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# **New York State Testing Program**

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**2022  
English Language Arts Test  
Session 1**

**Grade 3**

**March 29–31, 2022**

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this story. Then answer questions 1 through 6.

## Getting Even

by Deb Westgate-Silva

- 1     “Want to go to the pool tomorrow?” Rosa asked Stephanie during recess. The pool at the YMCA was one of their favorite places.
- 2     Rosa and Stephanie did everything together. They rode the school bus together. They sat together during lunch. They took dance lessons together and even went to the same summer camp. They were best friends. Most of the time.
- 3     Sometimes, though, when Stephanie was with other friends, she ignored Rosa or treated her like a little kid, even though they were the same age. Rosa and Stephanie had played together since they were babies, but sometimes Stephanie didn’t act like a friend.
- 4     Today was one of those times.
- 5     “Sorry. I’m already going to the pool,” Stephanie said. “Toni and Vanessa and I are going.” She smiled, but it wasn’t her nice smile. She walked away to join Toni and Vanessa, and Rosa was left standing alone.
- 6     After school, at dance class, Stephanie talked and giggled with the other dancers as they stretched in front of the mirror. Rosa wanted to join them, but she still felt too upset.
- 7     Then she noticed Kiara, the new girl, standing with one leg up on the barre. Rosa joined her and began stretching, too. Kiara smiled, and Rosa smiled back. Rosa tried not to check the mirror to see if Stephanie had noticed. *I hope she feels left out*, Rosa thought.
- 8     The next morning, when Rosa boarded the bus, Stephanie was waiting in their usual seat. Stephanie quickly moved her backpack off the seat to make room for Rosa. But Rosa walked past her and slid into the empty seat next to Kiara. *How does it feel now?* Rosa thought.

**GO ON**

9 On the bus ride, Rosa discovered that Kiara was not the quiet girl Rosa had thought she was. She talked a lot—about her little brother, about the tree house her uncle had built, and even about swimming.

10 “I love swimming!” Rosa said.

11 “Me, too,” Kiara said. “We just joined the YMCA. My dad said he’d take my brother and me tonight.”

12 “It’s awesome there,” Rosa said. “Sometimes the lifeguards put giant floats in the pool to climb on and slide off. I want to have a pool party there for my birthday this year!”

13 “Maybe you can come with us tonight,” Kiara said. “I’ll ask my dad.”

14 “That would be fun. I’ll ask my mom,” said Rosa.

15 When they stepped off the bus, Stephanie was waiting on the sidewalk. “Did you still want to go swimming tonight?” Stephanie asked Rosa.

16 *Here’s my chance*, Rosa thought. “I’m already going,” she said. “Kiara and I are going together.” She smiled. Somehow she knew it wasn’t her nice smile. *There*, she thought.

17 Stephanie nodded and looked at her feet.

18 Rosa’s heart sank and her cheeks began to burn.

19 Why didn’t she feel happy? Getting even is what she’d wanted, wasn’t it?

20 *I could walk away with my new friend and not look back*, Rosa thought. But it was too late. She had seen Stephanie’s face. Getting even didn’t feel the way she’d expected. It didn’t feel good at all. “Um,” she said instead, “maybe we could all go together.”

21 Stephanie brightened. “I’d like that.”

22 Rosa smiled. “Kiara, meet my friend Stephanie.”

**1** In paragraph 3, what is **most likely** the narrator’s point of view of Stephanie?

- A** Stephanie likes to talk with many people on the bus.
- B** Sometimes Stephanie acts younger than she really is.
- C** Stephanie likes to stay friends with people for a long time.
- D** Sometimes Stephanie acts in a mean way toward a friend.

**2** What does the phrase “left out” mean as used in paragraph 7?

- A** watched
- B** alone
- C** troubled
- D** careful

**3** Which quotation **best** shows how Rosa and Stephanie usually act with each other?

- A** “Rosa and Stephanie did everything together.” (paragraph 2)
- B** “She walked away to join Toni and Vanessa, and Rosa was left standing alone.” (paragraph 5)
- C** “Rosa tried not to check the mirror to see if Stephanie had noticed.” (paragraph 7)
- D** “But Rosa walked past her and slid into the empty seat next to Kiara.” (paragraph 8)

**GO ON**

**4** In paragraphs 16 through 20, the reader can see that Rosa changes from

- A** trying to avoid someone to making new friends
- B** feeling sad about something to having a good time
- C** wanting to upset her friend to wanting to include her
- D** having a good time to feeling angry at someone

**5** In paragraph 21, what does the phrase “Stephanie brightened” mean?

- A** She became smarter.
- B** She moved into the sunlight.
- C** She changed into dressy clothes.
- D** She became happier.

**6** Which sentence **best** supports the central message of the story?

- A** Stephanie makes room for Rosa to sit next to her on the bus.
- B** Stephanie tells Rosa that she is going to the pool with someone else.
- C** Rosa tells Stephanie that she has plans with Kiara.
- D** Rosa asks Stephanie if she wants to go to the pool with her and Kiara.

# **D**irections

Read this passage. Then answer questions 7 through 12.

## Just Listen

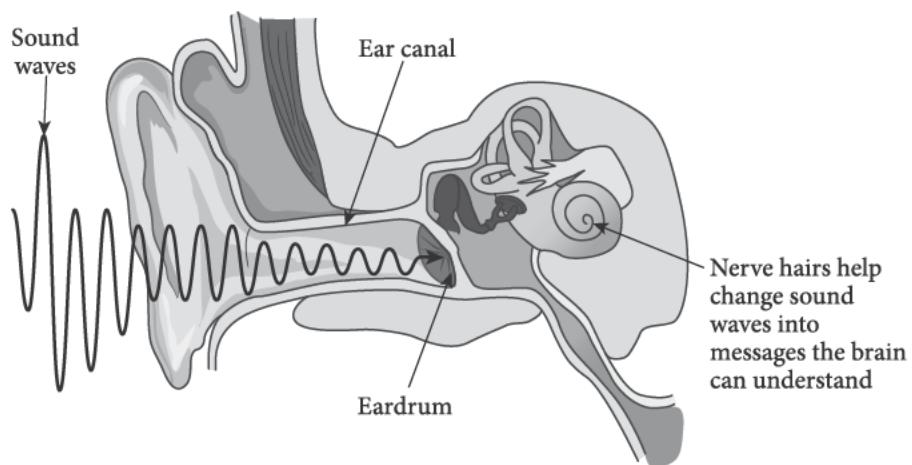
by Kathleen Weidner Zoehfeld

- 1 Psssst! Your friend leans close and whispers a secret. Woof! Woof! His dog barks as a car zooms past. Beep beep! The driver honks her horn to say hello. People and animals and things are making sounds all the time. I hear birds singing. Is that rumbling sound thunder? Some sounds are as quiet as a leaf rustling in the breeze. Others are so loud you might cover your ears.
- 2 Pluck a guitar string or a rubber band stretched between your fingers. You see the string or rubber band go back and forth very fast. It is vibrating. You can't see it, but the vibration makes waves in the air, like you make waves in a bathtub of water when you waggle your hand up and down quickly.
- 3 Every sound is made by vibrations. Place your fingertips lightly on the front of your throat. Say or shout a few words. Feel the tiny, quick, shaking movements? That is the vibration of the vocal cords in your throat. It makes the sound of your voice.
- 4 Your ears are sound wave collectors. Sit very quietly. Listen to all the different sounds you can hear.
- 5 The sound waves your ear collects travel through your ear canal. At the end of the canal is a thin piece of skin called your eardrum. The sound waves make your eardrum vibrate. Special nerve hairs further inside your ear pick up the vibrations. They send signals to your brain. Your brain makes sense of all the sounds you hear. The faster your eardrum vibrates, the higher the sound you will hear. If the vibration is slower, you will hear a lower sound.

**GO ON**

- 6 Sound waves travel not only through air but also through water. They can even travel through solid things, like wood. Knock on your table top. Listen to the sound. Now put one ear down on your table and knock again the same way. Does the knock sound different? Sound waves are traveling to your ear through the table top. They travel even faster through wood or metal than they do through air.
- 7 In outer space, there is no air. And guess what. There are no sounds, either, because there is nothing for sound waves to travel through. If an astronaut bangs a hammer on the outside of a spaceship, people inside the spaceship may hear it. But there will be no sound outside the ship—no matter how hard the astronaut hammers! Because there is no air, the hammering creates no sound waves. There is only silence.
- 8 Sometimes your ear collects a sound twice. If you make a wave of water in the tub, it will go to the edge and bounce back. Sometimes sound waves bounce back, too. If you clap your hands in an empty room, you hear the clap as soon as your hands come together. But you may hear it again, a split second later, as the sound waves travel to the wall and bounce back to your ear. It's called an echo.
- 9 The world is full of sounds. Just listen.

#### HOW EARS AND HEARING WORK



**GO ON**

**7** What question does paragraph 3 help to answer?

- A** How do ears take in sounds?
- B** What do eardrums do?
- C** How do noises travel?
- D** What do sounds feel like?

**8** Which sentence explains why there are no sounds in outer space?

- A** Sound waves cannot travel fast enough to be heard in space.
- B** Sound waves cannot bounce off things in space.
- C** There is no air in space for sound waves to travel through.
- D** There are no people or animals in space to hear sound waves.

**9** What happens **right after** sound waves cause the eardrum to vibrate?

- A** The brain makes sense of what is heard.
- B** Nerve hairs send signals to the brain.
- C** Sound waves travel through the ear canal.
- D** Some sound waves cause lower sounds.

**GO ON**

**10**

Which phrase from the passage **best** explains the meaning of “silence” as it is used in paragraph 7?

- A** “There are no sounds” (paragraph 7)
- B** “Because there is no air” (paragraph 7)
- C** “sound waves bounce back” (paragraph 8)
- D** “clap your hands in an empty room” (paragraph 8)

**11**

Which sentence **best** states the main idea of the passage?

- A** Some noises are loud and others are quiet.
- B** Sound waves do not travel through all things the same way.
- C** Vibrations create sound waves that let us hear noises.
- D** There is no air or sound in outer space.

**12**

Based on the passage, what does the author **most likely** think about how people hear?

- A** Learning how people understand sounds is very interesting.
- B** It is strange that all sounds do not return to where they start.
- C** It is hard to find out how people make sense of sounds.
- D** The fact that there is no sound in space is a problem.

**GO ON**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this passage. Then answer questions 25 and 26.

## The Watermelon Seed

by Kay Haugaard

- 1 Once there was a watermelon seed. It was smooth and black and shiny. It lay under the moist, soft brown earth.
- 2 The water in the soil seemed to say, “Drink me, swell up, wake up!” and the seed did. It swelled up and burst its shiny, black skin.
- 3 The pale white inside part of the seed pushed up, up, out of the dark earth. As it rose, the seed divided into two sprouts that looked like arms greeting the warm sun. The sun shone down on the pale, curving sprouts, and they turned into a strong, green watermelon vine.
- 4 The seed’s lower part reached down into the dark earth and divided into roots, seeking nourishment. The roots carried the moisture and minerals from the earth up the stem into the vine.
- 5 The vine grew and reached out over the sun-warmed ground. Fine short hairs on the vines glinted in the sunshine. Green, lacey leaves soon spread like fans, opened flat to the sky, soaking up the sun’s rays.

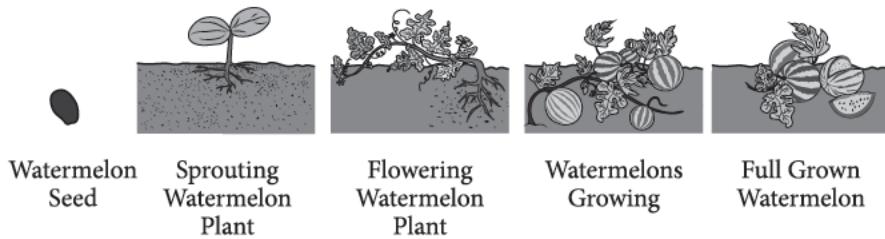
glinted = gave off sunlight

- 6 The warm sun poured energy onto the vine, and it bloomed with small yellow flowers. The flowers opened wide to welcome bees, who drank their sweet liquid called nectar.
- 7 While these small creatures fed, tiny grains of dusty yellow pollen stuck to them. The bees carried pollen from one golden cup to another, sending a message to the flowers: it is now time to produce juicy, heavy fruit.
- 8 When the flower petals fell to the ground, a tiny green bubble of a watermelon began to grow on the vine. It drank and drank water from the rain brought up from the roots. It swelled and swelled with the water and the heat from the sun. Its pale yellow belly touched the warm earth. Its

**GO ON**

green and yellow stripes stretched from end to end of its plump, rounded shape. It grew large and heavy in the hot summer sun.

- 9 One day the ripe melon was cut from its stem. It was carefully loaded onto a truck and taken to a farmers' market. There, it was bought by a man for his family.
- 10 Inside its smooth, striped skin was delicious, sweet red juice in red, crunchy flesh. The family cut it into large slices. They ate it with great pleasure, this special gift from the sun, the rain, and the earth filled with minerals.
- 11 The boy picked up a black shiny seed and smiled at it. It seemed to say, "Plant me. I will make more watermelons!"



**25**

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

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**GO ON**

**26**

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this passage. Then answer questions 27 through 29.

## Pill Bugs

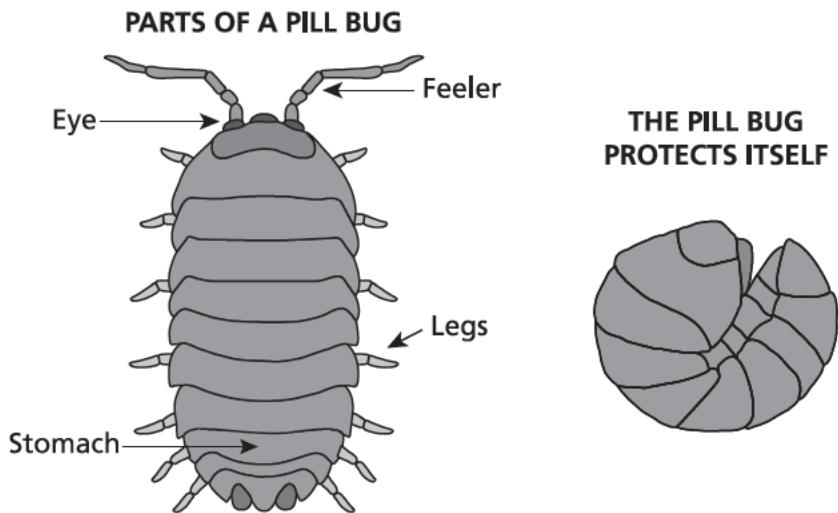
by Patricia Toht

- 1 Turn over a rotting log or look under some dead leaves. Do you see little balls that look like hard seeds? Keep watching! They may not be seeds at all. The balls may uncurl and scurry away. Some people call them roly-polies, or tiggy hogs, or potato bugs. But most people call them pill bugs.
- 2 Pill bugs often live in forests. But they can also be found on beaches, in basements, or in the cracks of city buildings—anywhere they can find a dark, damp spot to hide from the sun.
- 3 Pill bugs are not “bugs” at all—they are related to shrimp and lobsters. They also have gills, like fish. These gills take oxygen from water for pill bugs to breathe. If pill bugs get too dry, they will die.
- 4 Like a tiny tank, a pill bug’s back is a hard shell. When a bird, lizard, or frog comes looking for a tasty treat, pill bugs fold their fourteen legs and roll up to escape from being eaten.
- 5 A pill bug will never pinch, or bite, or sting. You can gently pick one up and hold it in your hand.
- 6 Look closely at the pill bug. What color is it? Adult pill bugs are often gray, but they may also be red, orange, or brown. Baby pill bugs are smaller and cream-colored.
- 7 A mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own. As a baby pill bug grows, its shell becomes too tight. The baby sheds, or molts, its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be careful, baby pill bugs!
- 8 Can you see two feelers on the pill bug’s head? These help a pill bug find food. Pill bugs love rotting vegetables and plants, ant droppings and spider

**GO ON**

eggs. A molting pill bug may even eat its own shell!

- 9 When you've finished looking at your pill bug, put it back in a damp, dark place. Then it can live a happy pill bug's life.



**GO ON**

**27**

How does the illustration add to the reader’s understanding of “Pill Bugs”? Use **two** details from the passage to support your response.

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**GO ON**

**28**

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

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**GO ON**

**29**

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 30 and 31.

## Saving the Birds

by James Baldwin

- 1     “Cheep! cheep! cheep!” came from the wet grass.
- 2     “What is the matter here?” asked the first lawyer, whose name was Speed.
- 3     “Oh, it’s only some old robins!” said the second lawyer, whose name was Hardin. “The storm has blown two of the little ones out of the nest. They are too young to fly, and the mother bird is making a great fuss about it.”
- 4     “What a pity! They’ll die down there in the grass,” said the third lawyer, whose name I forgot.
- 5     “Oh, well! They’re nothing but birds,” said Mr. Hardin. “Why should we bother?”
- 6     The three men, as they passed, looked down and saw the little birds fluttering in the cold, wet grass. They saw the mother robin flying about, and crying to her mate.

fluttering = flapping their wings

- 7     Then they rode on, talking and laughing as before. In a few minutes they had forgotten about the birds.
- 8     But the fourth lawyer, whose name was Abraham Lincoln, stopped. He got down from his horse and very gently took the little ones up in his big warm hands.
- 9     “Never mind, my little fellows,” said Mr. Lincoln. “I will put you in your own cozy little bed.”
- 10    Then he looked up to find the nest from which they had fallen. It was high, much higher than he could reach.

**GO ON**

11     But Mr. Lincoln could climb. He had climbed many a tree when he was a boy. He put the birds softly, one by one, into their warm little home. Two other baby birds were there, that had not fallen out. All cuddled down together and were very happy.

12     Soon the three lawyers who had ridden ahead stopped at a spring to give their horses water.

13     “Where is Lincoln?” asked one.

14     “Do you remember those birds?” said Mr. Speed. “Very likely he has stopped to take care of them.”

15     In a few minutes Mr. Lincoln joined them. His shoes were covered with mud; he had torn his coat on the thorny tree.

16     “Hello, Abraham!” said Mr. Hardin. “Where have you been?”

17     “I stopped a minute to give those birds to their mother,” he answered.

18     Then all three of them laughed heartily. They thought it so foolish that a strong man should take so much trouble just for some worthless young birds.

19     “Gentlemen,” said Mr. Lincoln, “I could not have slept tonight, if I had left those helpless little robins to perish in the wet grass.”

**GO ON**

**30**

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



**GO ON**

**31**

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

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**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2022 English Language Arts Tests Map to the Standards**  
**Grade 3**

Question	Type	Key	Points	Standard	Strand	Subscore
<b>Session 1</b>						
1	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.3.6	Reading Standards for Literature	Reading
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.4	Reading Standards for Literature	Reading
3	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.3	Reading Standards for Literature	Reading
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.5	Reading Standards for Literature	Reading
5	Multiple Choice	D	1	CCSS.ELA-Literacy.L.3.4	Language Standards	Reading
6	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.3.2	Reading Standards for Literature	Reading
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.5	Reading Standards for Informational Text	Reading
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Reading
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Reading
10	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.4	Reading Standards for Informational Text	Reading
11	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.2	Reading Standards for Informational Text	Reading
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.6	Reading Standards for Informational Text	Reading
<b>Session 2</b>						
25	Constructed Response		2	CCSS.ELA-Literacy.RI.3.8	Reading Standards for Informational Text	Writing to Sources
26	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Writing to Sources
27	Constructed Response		2	CCSS.ELA-Literacy.RI.3.7	Reading Standards for Informational Text	Writing to Sources
28	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Reading Standards for Informational Text	Writing to Sources
29	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Reading Standards for Informational Text	Writing to Sources
30	Constructed Response		2	CCSS.ELA-Literacy.RL.3.3	Reading Standards for Literature	Writing to Sources
31	Constructed Response		4	CCSS.ELA-Literacy.RL.3.2	Reading Standards for Literature	Writing to Sources

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

## 2-Point Rubric—Short Response

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

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

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

## New York State Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2  R.1–9	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate comprehension and analysis of the text</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> <li>—demonstrate grade-appropriate comprehension of the text</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a confused comprehension of the text</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2  R.1–8	<ul style="list-style-type: none"> <li>—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, and details throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> 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"> <li>—clearly and consistently group related information together</li> <li>—skillfully connect ideas within categories of information using linking words and phrases</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—generally group related information together</li> <li>—connect ideas within categories of information using linking words and phrases</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt to group related information together</li> <li>—inconsistently connect ideas using some linking words and phrases</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization</li> <li>—lack the use of linking words and phrases</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—do not provide a concluding statement</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2  L.1  L.2	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

- If the student writes only a personal response and makes no reference to the text, 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 with no original student writing should be scored a 0.

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

## EXEMPLARY RESPONSE

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

What happens in paragraphs 6 and 7 shows why bees are important for growing watermelons. In the passage, the bees went to the flowers to drink the nectar first. This is where pollen stuck to the bees. Then, “bees carried pollen from one golden cup to another, sending a message to the flowers: it is now time to produce juicy, heavy fruit.” In paragraph 8, the passage states that small watermelons “began to grow on the vine.” Without the bees bringing pollen from flower to flower, the watermelons would not know to grow.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

Paragraphs 6 and 7 are important to paragraph 8 because it talks about what the bee does then what happens to the watermelon. According to the text paragraph 6 says that the flowers open wide to the bees. Also the bees carried pollen to one cup to another golden cup sending a message to the flowers. This tells me bees are really important when growing watermelon.

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

This response provides a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8 (*because it talks about what the bee does then what happens to the watermelon*). The response provides evidence of analysis (*bees are really important when growing watermelon*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the flowers open wide to the bees and the bees carried pollen to one cup to another golden cup sending a message to the flowers*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

It shows the steps leading to the growing watermelons. It says "the bees carried pollen from 1 golden cup to another sending a message to the flowers: it is now time to produce juicy heavy fruit. In paragraph 6 it says "It bloomed with small yellow flowers. This is why paragraphs 6 and 7 are important to paragraph 8.

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

This response provides a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8 (*It shows the steps leading to the growing watermelons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“The bees carried pollen from 1 golden cup to another sending a message to the flowers : it is now time to produce juicy heavy fruit and “It bloomed with small yellow flowers*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

The events in paragraphs 6 and 7 important to paragraph 8 because the watermelon can't grow without the yellow flowers. In the pitcher it says flowering water plant. In paragraph 6 it says the warm sun powerd energy onto the vine, and it bloomd with sm yellow flowers.

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

This response provides a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8 (*because the watermelon can't grow with out the yellow flowers*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*In the pitcher it say's flowering water plant and the warm sun powerd energy onto the vine, and it bloomd with sm yellow flowers*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

The events in paragraph 6 and 7 are important to paragraph 8 because the bees start drinking nectar and moving pollen around which causes the watermelons to start popping up and growing.

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

This response provides a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8 (*because the bees start drinking nectar and moving pollen around which causes the watermelons to start popping up and growing*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 5

Additional

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

the events in paragraphs 6 and 7 are important to what happens in paragraph 8 because in the paragraph it says "The flowers opened wide to welcome bees, who drank their sweet liquid called nectar;" then, the flower petals fell to the ground, and the watermelon started growing. Another reason is that it says, "While these tiny creatures fed, tiny grains of yellow pollen stuck to them... sending a message to the flowers: it is now time to produce juicy, heavy fruit.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*“The flowers opened wide to welcome bees, who drank their sweet liquid called nectar; “then, the flower petals fell to the ground, and the watermelon started growing; “While these tiny creatures fed, tiny grains of yellow pollen stuck to them... sending a message to the flowers: it is now time to produce juicy, heavy fruit”*); however, the response does not provide a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

The events in paragraph 6 and 7 is important to what happens in paragraph 8 because it welcomes the bees. One detail is that it says, "The flowers opened wide to welcome bees, who drank their sweet liquid

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

This response only provides one concrete detail from the text for support (*“The flowers opened wide to welcome bees, who drank their sweet liquid*). The response does not provide a valid inference from the text to explain, in the passage “The Watermelon Seed,” why the events in paragraphs 6 and 7 are important to what happens in paragraph 8. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

In paragraphs 6 and 7  
they are talking about  
Drink water and they  
where both talking  
about yellow and bee's.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*In paragraphs 6 and 7 they are talking about Drink water and they where both talking about yellow and bee's*).

## GUIDE PAPER 8

Additional

25

In the passage “The Watermelon Seed,” why are the events in paragraphs 6 and 7 important to what happens in paragraph 8? Use **two** details from the passage to support your response.

I think, because the prson who was writting probably wanted it to be in order.  
Also because, if it didn't go in the Steps they were in know it wouldn't make any senes.

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

This response does not address any of the requirements of the prompt (*I think, because the prson who was writting probably wanted it to be in order. Also because, if it didn't go in the Steps they were in know it wouldn't make any senes*).

## EXEMPLARY RESPONSE

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

Paragraphs 9 through 11 show a relationship between buying and eating a watermelon and then planting the seeds from it. This act means that watermelons can continue to be grown. After the watermelon is fully grown, it is cut from the vine and taken by a man for his family to eat. Then the boy sees a watermelon seed and thinks about planting it. This shows the whole growing process for watermelons.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

I think the way they might fell about growing new watermelons is that it is fun. For example, the text says in paragraph 10, "Inside its smooth, striped skin was a delicious, sweet red juice in red, crunchy flesh." In additon, it says, "They ate it with great pleasure, this special gift from the sun." Therefore, I think that they think it is fun to grow new watermelon seeds.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons (*that it is fun*). The response provides evidence of analysis (*I think that they think it is fun to grow new watermelon seeds*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Inside its smooth, striped skin was a delicious, sweet red juice in red, crunchy flesh.*” and “*They ate it with great pleasure, this special gift from the sun.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

If you plant a black seed of a watermellon it will make more watermellons. Once the watermellon is planted people cut it off its stem then it goes in a truck and it will be taken to the Farmers market. When someone buys it they will plant a black seed and it will start all over again.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons (*If you plant a black seed of a watermellon it will make more watermellons*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Once the watermellon is planted people cut it off its stem then it goes in a truck and it will be taken to the Farmers market* and *When someone buys it they will plant a black seed and it will start all over again*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

Paragraph 9 through 11 of “The Watermelon Seed” showed what happens to a new watermelon seed. In paragraph 11 it stated that if you plant a watermelon seed it will grow back. In paragraph 9 it says when it's done growing and cut from its stem it goes to a farmers market.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons (*what happens to a new watermelon seed*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*if you plant a watermelon seed it will grow back and when it's done growing and cut from its stem it goes to a farmers market*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

It shows that the watermelon was made for people to eat and taste the sweetness of the watermelon, and plant some more. One detail is in paragraph 10 it says "Inside its smooth, striped skin was delicious sweet red juice in re, cruchy flesh."

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

This response provides a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons (*that the watermelon was made for people to eat and taste the sweetness of the watermelon, and plant some more*); however, the response only provides one concrete detail from the text for support (*“Inside its smooth, striped skin was delicious sweet red juice in re, cruchy flesh.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

In parphs 9 through 11 is shows you that a seed can make more yummy watermelon ands more seeds.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons (*that a seed can make more yummy watermelon ands more seeds*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

"i will make more watermelons"

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

This response only provides one concrete detail from the text for support (“*i will make more watermelons*”). The response does not provide a valid inference from the text to explain what paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

Paragraphs 9 through 11 of “The Watermelon Seed” shows a lot about growing watermelons because that is what the passage is about. It also shows a lot about growing watermelon because the passage is called “The Watermelon Seed”.

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

This response does not address any of the requirements of the prompt (*Paragraphs 9 through 11 of “The Watermelon Seed” shows a lot about growing watermelons because that is what the passage is about. It also shows a lot about growing watermelon because the passage is called “The Watermelon Seed”*).

## GUIDE PAPER 8

Additional

26

What do paragraphs 9 through 11 of “The Watermelon Seed” show about growing new watermelons? Use **two** details from the passage to support your response.

The watermebn seed turn black because some days paus and then the seed turn black.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*The watermelon seed turn black because some days paus and then the seed turn black*).

## EXEMPLARY RESPONSE

27

How does the illustration add to the reader’s understanding of “Pill Bugs”? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

The illustration adds to the reader’s understanding of “Pill Bugs” because it helps the reader imagine how the pill bug can do things that are mentioned in the passage. The illustration shows what the pill bug looks like when it rolls up to protect itself, and it shows that the pill bug’s back is in sections that expand as it rolls up. In paragraph 4 it mentions that “pill bugs fold their fourteen legs and roll up.” The illustration also shows the two feelers. In paragraph 8 it mentions that the feelers help the pill bug find food. Seeing where the feelers are on the pill bug can help the reader understand how the pill bug looks for food.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

The picture shows the readers understanding by, showing the parts of a pill bug, its eye, its stomach its feeler, and its legs. It also shows that the pill bug curls into a ball and protects itself from animals like lizards, frogs, and birds, so it can survive from getting eaten by the animals. the parts of the pill bug show to the reader, that the parts of a pill bug are important for survival. The feelers on top of the pill bugs head are for finding food. The stomach is also important because the pouch in a mother pill bugs stomach holds babies until there ready to live on their own. The legs are important because when an animal looks for something good to eat, the pill bugs 14 legs fold and roll up to turn into a ball to protect itself.

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

This response provides valid inferences from the text to explain how the illustration adds to the reader's understanding of "Pill Bugs" (*by, showing the parts of a pill bug, its eye, its stomach its feeler, and its legs* and *It also shows that the pill bug curls into a ball and protects itself from animals*). The response provides evidence of analysis (*the parts of the pill bug show to the reader, that the parts of a pill bug are important for survival*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*The feelers on top of the pill bugs head are for finding food; the pouch in a mother pill bugs stomach holds babies until there ready to live on their own; when an animal looks for something good to eat, the pill bugs 14 legs fold and roll up to turn into a ball to protect itself*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

In the story Pill bugs by Patricia Toht the illustration adds to the reader's understanding of pill bugs by making a picture of Parts of a pill bug and how a pill bug protects itself. One detail that shows this that one of the pictures shows that what parts of a pill bug is where. It lables. For example it shows that the two feelers are at the tippy top of the head. Another detail that shows this is when in the picture next to the Parts of a pill bug it shows how a pill bug protects itself. It rolls up into its hard shell. Both of the pictures go with paragraphs 7 and 8.

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

This response provides valid inferences from the text to explain how the illustration adds to the reader's understanding of "Pill Bugs" (*shows that what parts of a pill bug is where* and *shows how a pill bug protects itself* [...] *Both of the pictures go with paragraphs 7 and 8*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the two feelers are at the tippy top of the head* and *It rolls up into its hard shell*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

It helps readers understand what pill bugs look like. In paragraph 4, it says, "pill bugs fold their fourteen legs." In paragraph 8, it says, "Can you see two feelers on the pill bug's head?" These details show that the illustration helps the reader understand what a pill bug looks like.

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

This response provides a valid inference from the text to explain how the illustration adds to the reader's understanding of "Pill Bugs" (*It helps readers understand what pill bugs look like*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("pill bugs fold their fourteen legs" and "Can you see two feelers on the pill bug's head?"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

The illustration add to the readers of pill bugs it shows the parts of a pill bug. One part of a pill bug is the feeler which helps them feel stuff. Another part is the eye which helps them see. These examples show that the illustration add to the readers understanding of pill bugs it shows parts of a pill bug.

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

This response provides a valid inference from the text to explain how the illustration adds to the reader's understanding of "Pill Bugs" (*it shows the parts of a pill bug*); however, the response only provides one relevant detail from the text for support (*One part of a pill bug is the feeler which helps them feel stuff*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

The illustration adds to the reader's understanding of "Pill Bugs" by its shows you where things are on its body so you know what its talking about in the article. I can prove it by it shows you where its shell is and it talks about that in the article. I can also prove it by it talks about its feeler and there is a picture that you can see it. This is how the illustration adds to the reader's understandings of "Pill Bugs" by it shows you you where things are on its body so you know what its talking about in the arrticle.

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

This response provides a valid inference from the text to explain how the illustration adds to the reader's understanding of "Pill Bugs" (*its shows you where things are on its body so you know what its talking about in the article*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27

How does the illustration add to the reader’s understanding of “Pill Bugs”? Use **two** details from the passage to support your response.

the pil bug protects  
itself

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

This response only provides one concrete detail from the text for support (*the pil bug protects itself*). The response does not provide a valid inference from the text to explain how the illustration adds to the reader’s understanding of “Pill Bugs”. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

27

How does the illustration add to the reader's understanding of "Pill Bugs"? Use **two** details from the passage to support your response.

The illustration add to the reader is That add a lot ifrormatoin in the tex. one detail is That put stuff in the tex to make people to read more about it. Anuth add stuff about the Pill bug in the tex .

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

This response does not address any of the requirements of the prompt (*The illustration add to the reader is That add a lot ifrormatoin in the tex. one detail is That put stuff in the tex to make people to read more about it. Anuth detail is That add stuff about the Pill bug in the tex*).

## GUIDE PAPER 8

Additional

27

How does the illustration add to the reader’s understanding of “Pill Bugs”? Use **two** details from the passage to support your response.

eye  
feeler

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

This response does not address any of the requirements of the prompt (*eye feeler*).

## EXEMPLARY RESPONSE

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

One main idea is that pill bugs have special characteristics that help them survive. For example, like fish, they have gills that take oxygen from water which allows them to breathe. They also have hard shells that help them escape enemies such as birds and lizards. They fold their legs up inside their shells like tiny tanks!

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

A main idea for paragraphs, 2-4 can be, A way a pill bug can die or get hurt.

For example, in paragraph 2 it says that they can pill bugs can live anywhere that's dark, so they avoid the sun, which means that maybe the sun can hurt them or even kill them if there near the sun.

This shows that Paragraph 2 shows how a pill bug can get hurt.

Another example is that in paragraph 3 it says that pill bugs are not in the bug family, there more related to shrimps and lobsters.

Just like fishes, Pill bugs have gills, the gills take oxygen from the water for them to breathe, and if they don't, They will die.

This shows that paragraph 3 shows that pill bugs can die.

My last example is that in paragraph 4 it talks about pill bug's predators, Birds, lizards and frogs. But since a pill bug has a hard shell only sometimes they can get hurt.

This shows that paragraph 2-4 shows that the pill bugs can get hurt.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is (*A way a pill bug can die or get hurt*). The response provides evidence of analysis (*maybe the sun can hurt them or even kill them if there near the sun and since a pill bug has a hard shell only sometimes they can get hurt*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*pill bugs can live anywhere that's dark, so they avoid the sun; pill bugs are not in the bug family, there more related to shrimps and lobsters. Just like fishes, Pill bugs have gills, the gills take oxygen from the water for them to breathe, and if they don't, They will die; in paragraph 4 it talks about pill bug's predators, Birds, lizards and frogs*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

The main idea of paragraphs 2-4 is where you can find them. One reason is they can live anywhere just as long as there hidden. For example in the text it says that they can hide anywhere they can find a dark damp spot to hide from the sun. Another reason is they often live in forests. For example in the text is says that they can be found in beaches in basements or in the cracks of buildings. In conclusion that is why I think the main idea of paragraph 2-4 is where they live.

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

This response provides a valid inference from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is (*they can live anywhere just as long as there hidden*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they can hide anywhere they can find a dark damp spot to hide from the sun; they often live in forests; they can be found in beaches in basements or in the cracks of buildings*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

The idea 2 through 4 is about where they live and what they do. My evidence is on passage 2 it said " pill bugs often live in forests". My second evidence is on 4 it said " When a bird,lizard, or a frog comes looking for a tasty treat,a pill bugs fold their fourteen legs and roll up.  
My evicence shows  
why is this my answer.

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

This response provides a valid inference from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is (*where they live and what they do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*pill bugs often live in forests*” and “*When a bird,lizard, or a frog comes looking for a tasty treat,a pill bugs fold their fourteen legs and roll up*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

, + talk about were they live and  
what they eat and the most  
important part is how they  
perfect them self.

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

This response provides valid inferences from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is (*were they live* and *how they perfect themslef*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 5

Additional

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

that they live in forest and basment and beaches and they can't find a nice dark damp spot to hide from a nice and safe life and when a lizard or a frog comes it move it own legs and the animal has fourteen legs and they roll and escape beacause they don't want to be eaten it still want to be alife and not dead and how thy roll is by rolling theyr body as a ball so it could roll but first they walk with theyr fourteen legs and if they go to fast that time when it roll or maybe eavan earlyr to be safe to not be eaten beacause they never want to be eatean

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

This response is a mostly literal recounting of details from the text (*that they live in forest and basment and beaches and they can't find a nice dark damp spot to hide from a nice and safe life and when a lizard or a frog comes it move it own legs and the animal has fourteen legs and they roll and escape beacause they don't want to be eaten it still want to be alife and not dead and how thy roll is by rolling theyr body as a ball so it could roll but first they walk with theyr fourteen legs and if they go to fast that time when it roll or maybe eavan earlyr to be safe to not be eaten beacause they never want to be eatean*). The response does not provide a valid inference from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

If talk about their shell. And that they need to live in damp spaces,

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

This response only provides one relevant detail from the text for support (*they need to live in damp spaces*). The response does not provide a valid inference from the text to explain what a main idea of paragraphs 2 through 4 in “Pills Bugs” is. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

Baby pill bugs die and can breathe potato bugs they will bite if you pick up one shell grows red orange and brown.

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

This response does not address any of the requirements of the prompt and is unintelligible (*Baby pill bugs die and can breathe potato bugs they will bite if you pick up one shell grows red orange and brown*).

# GUIDE PAPER 8

Additional

28

What is a main idea of paragraphs 2 through 4 in “Pill Bugs”? Use **two** details from the passage to support your response.

about plants that hert you. they hurt you.

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*about plants that hert you. they hurt you*).

## **EXEMPLARY RESPONSE**

**29**

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

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### **Possible Exemplary Response:**

The details in paragraph 7 show the steps in order of how a baby pill bug grows. Its mother carries it in a pouch while it is very small. Then, as it grows, its shell gets too small and comes off. While it is waiting for a new shell to grow, it is very soft, and it can't protect itself.

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

- Other relevant text-based details

### **Score Points:**

Apply 2-point holistic rubric.

# GUIDE PAPER 1

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

Paragraph 7 tells you about young pill bugs and how the adult pill bugs raise their offspring. One detail is " a mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own." This part of the paragraph shows how the mother pill bug protects the baby pill bugs until they are ready to live on their own. Another detail is " as a baby pill bug grows its shell becomes too tight. The baby sheds , or molts, its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be careful baby pill bugs!" This part of the paragraph shows how the babies molt.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the details in paragraph 7 show about pill bugs (*tells you about young pill bugs and how the adult pill bugs raise their offspring*). The response provides evidence of analysis (*This part of the paragraph shows how the mother pill bug protects the baby pill bugs until they are ready to live on their own*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (" *a mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own.*" and "*as a baby pill bug grows its shell becomes too tight. The baby sheds , or molts, its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be careful baby pill bugs!*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

paragragh 7 showse that it talks about it's babies. The text says A mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own. As a baby pill bug grows, its shell becomes too tight. The baby sheds, or molts, its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be careful, baby pill bugs! The text says Adult pill bugs are often gray, but they may also be red, orange, or brown. Baby pill bugs are smaller and cream-colored.

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

This response provides a valid inference from the text to explain what the details in paragraph 7 show about pill bugs (*it talks about it's babies*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*A mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own. As a baby pill bug grows, its shell becomes too tight. The baby sheds, or molts, its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be careful, baby pill bugs! and Adult pill bugs are often gray, but they may also be red, orange, or brown. Baby pill bugs are smaller and cream-colored*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

Baby pill bugs have to be very careful in the wild. One detail is "A mother pill bug carries her egg, and then babies in her pouch until they are ready to live on there own." Another detail is "A molting pill bug is soft, so it cannot roll into a hard ball to protect itself. This is how baby pill bugs have to be very careful in the wild."

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

This response provides a valid inference from the text to explain what the details in paragraph 7 show about pill bugs (*Baby pill bugs have to be very careful in the wild*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("A mother pill bug carries her egg, and then babies in her pouch until they are ready to live on there own." and "A molting pill bug is soft, so it cannot roll into a hard ball to protect itself."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

The details in paragraph 7 show about pill bugs that thay stay with there mother untill they are old enoph. For exapmple in paragraph 7 it says a mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own. Another example is in paragraph 7 it says but a molting pill bug is soft and cannot roll into a hard ball to protect itself.

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

This response provides a valid inference from the text to explain what the details in paragraph 7 show about pill bugs (*thay stay with there mother untill they are old enoph*); however, the response only provides one concrete detail from the text for support (*a mother pill bug carries her eggs, and then babies, in a pouch on her stomach until the babies are ready to live on their own*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

It shows some thing that mother pill bugs do to take care of the babies. The details in paragraph 7 shows about pill bugs are that the things pill bugs do to take care of the babies. This is the end of me writing about pill bugs.

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

This response provides a valid inference from the text to explain what the details in paragraph 7 show about pill bugs (*some thing that mother pill bugs do to take care of the babies*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

The moth pill bug cary her egg"s

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

This response only provides one concrete detail from the text for support (*The moth pill bug cary her egg*"s). The response does not provide a valid inference from the text to explain what the details in paragraph 7 show about pill bugs. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

Paragraph 7 is about the mother

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

This response does not address any of the requirements of the prompt (*Paragraph 7 is about the mother*).

## GUIDE PAPER 8

Additional

29

What do the details in paragraph 7 show about pill bugs? Use **two** details from the passage to support your response.

A mother pill bug carries her eggs and then babies in a pouch on her stomach until the babies are ready to live on their own. As a baby pill bug grows its shell becomes too tight. The baby sheds or molts its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be carful baby pill bugs. I could draw a piture. And if you want me to draw a piture i could drawit. And i am good at drwing because i go to art alot of tomes and i draw in my house.

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

This response does not address any of the requirements of the prompt (*A mother pill bug carries her eggs and then babies in a pouch on her stomach until the babies are ready to live on their own. As a baby pill bug grows its shell becomes too tight. The baby sheds or molts its shell. A new shell grows in its place. But a molting pill bug is soft and cannot roll into a hard ball to protect itself. Be carful baby pill bugs. I could draw a piture. And if you want me to draw a piture i could drawit. And i am good at drwing because i go to art alot of tomes and i draw in my house*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

## EXEMPLARY RESPONSE

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Paragraphs 8 through 11 show that Abraham Lincoln is a helpful and kind person. Abraham Lincoln stopped when he saw the birds and got off his horse to help them when no one else would. He picked up the birds with “his big warm hands” and helped them get back into their nest where they were warm and safe with the rest of the baby birds. The tree was much higher than he could reach, so he climbed the tree to help the birds get back into their nest.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

Paragraphs 8 through 11 show that Abraham Lincoln is a very kind and caring man. One detail from the passage to prove this answer is "He got down from his horse and very gently took the little ones up in his big warm hands." This detail proves my answer because the other lawyers just walked right past the fallen birds but Lincoln decided to help the birds. Another detail from the passage to prove this answer is "It was high, much higher than he could reach.

But Mr. Lincoln could climb. He had climbed many a tree when he was a boy. He put the birds softly, one by one, into their warm little home." This detail proves my answer because he decided to climb up the tree so he can help the birds and he put them down gently so they were not scared. These details prove that paragraphs 8 through 11 show that Abraham Lincoln is a very kind and caring man.

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

This response provides a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln (*Abraham Lincoln is a very kind and caring man*). The response provides evidence of analysis (*the other lawyers just walked right past the fallen birds but Lincoln decided to help the birds and he put them down gently so they were not scared*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*He got down from his horse and very gently took the little ones up in his big warm hands.*" and "*It was high, much higher than he could reach. But Mr. Lincoln could climb. He had climbed many a tree when he was a boy. He put the birds softly, one by one, into their warm little home.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

"In paragraph 8 it states "But the fourth lawyer, whose name was Abraham Lincoln, stopped. He got down from his horse and very gently took the little ones up in his big warm hands."

"Paragraphs 11 it states "But Mr. Lincoln could climb. He had climbed many a tree when he was a boy. He put the birds softly, one by one, into their warm little home. Two other baby birds were there, that had not fallen out. All cuddled down together and were very happy."

He was helping those birds that was left in the wet grass so that shows that Abraham Lincoln is nice and helpful to the animals who do not have a family and that do not have kids and are poor and he is helpful to human beings. So that means Abraham Lincoln is helpful to the community.

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

This response provides a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln (*Abraham Lincoln is nice and helpful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("But the fourth lawyer, whose name was Abraham Lincoln, stopped. He got down from his horse and very gently took the little ones up in his big warm hands" and "But Mr. Lincoln could climb. He had climbed many a tree when he was a boy. He put the birds softly, one by one, into their warm little home. Two other baby birds were there, that had not fallen out. All cuddled down together and were very happy"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

Paragraphs 8 through 11 show that Abraham Lincoln is kind because first he helped the birds when they were going to die like it says "They'll die in the grass down there". Also he ruined his shoes and coat to save the birds.

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

This response provides a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln (*Abraham Lincoln is kind*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*he helped the birds when they were going to die like it says "They'll die in the grass down there"* and *he ruined his shoes and coat to save the birds*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

Paragraphs 8 through 11 show that Abraham Linc  
is kind. One detail is in paragraph 11  
Abraham Lincoln put the robins in there  
nest. Another detail is in paragraph 9 Abraham  
Lincoln said he was going to put  
the robins in there nest. Now you know what  
paragraphs 8 through 11 show about Abraham Lincoln.

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

This response provides a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln (*Abraham Linc is kind*); however, the response only provides one relevant detail from the text for support (*Abraham Lincoln put the robins in there nest*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

paragraphs  
The show more about how and why this loyal man became president. One detail in paragraph 10 Abraham says "I couldn't sleep if I left those birds to perish". Also in paragraph 8 it says he decided to stop put the birds in his bag and climed up the tree and put them in the nest.  
"Quick thinking pro's to Lincoln!"

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*Abraham says. "I couldn't sleep if I left those birds to perish" and he [...] climed up the tree and put them in the nest*); however, the response does not provide a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

*mr.licoin knows how to climd many trees.*

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

This response provides a valid inference from the text to explain what paragraphs 8 through 11 show about Abraham Lincoln (*mr.licoin knows how to climd many trees*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

he was looking on  
the ground and saw a baby  
robin in the ground and the  
robin was "fluttering" in the  
ground!

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

This response does not address any of the requirements of the prompt (*he was looking on the ground and saw a baby robin in the ground und the, robin was “flutterin”g, in the, “graund”*).

## GUIDE PAPER 8

Additional

30

What do paragraphs 8 through 11 show about Abraham Lincoln? Use **two** details from the story to support your response.

i think that when you find liveing things you should take caer of them

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

This response does not address any of the requirements of the prompt (*i think that when you find liveing things you should take caer of them*).

## EXEMPLARY RESPONSE

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

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## Possible Exemplary Response:

In the story, “Saving the Birds,” Abraham Lincoln rescues some baby birds that have fallen from their nest. He takes time to return them to the nest and to their mother. Because of Mr. Lincoln’s actions, the central message of the story is that it is important to be kind and help others even if there is nothing in it for you. His actions support the central message because he didn’t have to help the birds but did so anyway, even when nobody else was willing to help.

At first, there were other lawyers that saw the baby birds “fluttering in the cold, wet grass” and “the mother robin flying about, and crying to her mate,” but they didn’t do anything to help. Even though they knew the birds would die without help, they didn’t do anything about it. Obviously, the mother bird was very upset about her babies. The fourth lawyer, however, was different. He carefully picked up the baby birds and told them he would “put you in your own cozy little bed.” He later told the other men he “stopped a minute to give those birds to their mother.” This supports the central message of being kind and helping others.

Abraham Lincoln’s actions support the central message because, through his actions, he showed kindness and helped the birds. The rest of the lawyers didn’t even get off their horses and kept moving and forgot about the birds in need. Abraham Lincoln stopped and helped them get back into their warm home with the rest of the birds even though he got dirty and damaged his clothes. The nest was way up high in the tree where Lincoln couldn’t reach, but he went out of his way to climb the tree to make sure the baby birds got safely back to the nest with the other baby birds. Helping the birds made him happy, so he didn’t need any other reason to help the birds. Had he not helped, it would have haunted him later on. He told the others, “I could not have slept tonight, if I had left those helpless little robins to perish in the wet grass.”

Abraham Lincoln’s actions support the central message that it is important to be kind and help others. He lent a hand where one was needed, and saved the lives of the baby birds in the process. We can all learn a valuable lesson from Abraham Lincoln.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

In “Saving The Birds” by James Baldwin, the message is that some people in the world aren’t so cold-hearted and help those in need. Abraham Lincon’s actions support this message by him rescuing some helpless baby birds while the other lawyers in the story left the birds on their own and didn’t help at all.

Toward the beginning of the story when the other lawyers saw some baby birds that had fallen out of their nest, they just left them on the ground. Mr. Hardin said, “Oh, well! They’re nothing but birds!” That shows how some people are, basically thinking about them selfs and not others which is being selfish. But Mr. Lincon told the men what he thought when he caught up to them later. “Gentleman,” said Mr. Lincon, “I could not have slept if I haven’t helped those robbins.” That shows what the world is supposed to be, an example of a kind heart.

It’s not just his words that support the central message. Mr. Lincon’s actions also show how kind hearted he is and how much he cares. He does this by very carefully handling the baby birds. According to the text “And very gently took the little ones up in his big warm hands.” I know he feels bad for the robbins because of how gentle he is being with them. He then returns them to their nest. In paragraph 17 it states, “I stopped a minute to give those birds to their mother.” This proves that Mr. Lincon cares for the birds and wants them to live a good life.

To conclude, the message of the story is to be kind and help others. Every one should be nice in the world and treat everyone with respect and help others who need it. Just like Abraham Lincon when he helped the baby birds who were in trouble.

## **GUIDE PAPER 1b**

### **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 "Saving The Birds" by James Baldwin, the message is that some people in the world aren't so cold-hearted and help those in need. Abraham Lincon's actions support this message by him rescuing some helpless baby birds while the other lawyers in the story left the birds on their own and didn't help at all*). The response demonstrates comprehension and analysis of the text (*when the other lawyers saw some baby birds that had fallen out of their nest, they just left them on the ground; That shows how some people are, basically thinking about them selves and not others which is being selfish. But Mr. Lincon told the men what he thought when he caught up to them later; That shows what the world is supposed to be, an example of a kind heart; It's not just his words that support the central message. Mr. Lincon's actions also show how kind hearted he is and how much he cares. He does this by very carefully handling the baby birds; I know he feels bad for the robbins because of how gentle he is being with them. He then returns them to their nest; This proves that Mr. Lincon cares for the birds and wants them to live a good life*). The response develops the topic with relevant, well-chosen details throughout the essay (*Mr. Hardin said, "Oh, well! They're nothing but birds!" ; "Gentleman," said Mr. Lincon, "I could not have slept if I haven't helped those robbins." ; "And very gently took the little ones up in his big warm hands." ; "I stopped a minute to give those birds to their mother. "*). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*this, while, Toward the beginning of the story, they, That shows, basically, which, But, when, That shows, It's not just his words [...] Mr. Lincon's actions also, by, According to the text, I know [...] because, then, In paragraph 17 it states, This proves, To conclude, Just like*). The response provides a concluding statement that follows clearly from the topic and information presented (*To conclude, the message of the story is to be kind and help others. Every one should be nice in the world and treat everyone with respect and help others who need it. Just like Abraham Lincon when he helped the baby birds who were in trouble*). The response demonstrates grade-appropriate command of conventions, with few errors (*them selves, which, Lincon, could not have [...] if I haven't, robbins*).

## GUIDE PAPER 2a

Additional

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The central message of "Saving the Birds" by James Baldwin is always help one another and to always show kindness. Abraham Lincoln's actions support the central message by being kind and saving the birds.

One reason of the central message is always help one another and to always show kindness is Abraham Lincoln was helping the birds from the cold, wet grass. In the story it says "He got down from his horse and very gently took the little ones up in his big warm hands." In the story it also says "I will put you in your own cozy little bed."

Another reason of how Abraham Lincoln's actions support to the central message of the Story is by being kind and saving the birds. In the Story it says "He put the birds softly, one by one, into the warm little home.

In the Story it also says "I stopped a minute to give those birds to there mother."

So as you can see the story "Saving the Bird" by James Baldwin the central message is always help one another and to always show kindness. Abraham Lincoln's actions support to the central message by being kind and saving the birds.

## **GUIDE PAPER 2c**

**Additional**

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*The central message of “Saving the Birds” by James Baldwin is always help one another and to always show kindness. Abraham Lincoln’s actions support the central message by being kind and saving the birds*). The response demonstrates grade-appropriate comprehension of the text (*One reason of the central message is always help one another and to always show kindness is Abraham Lincoln was helping the birds from the cold, wet grass and how Abraham Lincoln’s action’s support to the central message of the story is by being kind and saving the birds*). The response develops the topic with relevant, well-chosen details throughout the essay (“*He got down from his horse and very gently took the little ones up in his big warm hands.*”; “*I will put you in your own cozy little bed; He put the birds softly, one by one, into the warm little home; I stopped a minute to give those birds to their mother.*”). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*always, by, and, One reason, In the story it says, it also says, Another reason, So as you can see*). The response provides a concluding statement that follows clearly from the topic and information presented (*So as you can see the story “Saving the Bird” by James Baldwin the central message is always help one another and to always show kindness. Abraham Lincoln’s actions support to the central message by being kind and saving the birds*). The response demonstrates grade-appropriate command of conventions, with few errors.

## **GUIDE PAPER 3a**

**31**

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The central message of "Saving The Birds " is that people should care more about animals that are just babys. The birds had fell out of the nest because of the storm, Mr. Hardin said "Oh well! They're nothing but birds". " why should we bother "? But the birds were just babys and they could'nt fly. They would probaly not survive out there on the ground.

But Abraham Lincoln decided to help the baby birds. So he gently took the little guys up into his hands. Abraham Lincoln wanted to help the baby birds because he cared. But the other lawyers rode on laughing and talking as before. Soon enough Abraham caught up with the other lawyers, Mr. Hardin asked " where have you been? " Abraham said " I stopped a minute to give those birds back to thier mother".

All three of them thought it was foolish that a strong man would take so much trouble just for some worthless young brids. But Abraham new it was right to do what he had done. "Gentelman", said Abraham, "I could have not slept tonight if i had not helped those little robbins perish (die) in the wet grass. Abraham knew what he did was good for the little robbins, when he had put them in there nest the looked very happy and cuddled with there family. Of course Abraham was a strong guy but he just had to help those lillte baby robbins.

As you can see, Helping animals is a good thing to do.

## **GUIDE PAPER 3b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*The central message of "Saving The Birds" is that people should care more about animals that are just babys and Abraham Lincoln decided to help the baby birds*). The response demonstrates comprehension and analysis of the text (*The birds had fell out of the nest because of the storm; But the birds were just babys and they could'nt fly. They would probaly not survive out there on the ground; Abraham Lincoln wanted to help the baby birds because he cared; Abraham new it was right to do what he had done; Abraham knew what he did was good for the little robbins; Of course Abraham was a strong guy but he just had to help those lillte baby robbins*). The response develops the topic with relevant, well-chosen details throughout the essay [*Mr. Hardin said "Oh well! They're nothing but birds". " why should we bother "; he gently took the little guys up into his hands; But the other lawyers rode on laughing and talking as before. Soon enough Abraham caught up with the other lawyers, Mr.Hardin asked " where have you been? " Abraham said " I stopped a minute to give those birds back to thier mother"; All three of them thought it was foolish that a strong man would take so much trouble just for some worthless young brids; "Gentelman", said Abraham, "I could have not slept tonight if i had not helped those little robbins perish (die) in the wet grass; when he had put them in there nest the looked very happy and cuddled with there family*]. The response clearly and consistently groups related information together. The response connects ideas within categories of information using linking words and phrases (*But, on, So, because, Soon enough, just, when, Of course, As you can see*). The response provides a concluding statement that follows from the topic and information presented (*As you can see, Helping animals is a good thing to do*). The response demonstrates grade-appropriate command of conventions, with few errors (*babys, could'nt, robbins, capitalization*).

## GUIDE PAPER 4a

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

I think the central message is treat others the way you want to be treated. One reason I know this is because in paragraph 8 it says “But the fourth lawyer who's name is Abraham Lincoln, stopped. He got down from his horse and very gently took the little ones up in his big, warm hands.” Another reason i know this is because in paragraph 19 it says “Gentlemen said Mr. Lincoln, “I could not have slept tonight if I let those helpless little Robins to perish in the wet grass.”

## GUIDE PAPER 4b

I think how Abraham Lincolns actions support the the central message is that he is treating others the way he wants to be treated. One reason I know this because in Paragraph 9 it says "Never mind my little fellow said Mr. Lincoln I will put you in your own cozy little bed." Another reason I know this is because in Paragraph 17 it says "I stopped a minute to give those birds to their mother he answered so you can see what the central message is and how Abrahams actions support it.

## **GUIDE PAPER 4c**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*I think the central message is and I think how Abraham Lincons actions support the the central message is*). The response demonstrates grade-appropriate comprehension of the text (*treat others the way you want to be treated and he is treating others the way he wants to be treated*). The response develops the topic with relevant, well-chosen details throughout the essay (*"But the fourth lawyer, who's name is Abraham Lincon, stopped. He got down from his horse and very gently took the little ones up in his big, warm hands."*; *"Gentelman said Mr. Lincon, "I could not have slept tonight if I let those helpless little robins to perish in the wet grass."*; *"Never mind my little fellow said Mr. Linco I will Put you in your own cozy little bed."*; *"I stopped a minute to give thoose birds to their mother he answerd."*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*One reason, Another reason, in Paragraph 19 it say's, I know this because, so you can see, and*). The response provides a concluding statement that follows from the topic and information presented (*so you can see what the central message is and how Abrahs actions support it*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Lincon, the the, one reason I know this because, thoose, answerd, Abrahs, capitalization, punctuation*).

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The central message of “Saving the Birds” is always help people and things because no one helped the birds but Lincoln did.

Lincoln’s action help support my central message because helping the birds is helping. According to the text, it states “He put the birds one by one, into their warm little homes.” This shows that Lincoln did a good thing to help those poor helpless birds. It is good to help animals and people because it’s the right thing. Another example of Lincoln’s actions is “Never mind, my little felowrs I will put you in your own cozy little bed. This shows that Lincoln does the right things.

More details to support my central message is that the other 3 lawyers did not help the poor rabins but Lincoln did and he did the right thing. According to the text it states "All three of them laughed." But instead of doing the same he saved the birds. This shows that my central message and the details help support it. This is why I think my central message is suppose to be it.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*The central message of "Saving the Birds" is always help people and things because no one helped the birds but Lincoln did and Lincolns action help support my central message because helping the birds is helping*). The response demonstrates grade-appropriate comprehension of the text (*Lincoln did a good thing to help those poor helpless birds. It is good to help animals and people because it's the right thing; Lincoln does the right things; the other 3 lawyers did not help the poor rabins but Lincoln did and he did the right thing; insted of doing the same he saved the birds*). The response develops the topic with relevant details throughout the essay ("He put the birds one by one, into their warm little homes."); ("Never mind, my little fellows I will put you in your own cozy little bed; "All three of them laughed."). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*because, According to the text, This shows, Another example, More details to support my central message, but, This is why*). The response provides a concluding statement that follows generally from the topic and information presented (*This is why I think my centra message is suppose to be it*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Lincolns action, More details [...] is, rabins, insted, supose*).

## **GUIDE PAPER 6a**

**31**

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The story "saving the birds" has a sentral message.Lincon's action support the message to respect other things by saving the baby birdes.

the central message of "saving the birds" is to respect other things then just your self.

For example some birds fell out of a nest and abraham Licon got of his horse to go save them.A second deatal is when his partners wondered were abarham Licon was he told them he gave the bird badk to there mom.

abraham Lincon's actoin support the sentral message.

for example he saw the nest and it was much higher then he could reach but when he was a kid he climbed tree's so he got the birds and climbed up the tree and put the robbins in the nest the fell out of.Anthor reason how abraham Licon supports the sentral message is becuase he saw he freinds luahging at him when he told them were he was saving the robbins but he said I wouden't sleep knowing that if i left those helpless little robbins perish in the wet grass.

## **GUIDE PAPER 6b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*The story “saving the birds” has a sentral message. Lincon’s action support the message to respect other things by saving the baby birdes*). The response demonstrates grade-appropriate comprehension of the text (*Lincon’s [...] respect other things by saving the baby birdes and the central message of “saving the birds” is to respect other things then just your self*). The response develops the topic with relevant details throughout the essay (*some birds fell out of a nest and abraham Licon got of his horse to go save them; his partners wondered were abarham Licon was he told them he gave the bird badk to there mom; he saw the nest and it was much higher then he could reach but when he was a kid he climbed tree’s so he got the birds and climbed up the tree and put the Robbins in the nest the fell out of; he saw he freinds luaghing at him when he told them were he was saving the Robbins but he said I wouden’t sleep knowing that if i left those helpless little Robbins perish in the wet grass*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*to, by, other [...] then [than], For example, and, A second deatal, when, but, Anthor reason*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*sentral, birdes, respect other things then [than], deatal, abarham Licon, there [their], abraham Lincon’s actoin, Robbins, Anthor, becuase he saw he freinds luaghing, wouden’t, capitalization, punctuation, spacing*).

## GUIDE PAPER 7

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

In the text "Saving the Birds the central message is dont just walk away when you see a hurt animal stop and help it.

One detail is "Very likely he has stopped to take care of them. Another detail is "I could not sleep tonight if i left those helpless little Robins to perish in the wet grass.

In the text "Saving the Birds Abraham Lincolns actions support my response because he stopped and helped the little Robins unlike the other lawyers.

One detail is "But the fourth lawyer whose name was Abraham Lincoln stopped. He got down from his horse and very gently took the little ones up in his big warm hands. Another detail is "I stopped a minute to give those birds to their mother he answered.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*In the text “Saving the Birds the central message is and Abraham Lincolns actions support my response because*). The response demonstrates grade-appropriate comprehension of the text (*dont just walk away when you see a hurt animal stop and help it and he stopped and helped the little Robins unlike the other lawyers*). The response develops the topic with relevant details throughout the essay (*“Very likely he has stopped to take care of them; “I could not sleep tonight if i left those helpless little Robins to perish in the wet grass; “But the fourth lawyer whose name was Abraham Lincoln stopped. He got down from his horse and very gently took the little ones up in his big warm hands; “I stopped a minute to give those birds to their mother he answered*). The response exhibits some attempt to group related information together and inconsistently connects ideas using some linking words and phrases (*when, One detail, Another detail, In the text, because, unlike*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (capitalization, punctuation, spacing).

# GUIDE PAPER 8

Additional

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The main message is that the first lawyer wants to help the birds because the storm is knocking them down from the nest and the other people do not care except for Abraham Lincoln. Abraham Lincoln helps the central message because he is trying to climb up on the tree to save the birds to get back to their nest and he helped them find their mother that shows that Abraham Lincoln is a good man and he saved the birds so they would not get hit by the storm. The other people are bad people cause Abraham Lincoln gave the birds a home and a mother and the other people laughed and did not care at all another reason the other people are bad people is because they just wanted the bird to get hit by the storm and not fly. If Abraham Lincoln left those birds in the storm they would not have any cover and they would not have a mother to save them. Those lawyers would not care to save those birds but Abraham Lincoln saved them and gave them a good home and gave them a good mother. And that is why I think Abraham Lincoln is a good man and the lawyers are bad men.

## Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*The main message is and Abraham Lincoln helps the central message because*). The response demonstrates a confused comprehension of the text (*The main message is that the first lawyer wants to help the birds because the storm is knocking them down from the nest and the other people do not care except for Abraham Lincoln; he saved the birds so they would not get hit by the storm; another reason the other people are bad people is because they just wanted the bird to get hit by the storm and not fly*). The response partially develops the topic of the essay with the use of some textual evidence, some of which is irrelevant (*he is trying to climb up on the tree to save the birds to get back to their nest and he helped them find their mother and Abraham Lincoln gave the birds a home and a mother and the other people laughed and did not care at all*). The response exhibits some attempt to group related information together. The response connects ideas within categories of information using linking words and phrases (*because, except for, that shows, and, so, another reason, If, those birds [...] they, but, And that is why*). The response provides a concluding statement that follows generally from the topic and information presented (*And that is why I think Abraham Lincoln is a good man and the lawyers are bad men*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Lincoln, there [their], cause [because], is a good man, capitalization, punctuation, run-on sentences*).

## GUIDE PAPER 9

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

this about the book saving the thee fammers who one of them saved the birds that wher in the tree birds and the cental mesang

the centol messeg in the the sory saving thr birds abraham lincon cared about thne birds.baset on the story i khow that that is the centle messag because if you khowe that sometyhing oids there you should make sure that you see it so you dont kill it like the what one the fammers did

Abraham lincoln's actoin's is that he cars about the baby birds that they were cold the other fammers didnt care.For example when abraham picked up the birds the ather fammers didnt even help him they just sat there. i khow because in the story it siad abrahasm put the birds back in the nest the fell out of not the athe -r fammer's.

in conclueshon

that is ther senctole masseg of the story saving the dirds .

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

This response introduces the topic in a manner that follows generally from the task and purpose (*the centol messeg in the the sory saving thr birds and Abraham lincoln's actoin's is*). The response demonstrates a confused comprehension of the text (*one of them saved the birds that wher in the tree birds; abraham lincon cared about thne birds [...] i khow that that is the centle messag; so you dont kill it like the what one the fammers did*). The response partially develops the topic of the essay with the use of some textual evidence (*when abraham picked up the birds the ather fammers didnt even help him they just sat there and abrahasm put the birds back in the nest the fell out of*). The response exhibits some attempt to group related information together and inconsistently connects ideas using some linking words and phrases (*baset on the story, like, For example, I khow because, in conclueshon*). The response provides a concluding statement that follows generally from the topic and information presented (*in conclueshon that is ther senctole masseg of the story saving the dirds*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*thee fammers who one of them, wher, cental mesang, centol messeg, in the the sory saving thr birds, lincon, thne, baset, centle messag, khowe that sometyhing oids there, actoin's, he cars about the baby birds that they, didnt, it siad abrahasm, the fell out of, athe -r fammer's, in conclueshon that is ther senctole masseg, dirds, capitalization, punctuation, missing words*).

## GUIDE PAPER 10

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

In the story "Saving the Birds" I learned this information

The central message of the story is to care for others. In this story a lawyer named Abraham Lincoln saved two baby birds. Abraham saved the baby birds even though that wouldnt effect him, that would effect the bird's life.

As you can see, this is the information ive read.

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

This response introduces the topic in a manner that does not logically follow from the task and purpose (*In the story “Saving the Birds” I learned this information*). The response demonstrates grade-appropriate comprehension of the text (*The central message of the story is to care for others* and *Abraham saved the baby birds even though that wouldnt effect him, that would effect the bird's life*). The response demonstrates an attempt to use minimal evidence (*a lawyer named Abraham Lincoln saved two baby birds*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*In this story, even though, As you can see*). The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*As you can see, this is the information ive read*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*effect [affect], the bird's life [the birds' lives], ive, punctuation*).

# GUIDE PAPER 11

Additional

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

abraham lincoln took care of the birds and took them to their mom dad and brothers and sisters when he came back his coat was torn and his shoes were full of mud on them and he said Gentlemen I could not slept tonight if i had left those helpless little robins to perish and wet grass but the three men laughed. he had courage to stand up for birds.and they lived the great time in the nest.

he told them that he stopped to not let the birds perish or die in the grass to take care of them.and let them live the mom live with their mother. and

and the mom dad and brother and sisters were happy to their brothers and sisters

the mom and dad were to see their kids in the nest again and they lived happily ever after. to them live and grow with their mother

and have a great time in the nest to live their dad and brother and sisters to have fun and eat drink and have courage to stand for animals like lincoln did stand up for the animals which are animals and he stood up for them. and told the that he climbed when he was a boy.

## Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose. The response demonstrates a confused comprehension of the text (*he had courage to stand up for birds and they lived the great time in the nest*). The response demonstrates an attempt to use minimal evidence (*he said Gentlemen I could not slept tonight if i had left those helpless little robins to perish and wet grass but the three men laughed and he told them that he stopped to not let the birds perish or die in the grass to take care of them.and let them live the mom live with their mother*), which is generally invalid or irrelevant (*when he came back his coat was torn and his shoes were full of mud on them; the mom dad and brother and sisters were happy to their brothers and sisters; to live their dad and brother and sisters to have fun and eat drink; told the that he climbed when he was a boy*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*when, but, to*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*could not slept tonight, not let the birds perish or die in the grass to take care of them, brothers and sisters were happy to their brothers and sisters, mom and dad were to see, happily, to them live and grow, to have fun and eat drink, stad for animals, he standed up for them, and told the that he, capitalization, punctuation, spacing*).

## GUIDE PAPER 12

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

The central message is that you shoude help animls wen they are hurt. Also, Abramham Lincoln's actions were kind and caring because he had helped the two babey brids.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*The central message is* and *Abramham Lincoln's actions were*). The response demonstrates little understanding of the text (*you shoude help animls wen they are hurt* and *Lincoln's actions were kind and caring*). The response demonstrates an attempt to use minimal evidence, which is generally invalid or irrelevant (*he had helped the two babey brids*). The response exhibits no evidence of organization. The response lacks the use of linking words and phrases (*Also* and *becuse*). The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

He helped the birds because he did not want the birds to get old and die. He wanted them to have a helthey life.

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

This response demonstrates a lack of comprehension of the text (*He helped the birds because he did not want the birds to get old and die. He wanted them to have a helthey life*). The response provides no evidence. The response exhibits no evidence of organization. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

31

What is the central message of “Saving the Birds”? How do Abraham Lincoln’s actions support the central message? Use details from the story to support your response.

In your response, be sure to

- explain the central message of “Saving the Birds”
- explain how Abraham Lincoln’s actions support the central message
- use details from the story to support your response

the 3 lawyers heard a cheep cheep they saw that it was a robin and one of them said it was to young to fly and the mother bird was making a fuss because she loss her baby bird. and one of the lawyers said "why bother them" said one of the lawyers and they heard the mother bird making a fuss cause she loss a babby bird. 1 of them said "what a pity" other one said "they'll die down there in the grass" the three men as they passed looked down and the little bird fluttering in the cold wet grass they saw the mother robin in the air and craying to her mate then they rode on tlaking and laughing as befor in a few miuntes they had forgotten about the birds but then the fourth lawyer whose name was Abraham Lincoln he stopped he got down from he's horse and very gentle took the little ones up in he's big warm hand. "never mind my fellow" said mr. lincoln "i will put you in your own cozy then he looked up could reach soon the three lawyers who had ridden ahead at spiring at the end then three of them laught heartliy. they thought it was foolish that had a man shound so much about a worthless young bird "i could not have selpt tonight if i had left those helpless little robin to perish in the wet grass.

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

This response demonstrates a lack of comprehension of the task (*the 3 lawyers heard a cheep cheep they saw that it was a robin and one of them said it was to young to fly and the mother bird was making a fuss because she loss her baby bird. and one of the lawyers said "why bother them" said one of the lawyers and they heard the mother bird making a fuss cause she loss a babby bird. 1 of them said "what a pity" other one said "they'll die down there in the grass" the three men as they passed looked down and the little bird fluttering in the cold wet grass they saw the mother robin in the air and craying to her mate then they rode on tlaking and laughing as befor in a few miuntes they had forgotten about the birds but then the fourth lawyer whose name was Abraham Lincoln he stopped he got down from he's horse and very gentle took the little ones up in he's big warm hand. "never mind my fellow" said mr. lincoln "i will put you in your own cozy then he looked up could reach soon the three lawyers who had ridden ahead at spiring at the end then three of them laught heartliy. they thought it was foolish that had a man shound so much about a worthless young bird "i could not have selpt tonight if i had left those helpless little robin to perish in the wet grass*).