printing business" which shows Ben's love for printing. Another detail is that Ben tries to still work hard because he loves printing even though his brother could be harsh.

All and all both of the articals show how much Ben Franklin loved printing.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both articals Ben Franklin loved to print it was his favorit thing to do and both "Excerpt from Printers Ink" and "Excerpt from Young Be Franklin" emphasized that*). The response demonstrates a literal comprehension of the texts (*the author even said "loved printing" in the sentence which shows that Ben loves printing; even if Ben did not get along very well with his brother he worked through it because he loved printing; which shows Ben's love for printing; Ben tries to still work hard because he loves printing even thoug his brother could be harsh*). The response develops the topic with relevant details from the texts, with some lack of variety (*"Ben had trouble getting along with his brother, but loved printing.";*; *"although James was often harsh with his younger brother, Ben enjoyed the printing business."*; *"Ben enjoyed the printing business"*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In both articals, which shows, All and all*). The response uses grade-appropriate precise language and domain-specific vocabulary (*he worked through it*). The response provides a concluding statement that follows from the topic and information presented (*All and all both of the articals show how much Ben Franklin loved printing*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7

42

In “Excerpt from Printer’s Ink” and “Excerpt from Young Ben Franklin,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

The quality that is emphasized is that Ben was a very hard worker for example,in the article "Expert from Printers Ink" He worked in his brothers shop for years then he left just so he could open up his own shop and even when he retired he still printed as a hobbie.Another example is, in the passage "Expert from Young Ben Franklin" is he worked at his fathers shop and invented too.He liked to swim so he invented paddles for his hands and feet sohe could move around in the water better than he could when he did not have the paddles.Lastly he was hard working because through out his holl life he was workig starting from a little kid to his lod age he ust kept on working and he never stopped and that is amazing and unique.He started working at his fathers shope when he was ten years old that amazing and even when he was in his daeth bed he kapt on riding the last thing he wrote in his will was "I Benjamin Franklin of philadelphia printer . . ."that was the last thing that Ben ever wrote.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The quality that is emphasized is that Ben was a very hard worker*). The response demonstrates a literal comprehension of the texts (*through out his holl life he was workig starting from a little kid to his lod age he ust kept on working and he never stopped and that is amazing and unique*). The response develops the topic with relevant details from the texts, with some lack of variety (*He worked in his brothers shop for years then he left just so he could open up his own shop and even when he retired he still printed as a hobbie; He liked to swim so he invented paddles for his hands and feet sohe could move around in the water better than he could when he did not have the paddles; He started working at his fathers shope when he was ten years old that amazing and even when he was in his daeth bed he kapt on riding the last thing he wrote in his will was “I Benjamin Franklin of philadelphia printer... ”*). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases (*Another example is and Lastly*). The response uses grade-appropriate precise language and domain-specific vocabulary (*amazing and unique*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*emphasized, brothers, hobbie, fathers, sohe, through out, holl, working, lod, ust, shope, that amazing, in his daeth bed, kapt on riding, philadelphia printer, run-on sentences, spacing*).

GUIDE PAPER 8a

Additional

42

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

This essay tells of the qualities of Ben Franklin common in both texts and how they're supported by each author.

The common quality in both articles is **hard working**. This is one of the major qualities that the articles include examples of. This quality is the articles' most evident quality.

The articles both contain info about events connected to this quality. "When ben was a man, he opened his own print shop in Philadelphia." Although Ben didn't enjoy

this experience it help him learn the importance of hard work.

c) This essay is about the quality of Benjamin Franklin that can be found in both articles and how each author supports it.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*This essay tells of the qualities of Ben Franklin common in both texts and how they're supported by each author. The common quality in both articles is hard working. This is one of the major qualities that the articles include examples of. This quality is the articles' most evident quality*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence, with inconsistency ("When ben was a man, he opened his own print shop in Philadelphia." and "Although Ben didn't enjoy this experience, it help him learn the importance of hard work."). The response exhibits little attempt at organization, and lacks the use of linking words and phrases. The response uses grade-appropriate precise language and domain-specific vocabulary (evident). The response provides a concluding statement that follows generally from the topic and information presented (*This essay is about the quality of Benjamin Franklin that can be found in both articles and how each author supports it*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 9

42

In "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Both Atricles" Excerpt from Printer's Ink by Jerry Miller" and "Excerpt from Young Ben Franklin by Julie Doyle Durway each tell the quality about Ben Franklin.

In the Article "Excerpt From Printer's Ink" By Jerry Miller, The author gives a quality by telling about Ben Life as a printer. One Detail is "Ben also published books: novels, Schoolbooks, medical books for doctors. Another detail is " Ben's most famous works-and his first big success-was poor Rischard's Alanack.

In the article" Excerpt from young Ben Franklin" By Julie Doyle Durway, tell a quality about Ben's Whole Life as a kid. One detail is " Ben left his brother printer shop. Another detail is " When Ben wa 10, he left school and began working in his farthers soap and candle shop.

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Both Atricles* "Excerpt from Printer's Ink by Jerry Miller" and "Excerpt from Young Ben Franklin by Julie Doyle Durway each tell the quality about Ben Franklin). The response demonstrates a literal comprehension of the texts (*In the Article "Excerpt From Printer's Ink" By Jerry Miller, The author gives a quality by telling about Ben Life as a printer and In the article " Excerpt from young Ben Franklin" By Julie Doyle Durway, tell a quality about Ben's Whole Life as a kid*). The response develops the topic with relevant details from the texts, with some lack of variety ("Ben also published books: novels, Schoolbooks, medical books for doctors; " Ben's most famous works-and his first big success-was poor Rischard's Alanack; " Ben left his brother printer shop; When Ben wa 10, he left school and began working in his farthers soap and candle shop). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases (*One detail is and Another detail is*). The response inconsistently uses appropriate language and domain-specific vocabulary (*tell a quality, Ben's Whole Life as a kid, brother printer shop*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Atricles, " Excerpt from Printer's Ink by Jerry Miller", tell the quality, Ben Life, works, Rischard's Alanack, brother printer shop, wa, farthers*).

GUIDE PAPER 10

42

In "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Im am going to identify a quality about Ben Fraklin in the two "Excerpt from Printer's Ink and "Excerpt from Young Ben Fraklin". Than I'm going to explain how each author supports the quality about Ben Fraklin!

In the "Excerpt from Printer's Ink" the thing that is emphasized is, from age 12 to age 42 he had his own Printing Office and he was a famous scientist, inventer, writer, and a statesman!

In the "Excerpt from Young Ben Fraklin" the thing that is emphasized is, all the events rhat happen in his life like an apprentice a a printing shop to opening his of printing office is amazing! He lived from like, 1719-1790, pretty goooooood!

Now that I told you all the flabergasting things about Ben Fraklin and most of his acomplishments try to achive as many acomplishments as he did!(:

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Im am going to identify a quality about Ben Fraklin in the two "Excerpt from Printer's Ink and "Excerpt from Young Ben Fraklin". Than I'm going to explain how each author supports the quality about Ben Fraklin!*). The response demonstrated little understanding of the texts. The response partially develops the topic of the essay with the use of some textual evidence (*from age 12 to age 42 he had his own Printing Office and he was a famous scientist, inventer, writer, and a statesman!* and *all the events rhat happen in his life like an apprentice a a printing shop to opening his of printing office*), some of which is irrelevant (*He lived from like, 1719-1790*). The response demonstrates some attempt at organization, and lacks the use of linking words and phrases (*Than [Then]*). The response uses grade-appropriate precise language and domain-specific vocabulary (*amazing* and *flabergasting*). The response provides a concluding statement that is illogical to the topic and information presented (*Now that I told you all the flabergasting things about Ben Fraklin and most of his acomplishments try to achive as many acomplishments as he did!*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension [*Im am, Excerpt, Fraklin, Than, inventer, rhat, a a, his of printing, goooooood, flabergasting, acomplishments, (:*].

GUIDE PAPER 11

Additional

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Both authors show that Ben was very interested in printing. Jerry Miller shows Ben's quality by talking about his printing jobs throughout his life. Julie Doyle Durway states Ben's quality by explaining most of his life.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Both authors show that Ben was very interested in printing*). The response demonstrates little understanding of the texts (*Jerry Miller shows Ben's quality by talking about his printing jobs throughout his life. Julie Doyle Durway states Ben's quality by explaining most of his life*). The response provides no evidence. The response exhibits little attempt at organization, and exhibits no use of linking words and phrases. The response inconsistently uses grade-appropriate precise language and domain-specific vocabulary (*states Ben's quality and explaining most of his life*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

GUIDE PAPER 12

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In “excerpts from Printers Ink” and Excerpt from Young ben Franklin; one Quality about benjamin Franklin in both Articals is that he had a Printing shop and was hard working,

Score Point 1 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In “excerpts from Printers Ink” and Excerpt from Young ben franklin”, one quality about benjamin Franklin in both Articals is that he had a Printing shop and was hard working*). The response demonstrates little understanding of the texts. The response provides no evidence. The response exhibits no evidence of organization, and exhibits no use of linking words and phrases. The response inconsistently uses grade-appropriate precise language and domain-specific vocabulary (*one quality about*). The response does not provide a concluding statement. Conventions in the response are minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both articles it shows Ben helping out in his brother's print shop. It also shows about his writing and how he started his own print shop. Each author shows it by using the same details and by using their resources.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*In both articles it shows Ben helping out in his brother's print shop. It also shows about his writing and how he started his own shop. Each author shows it by using the same details and by using their resources*).

GUIDE PAPER 14

Additional

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

They both join their brothes in a printing shop and loved to read, write and find new solutions for everyday problems. They both started to work at a young age and loved to publish and almost liked the same subjects like science.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*They both join their brothes in a printing shop and loved to read, write and find new solutions for everyday problems. They both started to work at a young age and loved to publish and almost liked the same subjects like science*).