

Name: _____



New York State *Testing Program*

2018 English Language Arts Test Session 1

Grade **7**

April 11–13, 2018

Released Questions

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 15 through 21.

Need Those ZZZZZs: Young Night Owls Still Require Plenty of Sleep

by Kathiann M. Kowalski

1 You've got to get an early start tomorrow, but you're not sleepy yet. Blame your brain, at least in part.

2 Yet that same brain is still under construction. And much of that important work takes place on the night shift—while you sleep. Here's what's happening—and why it matters.

Hello, Night Owl!

3 Today's lifestyle is one reason for late bedtimes. Many teens don't finish with after-school activities, part-time jobs, dinner, chores, and homework until 10 p.m. or later. Add in some time for relaxing, and bedtime may not roll around until 11 p.m. or nearly midnight.

4 Those "relaxing" activities can actually delay sleep longer. Screens for television, games, computers, tablets, e-readers, and cell phones give off blue light. "The brain reads that as daylight," says Kyla Wahlstrom, an expert on education and sleep at the University of Minnesota.

5 In response, the brain cuts back melatonin, a hormone that promotes sleep, explains public health professor Lauren Hale at Stony Brook University. Plus, time is limited. "If you're doing more screen time, you're getting less sleep time," she says.

6 "There are emotions involved in going online," Hale adds. Falling asleep can be harder if texts, chat, social media, or even sports reports excite or upset you. Caffeine from sodas and energy drinks makes matters worse.

7 Even without modern technology, though, teens shift their circadian rhythm. That's the daily cycle for sleeping, waking, and various other activities. In particular, the brain's pineal gland starts releasing melatonin later. That's the "sleepy" hormone.

8 Teens' time shift is a little like the jet lag you'd feel traveling from New York to Colorado. Until your body adjusts, you'd stay up later despite the time change. But teens' brains stay in that later time zone.

GO ON

Sleep Deprivation

- 9 The rest of the world doesn't shift, however. So most teens must head to school before they've gotten the 8.5 to 9.5 hours of sleep recommended by the American Academy of Pediatrics (AAP). And that's a serious public health problem.
- 10 For one thing, lack of sleep makes it harder to pay attention. When studies compared teens who had earlier and later school start times, they found that those who had more time to sleep did better in class. They also suffered fewer accidents in sports, driving, and other activities.
- 11 Adequate sleep is important for learning too. "Basically at night the sleep processes all your information from the previous day," says Wahlstrom. She compares it to cleaning up a computer's hard drive.
- 12 Lack of sleep could hurt mental health. Studies have found an inverse correlation¹ between teens' amount of sleep and depression and other mental illnesses. As sleep time went down, the risks for the mental illnesses went up.
- 13 Beyond that, sleep-deprived teens report more relationship problems and feelings of inadequacy. "They just get overwhelmed," Wahlstrom says.
- 14 Having sleep cut short could curb the brain's processing of emotions from the previous day. For some reason, Wahlstrom says, "The negative stuff hangs on longer." Crankiness can result, especially if you don't feel well.
- 15 Other studies suggest sleep-deprived teens get sick more often. "Our immune system is negatively affected by inadequate sleep," notes psychologist and academic affairs vice president Amy Wolfson at Loyola University Maryland.
- 16 Weight control suffers from too little sleep too. "Hormonally, your body is saying 'eat more, eat more,'" explains Hale. And because lack of sleep lowers impulse control, you're more likely to grab chocolate cake than celery.
- 17 "You don't just think better and act better" when you get enough sleep, adds psychiatry professor Mary Carskadon at Brown University. "You look better." One study found that the more sleep people got, the more likely people were to find them attractive.

GO ON

Under Construction

- 18 Just as importantly, burning the midnight oil can interfere with brain development. When teens hit puberty, the number of long brain waves drops during non-REM (rapid eye movement) sleep.
- 19 Neuroscientists Ian Campbell and Irwin Feinberg at the University of California, Davis, suggest the drop shows that the brain is pruning unnecessary connections between nerve cells. The brain loses some plasticity—the ability to adapt in response to injury or other big changes. But the process lets the brain mature. “It will streamline your brain—make it a more efficient adult brain,” explains Campbell.
- 20 Lots of issues remain for sleep researchers to explore. For now, though, studies are clear: Teens’ brains need sleep!
- 21 In August 2014, the AAP urged high schools nationwide to delay start times to at least 8:30 a.m. Later starts can let teens get a bit more sleep when their brains really want it. Unfortunately, not all schools can or will heed that advice. And you can’t easily change your body’s natural circadian rhythm.

¹inverse correlation: a relationship between two factors, where when the value of one factor goes up, the value of the second factor goes down

15

Which phrase **best** describes how the article develops the idea presented in paragraph 2?

- A** by providing counterarguments
- B** by offering solutions to the problem
- C** by discussing personal experiences
- D** by introducing research results

16

The use of quotation marks around the word “relaxing” in paragraph 4 suggests that

- A** some activities hinder true relaxation
- B** deep sleep helps one experience true relaxation
- C** teens do not value activities that give true relaxation
- D** blue light helps one experience true relaxation

17

Which statement **best** describes how the section “Hello, Night Owl!” supports a central idea of the article?

- A** It describes an important cause and effect relationship.
- B** It creates an effective comparison and contrast between ideas.
- C** It provides evidence that disproves a popular theory.
- D** It presents a counterargument to the initial claim.

GO ON

18

Which idea would be **most** important to include in a summary of the article?

- A** “Screens for television, games, computers, tablets, e-readers, and cell phones give off blue light.” (paragraph 4)
- B** “Caffeine from sodas and energy drinks makes matters worse.” (paragraph 6)
- C** “For one thing, lack of sleep makes it harder to pay attention.” (paragraph 10)
- D** “One study found that the more sleep people got, the more likely people were to find them attractive.” (paragraph 17)

19

Which claim from the article is **most** strongly supported with evidence?

- A** “Even without modern technology, though, teens shift their circadian rhythm.” (paragraph 7)
- B** “The rest of the world doesn’t shift, however.” (paragraph 9)
- C** “Lack of sleep could hurt mental health.” (paragraph 12)
- D** “Lots of issues remain for sleep researchers to explore.” (paragraph 20)

20

Which sentence from the article **best** shows the author’s point of view?

- A** “Blame your brain, at least in part.” (paragraph 1)
- B** “And that’s a serious public health problem.” (paragraph 9)
- C** “Crankiness can result, especially if you don’t feel well.” (paragraph 14)
- D** “And you can’t easily change your body’s natural circadian rhythm.” (paragraph 21)

GO ON

21

Which paragraph **best** summarizes a central idea from the article?

- A** paragraph 1
- B** paragraph 3
- C** paragraph 20
- D** paragraph 21

GO ON

Directions

Read this story. Then answer questions 22 through 28.

During the late 1400s in Mohawk Nation Territory in a longhouse village in Upstate New York, eleven-year-old Ohkwa’ri spends time with his uncle, learning more about the traditions of his Native American culture.

Excerpt from “A Man’s Cup” from *Children of the Longhouse*

by Joseph Bruchac

- 1 When Ohkwa’ri came that evening to sit by the central hearth in the Turtle Clan’s section of the big longhouse, his uncle suspected that his nephew had something important to ask. So Big Tree continued to work in silence, giving his nephew plenty of time to collect his thoughts. It was fully dark outside now, and Grandmother Moon was looking down through the smoke hole overhead.
- 2 Big Tree picked up a burning coal from the fire with his fingers, lifted it unhurriedly, and dropped it into the wooden cup that he was making from a piece of hard maple. He had been working on that cup for two moons and it was almost finished.
- 3 Ohkwa’ri watched carefully. He remembered two winters ago when he tried to pick up a coal as his uncle did, but only succeeded in blistering his finger-tips. Big Tree’s fingers were tougher than Ohkwa’ri’s, the callouses on them so thick that the glowing coal did not burn them.
- 4 It will be many seasons, Ohkwa’ri thought, before I can do the things that my uncle can do.
- 5 Big Tree placed the glowing coal into the bowl of the cup and nodded to his nephew. Ohkwa’ri leaned forward. This job was one that he could do now. He could help his uncle finish hollowing the bowl by blowing on the coal through the thin hollow branch of a sumac. Ohkwa’ri blew and the coal burned with a sound like that of a tiny storm wind, reddening the blackened wood, burning the hollow deeper. He moved the sumac branch as he blew steadily, puffing his cheeks in and out as he blew, making sure that the coal moved around the bowl evenly to make the inner shape of the cup just right. His uncle raised a hand and Ohkwa’ri stopped blowing. The coal, which had been the

GO ON

size of the end of his thumb, was now a tiny spark. Big Tree took his sharp-edged scraping stone and used it to clean out the bowl.

6 “This is good,” his uncle said. “Now I only have to smooth the inside and this cup will be ready to use.”

7 He held it up and both he and Ohkwa’ri admired it. The finely detailed handle was the long head of a bear. Big Tree had used his sharp flint knife to finish off the details of the bear’s head at the front of the cup, even making marks that looked like the fur of the bear. Then he had blackened it in the fire to harden and darken it and make it look even more like a bear.

8 “Who will be the owner of this cup, my uncle?” Ohkwa’ri asked.

9 “A man who needs it,” his uncle replied with a smile.

10 Ohkwa’ri nodded. Every man owned a cup such as that, usually with some design on it which indicated his clan. Your cup, which would be hung from your belt, could be used for dipping up drinking water when you were in the forest.

11 Dipping water with a cup was a wise idea, for you could remain watchful and alert while doing this. If you had to lean down and drink with your mouth from the spring or the stream, an enemy or a dangerous animal could creep up unseen. You also could thrust the cup deep under the surface where the water was cleaner and colder. Then, when you were back in the longhouse, you could use your cup to dip soup from the pot when the food was ready and your hunger told you to eat.

12 Ohkwa’ri already had a cup of his own, a small one made of soft basswood that hung on his belt. But that cup was plain and chipped and it was not well carved. It was a boy’s cup. It was useful, but it was better to have something that was useful and beautiful.

13 Ohkwa’ri put the sumac blowpipe back on the shelf above his uncle’s bed. Like all things that would be useful to more than one person, it was kept in plain sight. That way, if anyone in the village had need of it they could simply take it and return it when they were done. Truly personal things—like Ohkwa’ri’s stone with its two beautiful crystals—were kept out of sight in the bark boxes under everyone’s beds. No one would ever look under another person’s bed.

14 Ohkwa’ri came and sat back down by his uncle, who continued to work on smoothing the inside of the cup.

15 “Uncle,” Ohkwa’ri said, “I think it is time for me to build a lodge.”

16 Big Tree continued to work on the cup without saying anything in response.

GO ON

17 “I do not mean that I think it is time for me to move away from my mother’s hearth,” Ohkwa’ri said. “I know that it is still two or three winters before it will be time for me to do that, to go and live on my own. But I think that it would be good for me to make a little lodge and sleep in it some nights. It would be a good way to learn, a good way to make myself tougher and stronger.”

18 Ohkwa’ri’s words were true. In another few winters he would be expected to move out of the longhouse, to no longer live near his mother. Then he would need to know how to care for himself. Every boy came to this time in his life when he was expected to go through a whole year of the hard training needed to be accepted fully as a man. He would find a place outside the village and build his own lodge, sleeping there every night. Although he could still return to the big longhouse and take meals with his family, he would truly be responsible for himself.

22

What does the phrase “collect his thoughts” tell the reader about Ohkwa’ri in paragraph 1?

- A** He is memorizing a speech.
- B** He is expecting an argument.
- C** He is hesitant to express disagreement.
- D** He is preparing to say something important.

23

How does the forest setting shape the actions that are described in paragraph 11?

- A** The setting causes a person to move quickly.
- B** The setting requires a person to be very careful.
- C** The setting requires a person to be extremely quiet.
- D** The setting causes a person to behave nervously.

24

Which important idea does the author develop in paragraph 13?

- A** Respecting privacy is a problem in the community.
- B** Sharing helps people in the community.
- C** Acquiring wealth is valued in the community.
- D** Hiding useful objects prevents loss for the community.

GO ON

25

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

- A** “He could help his uncle finish hollowing the bowl by blowing on the coal through the thin hollow branch of a sumac.” (paragraph 5)
- B** “Now I only have to smooth the inside and this cup will be ready to use.” (paragraph 6)
- C** “It was useful, but it was better to have something that was useful and beautiful.” (paragraph 12)
- D** “It would be a good way to learn, a good way to make myself tougher and stronger.” (paragraph 17)

26

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

- A** Ohkwa’ri helps his uncle Big Tree make a fine drinking cup.
- B** Ohkwa’ri keeps his personal things under his bed in a box.
- C** Ohkwa’ri blows on the coal through a sumac branch.
- D** Ohkwa’ri knows how to safely obtain water from a river.

27

Which paragraph **best** shows a change in the direction of the plot of the story?

- A** paragraph 6
- B** paragraph 7
- C** paragraph 12
- D** paragraph 15

GO ON

28

How does the author **most** develop Ohkwa’ri’s point of view in the story?

- A** by contrasting him with his uncle
- B** by showing how he imitates his uncle
- C** by revealing his thoughts about growing up
- D** by describing his impatience to live on his own

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Excerpt from *The Statue of Liberty*

by Elaine Landau

- 1 Laboulaye felt a “genuine flow of sympathy” between France and the United States and described the countries as “two sisters.” Aware that the hundredth anniversary of the colonists’ independence was just eleven years away, Laboulaye hoped to give the United States a special hundredth birthday present on behalf of France.
- 2 He decided that the gift should be a monument honoring liberty. Laboulaye explained that this monument would have a dual purpose. It would reinforce France’s bond with America. In addition, the gift would stress to Napoleon III’s regime that the French people were dedicated to the concept of liberty and equality.

BARTHOLDI’S CREATION

- 3 Bartholdi wrote that the seed for the Statue of Liberty was sown at the party that night. It is generally thought that Laboulaye’s opinion influenced Bartholdi, who began thinking along the same lines. Nevertheless, actual plans for the monument did not begin for years. In July 1870, France declared war on Germany and the Franco-Prussian War began. Bartholdi served in the French Army, and art took a backseat as the sculptor fought for his country. By 1871 the war had ended, and Napoleon III had fallen.
- 4 Laboulaye and Bartholdi hoped that the time might be right for democracy to take root in France. They thought that creating the statue now might encourage others to see the value of such a system. Bartholdi is quoted as saying: “I will try to glorify the Republic and Liberty over there [in the United States] in the hope that someday I will find it again here.”
- 5 At first no one was sure what form the statue would take, but one thing was certain: If Bartholdi designed it, the monument was bound to be big. Nearly all of Bartholdi’s pieces were created on a grand scale. Many people believed that the sculptor had been greatly influenced by what he saw when he visited Egypt. Impressed by the size of such structures as the pyramids and the Sphinx, Bartholdi longed for a sense of massiveness in his own work. His first public monument—commissioned when he was just eighteen—was a 12-foot (3.7 m) high statue of one of Napoleon’s generals. Workmen had barely

GO ON

been able to remove the larger-than-life sculpture from Bartholdi's studio. Yet the work received a good deal of praise and helped establish its creator's reputation as an artist.

FINDING THE RIGHT PLACE

- 6 Bartholdi was excited about doing a sculpture for the United States. To explore how the Americans would feel about it, Bartholdi headed for the U.S. in the summer of 1871. He hoped to drum up enthusiasm for the project as well as find an appealing location to display the work. Bartholdi spent most of his days on the voyage making sketches of different views of Lady Liberty. The sculptor had also brought along a small model of the proposed monument to give Americans a better idea of how the finished product would look.
- 7 Bartholdi did not have to look very far to find the perfect spot for Lady Liberty. He spied the ideal place for her as soon as his ship entered New York Harbor. It was Bedloe's Island, one of a group of small islands in the harbor. At one time, the Mohegan Indians had called the island Minnissais, which means "Lesser Island," because it was so small. Despite its small size, the island seemed perfect for the project because New York Harbor was an active seaport where this tribute to liberty would get the attention it deserved. The French sculptor further described the location as a place "where people [immigrants] get their first view of the New World." He wanted them to see the statue before anything else.

SELLING THE IDEA

- 8 Finding a suitable site for the monument was just one phase of Bartholdi's mission. Creating a sense of enthusiasm for the statue among Americans proved to be much more difficult. Laboulaye had supplied the young sculptor with letters of introduction to a number of important Americans. Bartholdi met with President Ulysses S. Grant and American literary figures, including Henry Wadsworth Longfellow, to talk about the project.
- 9 Although Bartholdi managed to pique the curiosity of some Americans, few appeared very enthusiastic. While the statue was to be a gift from the French, Americans would have to help finance it. Most of the people Bartholdi spoke to were not especially anxious to part with their money to make his dream come true. When Bartholdi returned to France, both he and Laboulaye agreed that they were not ready to begin construction.

GO ON

10 The two Frenchmen made another attempt to get financial backing for the monument in 1874. They proposed dividing the cost of the monument between France and the United States. France would pay for the statue itself, while America was to pay for its pedestal and foundation. To speed things along, in 1875 Laboulaye formed the Franco-American Union, which included people from France as well as the United States. This organization worked to bring in donations on both sides of the Atlantic.

11 Though the original goal of completing the statue for the hundredth birthday (July 4, 1876) of the United States seemed unlikely, the group still did its best to meet that deadline. Appeals for donations for the statue appeared in the French press by the fall of 1875. The Franco-American Union proved quite creative in its fund-raising efforts. Banquets and balls were held in several French cities. The food and ballrooms for these occasions were donated, and all admission fees went to the statue's fund. Bartholdi came up with just enough money to begin work on Lady Liberty.

29

Paragraph 2 **mainly** contributes to a central idea of the article because it

- A** shows that Napoleon III was an unpopular leader
- B** gives the exact number of purposes for the gift
- C** describes the loyalty of the French people
- D** explains both reasons for the gift

30

Read this sentence from paragraph 3.

Bartholdi wrote that the seed for the Statue of Liberty was sown at the party that night.

The words “the seed for the Statue of Liberty was sown” refer to the

- A** timetable for building the statue
- B** first ideas about the project
- C** plan for funding the project
- D** design for the statue

GO ON

31

Read this sentence from paragraph 6.

He hoped to drum up enthusiasm for the project as well as find an appealing location to display the work.

The use of the phrase “drum up” shows that Bartholdi needed to

- A** discover the best place for exhibiting the completed project
- B** reduce the cost of the project
- C** create a widespread public demand for the project
- D** teach the public about the reason for the project

32

Why was Bedloe’s Island selected for the site of the Statue of Liberty?

- A** The local people already knew about the history of the island.
- B** The island was close to a populated city.
- C** The size of the island would make the statue stand out.
- D** The island was located in a busy harbor.

GO ON

33

Which evidence from paragraph 11 **best** supports the author’s claim that the fund-raising efforts for the Statue of Liberty were “creative”?

- A “Though the original goal of completing the statue for the hundredth birthday . . . seemed unlikely, the group still did its best to meet that deadline.”
- B “Appeals for donations for the statue appeared in the French press . . . ”
- C “Banquets and balls were held in several French cities.”
- D “Bartholdi came up with just enough money to begin work on Lady Liberty.”

34

Which event showed a change in the attitude of Americans towards the construction of the Statue of Liberty?

- A President Ulysses S. Grant met with Bartholdi to discuss the project.
- B People from the United States agreed to support the Franco-American Union.
- C Americans wanted to hear more about the design of the statue from Bartholdi.
- D Americans learned that the statue was to be a symbol of freedom and democracy.

GO ON

35

Which statement **best** describes a major contribution of Bartholdi toward making the Statue of Liberty a reality?

- A** He met with some of the most famous people in America.
- B** He planned for a monument that would be extremely large.
- C** He remained committed to the project over a long period of time.
- D** He drew sketches to show the way the monument would look when completed.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 36 through 38.

Excerpt from *Something Fishy Is Going On, Everyone!*

by Dave Canavan

- 1 Did you know that overfishing is destroying enormous food webs in our oceans?! When one link in the food chain is removed, everything else suffers. Read below to find out a bit more about some of the hazardous practices and what could happen if certain protective measures are not put in place:

Commercial Fishing

- 2 Commercial, or industrial fishing, is fishing on an enormous scale for commercial profit. Fish and other sea creatures such as molluscs (squid, octopus) and crustaceans (crab, shrimp and lobster) are vital to many people throughout the world as a food source, but with the way industrial fishing is conducted, this could well be the last century where wild fishing will actually yield any stocks.
- 3 Three quarters of our planet is covered in water, yet we know incredibly little about the life that it supports. Undoubtedly, there are tens of millions of species that are yet to be discovered in the oceans. We actually know more about the surface of the moon than we do the bottom of the oceans! And this is where the problem lies. We can all see damage to ecosystems on land. We know that overgrazing of cattle and sheep for food can devastate areas. We know that deforestation is destroying vital animal habitats and we see how poaching is affecting many big game species, but when worse ecological devastation is taking place under the sea, as we can't see it, it is not a problem. But it is exactly that: A huge problem.
- 4 The technology in commercial fishing is simply incredible. Boats can now travel faster than the fastest fish such as sharks, marlin or tuna, and there is incredible detection technology allowing fishermen to find schools in the most remote places. Yet incredibly, with all this technology, yields are smaller than in the past. That is because there simply aren't the numbers of fish left.

GO ON

5 With the ever growing human population and therefore the increase in food requirement, the problem is only set to get worse. The killing of wild land animals for food is decreasing every year, whereas the killing of wild sea animals for food is increasing.

Methods of Destruction

6 Millions upon millions of tonnes¹ of fish are caught every year by enormous fishing vessels with nets that could catch a school of Boeing 747s! Seriously! Nets can be over 2.5 km long and gather up anything in their wake. In fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to the brink of extinction. They even catch seabirds and many sharks. No wonder they are known as ‘walls of death’.

7 Long-line fishing is where boats let out lines up to 100 km long with over 20,000 hooks on them. These hooks are baited to catch tuna, swordfish and other large fish but they are not specific in what they actually catch. Critically endangered sea turtles are frequent casualties, as are sea birds and other unwanted marine species, again, pushing many to the brink of extinction.

8 Bottom trawling is yet another appalling method used in commercial fishing. Nets are dragged behind a boat where the bottom of the sea floor is raked and destroyed. Millions of coral, sponges, seastars and the like are all killed or caught as bycatch and killed as a result of trawling. Bottom trawling destroys ecosystems.

Overfished Populations and Bycatch

9 Approximately 80% of the world’s fish stocks are overfished. That means fish are being caught before they can breed and keep the population stable. Slow breeding fish such as tuna and shark and especially the orange roughy cannot recover when overfished. Catches of nearly all fish species are nowadays smaller in yield with smaller individuals. This is a clear sign that the populations are in danger. In Canada in 1992 the cod industry ground to a halt as the fish disappeared. 40,000 people lost their livelihoods and the cod still haven’t recovered.

10 The same fate is happening to the North Atlantic cod populations. Once a favourite in the UK in fish and chip shops, you will rarely get cod anymore as they are simply being wiped out. But to add insult to injury, fish and chip shops are now using ‘flake,’ which is shark, therefore replacing one endangered species with another.

11 But by far, the most heinous of crimes in the fishing world is bycatch. These are 'waste' animals caught by the fishermen. Up to 80% of some catches are bycatch (much of which could be eaten but is not on the fishers' quota) and is simply thrown back in the sea, dead.

What Can We Do?

12 You need to be aware of the problems before you can do anything about it. Be selective in what you eat. One person can make a difference and if we all choose to be responsible world citizens, then the world can change. Remember that with everything you buy, you are casting a vote.

1tonnes: a metric ton, a unit of mass equaling 1,000 kilograms

GO ON

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use **two** details from the article to support your response.

GO ON

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use **two** details from the article to support your response.

GO ON

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer questions 39 and 40.

The narrator, her brother, Moy, and her mother, Manman, have just emigrated from Haiti to reunite with their father in Brooklyn, New York.

Excerpt from *Behind the Mountains*

by Edwidge Danticat

Friday, December 22

We slept until noon, then ventured out to see the street. The snow had stopped falling, but there was still a lot of it on the ground.

The street was quiet; the red-bricked row houses lined up like snowcapped soldiers standing at full attention. The snow now seemed to muffle things, even people, who as 5 they walked past us would keep their heads low, close to their chests, their entire bodies covered in layers of thick material, their faces wrapped with scarves, which, even if they were looking at us, would barely allow us to see their eyes.

It suddenly occurred to me that we looked like those people. Papa had gotten us 10 sweaters, knit caps, scarves, coats, and rubber boots that made squishing noises each time we took a step.

Out in the cold, I understood why the people walking past us didn't raise their heads, for each time I raised mine, my nose ran, my eyes watered, and my face twitched as though a million ice needles were being hammered into my skin. Each time I took a step, I kept slipping on ice patches, nearly falling down. Even though the sun was shining, it did 15 nothing to warm me. Instead it seemed allied with the chill, transforming itself into something I never knew existed, a cold sun.

Needless to say, we were only outside for a few minutes. Manman couldn't bear much more than that and pleaded with Papa to take us back inside.

Papa said we would soon get used to the cold, just as he has. But I don't think I will 20 ever get used to this cold that seeps into your body, all the way to your bones.

Later

We live in a two-bedroom apartment on the ground floor of one of the row houses owned by Franck. Manman and Papa have the larger bedroom and I have a smaller one next to theirs. Poor Moy is sleeping in the front room again.

GO ON

We are waiting for a larger apartment upstairs which will become available at the end
25 of February. Then Moy will finally have his own room.

After our brief trip outside, we spent the afternoon cooking and talking. Papa wanted to hear about everything that's happened in Beau Jour since he's been gone. He had so many questions that even before we finished answering one question, he already had another. It seemed like he asked about everyone and everything he's ever known.

30 Moy appeared to enjoy answering the questions the most because he was finally getting to speak to Papa, face-to-face, man to man. I feel as though I can see inside Moy's head. There must be something in him that feels complete now, just like something in me feels whole, like a piece of me that's been missing for five years has finally been found.

Saturday, December 23

It's another cold day, but we decided to be brave and go out because Papa was going to
35 take us shopping.

We took a bus near our house to Flatbush Avenue, which gave us a chance to see more of Brooklyn without being too cold. I kept my face glued to the window, watching the streets go by: more row houses, lines of detached ones, too, and then clusters of giant buildings that could house most of Port-au-Prince.¹

40 Moy pointed out the parks, which were empty, the trees bared by the cold. None of Granme Melina and Granpe Nozial's mango, almond, and avocado trees would survive here in the cold.

Manman called our attention to churches, beauty parlors, and restaurants, all of them bigger than any buildings I had ever seen in Port-au-Prince. I could tell that these
45 buildings amazed her, too, by their size and matching constructions, by the fact that there appeared to be so few people in them, compared to how crowded they would have been in Port-au-Prince.

Moy said the names of the mechanics' shops and gas stations out loud as Papa corrected his pronunciation in English. The signs here were not as colorful as the ones
50 that Bòs Dezi made or as brightly embellished as the ones in Carrefour, but some were written in lights, which impressed Moy nonetheless.

I wish Thérèse could see all of this. She would be so amazed. Having spent even less time in Port-au-Prince than I have, Brooklyn would have been all the more startling to her.

55 Looking around, I kept thinking the same thing I did the first time I went to Port-au-Prince with Manman. How can some people live in a small village in the mountains with only lamps for illumination at night and others live in a city where every street corner has its own giant lamp? It made the world seem unbalanced somehow.

¹Port-au-Prince: the capital of Haiti, with a population of about 1 million people

GO ON

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

GO ON

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer questions 41 through 43.

Kia, a Hmong girl from Laos, has just moved to Minnesota with her family. Hmong are a group of people from the mountain regions of Laos, Thailand, Vietnam, and southern China. Because Minnesota is so different from Laos, the family relies on their friend Thek to teach them about their new home.

Excerpt from *Little Cricket*

by Jackie Brown

Thek, a young Hmong who had come to America two years before, came to their apartment every few days. On afternoons when the sky looked dirty and hard and Kia's teeth chattered like knobby tree branches clattering in the wind, he took them for walks in the neighborhood. As they walked, Kia studied the people they passed. She had never seen
5 so many people with hair the color of wheat and skin nearly as pale as cauliflower. And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

There was so much to learn that Thek forgot to tell them some of the simple things.
10 The first night, when it was time for bed, none of them knew how to turn off the lights that blazed in the ceilings, so they slept with the lights on. It was only when Grandfather accidentally brushed against the light switch the next day that they learned how to shut them off.

At the grocery store they were speechless at the sight of aisle after aisle of food all
15 packaged and ready to take home. They walked numbly past vegetables and fruits piled next to each other; cans of things they could only guess at; bags of rice, husk already off, ready to cook; chickens that had been cleaned and cut up. So much food for so little work, thought Kia, in amazement. America really did have everything.

"Here in America nothing is as it was in Laos," Thek told Grandfather sympathetically.
20 "It would be best to learn English as soon as you can so things will not seem so strange."

GO ON

- In the evenings, Grandfather pulled a chair to the window and gazed at the buildings that shut out the sky. Kia guessed he was remembering how important it was in Laos to be able to see a mountain from each house. Here, all he could see were whizzing cars on the black asphalt. In Laos, before a house was built, a hole was dug, and as many grains of rice
25 as there were family members were placed in the hole. If the spirits moved the grain during the night, it was believed that the location was unlucky and another site for the house had to be chosen. She wondered how Americans chose places to build their homes. Maybe, she thought, because Americans already had so much, it did not matter to them if their homes were blessed by the spirits or not.
- 30 Alone at night in her room Kia slipped the ring she had taken from Ia onto her finger, held it up to the ceiling light, and admired the bloodred stone. She took out the picture she had torn from the magazine of the child sitting on her father's lap reading a book and studied it until it blurred before her eyes. It made her heart sad to look at them, but she tried to focus on the ring on the girl's finger. She told herself she was in America now,
35 where everybody owned pretty things.

One damp afternoon when Grandfather was resting, Kia carried a basket of clothes to be washed to the laundry room in the basement of the building. It was a dingy room with cracked, tan walls and brown linoleum that had buckled from too much spilled water. As she heaved the basket of laundry onto the scarred table, she heard a husky voice say,
40 "Quite a load for someone your size."

"Not so heavy," said Kia shyly as she measured the soap into the washing machine. When she tried to push the coins into the slots of the machine they would not go in. Looking over her shoulder, the woman said, "Honey, you got nickels there. You need quarters."

45 Blushing, Kia began pulling the soiled clothes from the machine and piling them into the basket again. She had mistakenly saved nickels instead of quarters.

She turned to face a chunky woman with bushy gold hair and electric blue eyes fringed by purple eyelashes. The woman wore shorts and a stretchy top that squeezed her around the middle so tightly that she reminded Kia of a snake that had just swallowed
50 a mouse.

GO ON

“Here. Just leave them clothes there. I’ve got a cupful of quarters. You can borrow some. Come on with me.” Cheeks burning, Kia followed the woman down the hall to a door marked 2B, where a loud, clear voice announced, “And now, Sam the Sensational will demonstrate incredible agility as he juggles not one, not two, not three, but

55 FOUR bananas!”

Shaking her frizzy, golden head, the woman muttered, “Oh, that boy,” and opened the door onto a sun-washed room filled with green plants that spilled off tables and windowsills and pots hanging from the ceiling.

“Welcome to the Jungle Room,” she said, gesturing toward the sunny room.

60 The moment Kia walked into the room, her heart began to smile. The room reminded her of her green mountain village in Laos, and a crashing wave of homesickness almost made her dizzy. She did not even see the boy standing in a shaft of sunlight until he said, “Hi. You must have come to see the show.”

GO ON

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

GO ON

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 43 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 20 and 21.



GO ON

43

How do the new environments affect the narrator in “Excerpt from *Behind the Mountains*” and Kia in “Excerpt from *Little Cricket*”? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in “Excerpt from *Behind the Mountains*”
 - explain how the new environment affects Kia in “Excerpt from *Little Cricket*”
 - describe the events that suggest the narrator and Kia are each adapting to their new environments
 - use details from **both** stories to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Released Questions on EngageNY
Grade 7

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:		Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Session 1									
15	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.48			
16	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading	0.43			
17	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.5	Reading	0.54			
18	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.2	Reading	0.64			
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.8	Reading	0.67			
20	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.6	Reading	0.44			
21	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.2	Reading	0.41			
22	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.4	Reading	0.81			
23	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.3	Reading	0.75			
24	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.2	Reading	0.59			
25	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.2	Reading	0.60			
26	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.2	Reading	0.60			
27	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.7.3	Reading	0.60			
28	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.6	Reading	0.50			
29	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.2	Reading	0.56			
30	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.4	Reading	0.60			
31	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.4	Reading	0.49			
32	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.50			
33	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.8	Reading	0.42			
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.37			
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.56			

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RI.7.6	Writing to Sources		1.58	0.79
37	Constructed Response		2	CCSS.ELA-Literacy.RI.7.5	Writing to Sources		1.6	0.80
38	Constructed Response		2	CCSS.ELA-Literacy.RI.7.5	Writing to Sources		1.44	0.72
39	Constructed Response		2	CCSS.ELA-Literacy.RL.7.3	Writing to Sources		1.48	0.74
40	Constructed Response		2	CCSS.ELA-Literacy.RL.7.2	Writing to Sources		1.36	0.68
41	Constructed Response		2	CCSS.ELA-Literacy.RL.7.4	Writing to Sources		1.34	0.67
42	Constructed Response		2	CCSS.ELA-Literacy.RL.7.6	Writing to Sources		1.34	0.67
43	Constructed Response		4	CCSS.ELA-Literacy.RL.7.3	Writing to Sources		2.24	0.56

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

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

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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

EXEMPLARY RESPONSE

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use two details from the article to support your response.

Possible Exemplary Response:

The section “Commercial Fishing” reveals the author’s belief that the problems caused by overfishing are going to get worse. For example, the author says that people are causing devastation in the oceans, even though we can’t see it. He says that even with better technology, yields of fish are smaller than they were before. The author also states “the killing of wild sea animals for food is increasing.” Clearly, these details reveal the increasing problems caused by overfishing.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use two details from the article to support your response.

The author seems to be very worried about the ocean's sea creature population. The author describes how they, and many others, fear the future for the sea creature population, using this quote, "Fish and other sea creatures such as molluscs (squid, octopus) and crustaceans (crab, shrimp and lobster) are vital to many people throughout the world as a food source, but with the way industrial fishing is conducted, this could well be the last century where wild fishing will actually yield any stocks." (Paragraph 2, line 6~9) This next quote shows how the increase in need of fish is worrying others about their future, "With the evergrowing human population and therefore the increase in food requirement, the problem is only set to get worse. The killing of wild land animals for food is decreasing every year, whereas the killing of wild sea animals for food is increasing."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the section “Commercial Fishing” reveals about the author’s point of view (*The author seems to be very worried about the ocean's sea creature population*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“Fish and other sea creatures such as molluscs (squid, octopus) and crustaceans (crab, shrimp and lobster) are vital to many people throughout the world as a food source, but with the way industrial fishing is conducted, this could well be the last century where wild fishing will actually yield any stocks.”* and *“With the evergrowing human population and therefore the increase in food requirement, the problem is only set to get worse. The killing of wild land animals for food is decreasing every year, whereas the killing of wild sea animals for food is increasing.”*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use two details from the article to support your response.

The section “Commercial Fishing” in this article reveals something about the author’s point of view. It reveals that the author believes that ecological devastation is taking place under the sea, and that people are over fishing, causing the killings of wild sea animals to increase. In the article it states, “The killing of wild animals for food is decreasing every year, whereas the killing of wild sea animals for food is increasing.” In the article it also states “but when worse ecological devastation is taking place under the sea, as we can’t see it, it is not a problem. But it is exactly that: a huge problem.” These two quotes show that the author believes over fishing and ecological devastation is happening under the sea.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the section “Commercial Fishing” reveals about the author’s point of view (*It reveals that the author believes that ecological devastation is taking place under the sea, and that people are over fishing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The killing of wild animals for food is decreasing every year, whereas the killing of wild sea animals for food is increasing.*” and “*but when worse ecological devastation is taking place under the sea, as we can’t see it, it is not a problem. But it is exactly that: a huge problem.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

What does the section "Commercial Fishing" reveal about the author's point of view? Use two details from the article to support your response.

The section of "Commercial Fishing" shows that the author believes that commercial fishing is bad. The text states, "...But the way industrial fishing is conducted, this could wellbe the last century wher fishing will actually yeild any stocks." This shows that overfishing is starting to decaese the population of sea animals. The text states, "We know that deforestation is destroying vital animal habitats and we see how poaching is affecting big game species, but when worse ecological devastation is taking place under the sea as we can't see it, it is not a problem." This shows that the author thinks that people think ecological devastation under the sea is a small problem when it's a bigger problem than they thought.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what the section "Commercial Fishing" reveals about the author's point of view (*the author believes that commercial fishing is bad*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("...*But the way industrial fishing is conducted, this could wellbe the last century wher fishing will actually yeild any stocks.*" and "*We know that deforestation is destroying vital animal habitats and we see how poaching is affecting big game species, but when worse ecological devastation is taking place under the sea as we can't see it, it is not a problem.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

What does the section "Commercial Fishing" reveal about the author's point of view? Use two details from the article to support your response.

What the section "Commercial Fishing" reveals about the authors (Point of View), is that he clearly does not like the idea of commercial, or industrial fishing. I say this because the author says that because of the way that industrial fishing is done or conducted, wild fishing may come to a stop. For example, in the text it states "but with the way industrial fishing is conducted, this could well be the last century where wild fishing will actually yield any stocks." This quote from the text shows me that the author does not have a positive feeling or view of industrial fishing in the section "Commercial Fishing".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the section "Commercial Fishing" reveals about the author's point of view (*that he clearly does not like the idea of commercial, or industrial fishing*); however, the response only provides one concrete detail from the text for support ("*but with the way industrial fishing is conducted, this could well be the last century where wild fishing will actually yield any stocks.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use two details from the article to support your response.

It reveals that the author is trying to persuade people to go and get the fish because it is the last century where wild fishing will actually yeild any stocks so he is trying to talk to people about why they should come.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*it is the last century where wild fishing will actually yeild any stocks*); however, no valid inference from the text is provided to explain what the section “Commercial Fishing” reveals about the author’s point of view.

GUIDE PAPER 6

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use **two** details from the article to support your response.

The section commercial fishing reveals that the author's point of view is fishing is hurting our ecosystem

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the section “Commercial Fishing” reveals about the author’s point of view (*fishing is hurting our ecosystem*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

36

What does the section "Commercial Fishing" reveal about the author's point of view? Use two details from the article to support your response.

The section "commercial Fishing" reveals that the author is in a third person point of view. This is being shown because the author is using words such as the. The author also is giving information about the topic.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The section "commercial Fishing" reveals that the author is in a third person point of view. This is being shown because the author is using words such as the. The author also is giving information about the topic*).

GUIDE PAPER 8

Additional

36

What does the section “Commercial Fishing” reveal about the author’s point of view? Use two details from the article to support your response.

It means that when people
are trying to take fishes
to eat

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is totally inaccurate (*it means that when people are trying to take fishes to eat*).

EXEMPLARY RESPONSE

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use **two** details from the article to support your response.

Possible Exemplary Response:

The author develops the claim that commercial fishing practices are a huge problem in “Methods of Destruction” by providing details about how specific fishing tools and techniques destroy marine life. For example, huge nets known as “walls of death” collect marine mammals like whales and dolphins, pushing them closer to extinction. Other nets are dragged along the ocean floor, killing coral and damaging ecosystems.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

In the article "Excerpt from *Something Fishy Is Going On, Everyone!*," how does the section "Methods of Destruction" develop a claim made by the author? Use two details from the article to support your response.

In the story "Excerpt from *Something Fishy Is Going On, Everyone!*" by Dave Canavan, the author's claim is that the large nets on fishing boats are one of the major causes of killing many sea creatures and habitats. The section "Methods of Destruction" gives examples on how fishing nets destroy some marine life. As seen in the text "In fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to the brink of extinction." This detail shows how fishing nets kill many sea mammals. Another detail is "Nets are dragged behind a boat where the bottom of the sea floor is raked and destroyed." This detail shows how fishing nets destroy the bottom of the ocean floor too.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section "Methods of Destruction" develops a claim made by the author (*The section "Methods of Destruction" gives examples on how fishing nets destroy some marine life*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"In fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to the brink of extinction"* and *"Nets are dragged behind a boat where the bottom of the sea floor is raked and destroyed"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

In the article "Excerpt from *Something Fishy Is Going On, Everyone!*," how does the section "Methods of Destruction" develop a claim made by the author? Use two details from the article to support your response.

The section "Methods of destruction" develops a claim made by the author. The author's claim is that different types of fishing methods are destroying our underwater ecosystem. The text states "These hooks are baited to catch tuna, sword-fish, and other large fish, but they are not specific in what they actually catch." This proves that long-line fishing is destroying different ecosystems. The text also states "Millions of coral, sponges, seastars and the like are all killed or caught as bycatch." This proves the claim made by the author.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section "Methods of Destruction" develops a claim made by the author (*The section "Methods of destruction develops a claim made by the author. The author's claim is that different types of fishing methods are destroying our underwater ecosystem.*). The response provides a sufficient number of relevant facts from the text for support as required by the prompt ("These hooks are baited to catch tuna, sword-fish, and other large fish, but they are not specific in what they actually catch" and *long-line fishing is destroying different ecosystems*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use two details from the article to support your response.

Methods of Destruction develop a claim made by the author because its talks about how every year fish get caught by fishing vessels with nets. A quote to support this answer is methods of destruction paragraph 6. In paragraph 6 it says every year fish get caught by enormous vessels with nets that could catch a school of Boeing 747s. Other quote is in paragraph 6. In the sentence it states that large nets can kill dolphins and small whales.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Methods of Destruction” develops a claim made by the author (*because its talks about how every year fish get caught by fishing vessels with nets*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*every year fish get caught by enormous vessels with nets that could catch a school of Boeing 747s and large nets can kill dolphins and small whales*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use **two** details from the article to support your response.

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” The section “Methods of Destruction” develop a claim made by the author by giving many example of nets destroying ocean life. For example, “Nets are dragged behind a boat were the bottom of the sea is raked and destroyed.” Nets are a very big destruction to ocean wildlife.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Methods of Destruction” develops a claim made by the author (*by giving many example of nets destroying ocean life*); however, this response only provides one concrete detail from the text for support (*“Nets are dragged behind a boat were the bottom of the sea is raked and destroyed.”*). This response includes complete sentences where errors do not impact readability.

37

In the article "Excerpt from *Something Fishy Is Going On, Everyone!*," how does the section "Methods of Destruction" develop a claim made by the author? Use **two** details from the article to support your response.

how the section "methods of destruction" develops a claim is that before he startsn explaining he says what its going to be about and what he thinks about it. kind of like his opinion. "millions upon millions of tones of fish are caught every year by enormous fishing vessels with nets that could catch a school of boeing 747s." "in fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to the bink of extinction" "they even cath seabirds and many sharks. no wonder they are known as "walls of death' ".

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 ("*millions upon millions of tones of fish are caught every year by enormous fishing vessels with nets that could catch a school of boeing 747s.*"; *large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to the bink of extinction*"; "*they even cath seabirds and many sharks. no wonder they are known as "walls of death' "*"); however, the response does not provide a valid inference from the text to explain how the section "Methods of Destruction" develops a claim made by the author. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use **two** details from the article to support your response.

I + develops the claim by telling us reader how destruction is happening

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Methods of Destruction” develops a claim made by the author (*by telling us reader how destruction is happening*); 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

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use two details from the article to support your response.

Three quarters of our planet is covered in water, yet we know incredibly little about the life that it supports. We know that deforestation is destroying vital animal habitats, and we see how poaching is affecting many big game species, but when worse ecological devastation is taking place under the sea, as we can't see it, it is not a problem.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt. While the response provides some information from the text, it is not considered relevant facts from the section of the text as required by the prompt (*Three quarters of our planet is covered in water, yet we know incredibly little about the life that it supports. We know that deforestation is destroying vital animal habitats and we see how poaching is affecting many big game species, but when worse ecological devastation is taking place under the sea, as we can't see it, it is not a problem*).

GUIDE PAPER 8

Additional

37

In the article “Excerpt from *Something Fishy Is Going On, Everyone!*,” how does the section “Methods of Destruction” develop a claim made by the author? Use two details from the article to support your response.

methods of destruction mean what happens in the water and like in the text it said fish are caught every year by fisher man

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*methods of destruction mean what happens in the water and like in the text it said fish are caught every year by fisher man*).

EXEMPLARY RESPONSE

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use **two** details from the article to support your response.

Possible Exemplary Response:

The subheadings help the author organize and develop the central argument that commercial fishing is a huge problem for the oceans. First, with the “Commercial Fishing” section, he introduces the problem of ecological devastation taking place under the sea. Then, in the next two sections, he develops his argument with details and evidence including the fact that approximately 80% of the world’s fish stocks are overfished. Finally, he encourages readers to choose to be responsible world citizens for everything you buy in the last section, “What can we do?”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

In "Excerpt from *Something Fishy Is Going On, Everyone!*," how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

In "Excerpt from *Something Fishy Is Going On, Everyone!*," the subheadings contribute to the organization of the article in the following ways. The subheadings help to organize each paragraph into groups and tells the readers what exactly the gist, main ideas, or central idea are in that section. It gives the readers a better understanding of what they are reading as well. I can support my answer because in the text, paragraphs 9-11 are grouped under the subheading "Overfished Populations and Bycatch." This heading helps me and all readers to understand that the paragraphs about overfishing and bycatch were meant to be grouped together as a way of showing that both ideas relate to the problems and cruelty of commercial fishing. Without the subheading, readers wouldn't understand the connection between the two ideas and think they are separate and have no relation. Also, paragraph 12 is grouped under the subheading "What Can We Do?" This subheading tells the reader that paragraph 12 is about solutions we can do to help the cause. Without the subheading, readers would think paragraph 12 is a concluding paragraph and isn't important. This proves that subheadings help organize the article.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how the subheadings contribute to the organization of the article (*The subheadings help to organize each paragraph into groups and tells the readers what exactly the gist, main ideas, or central idea are in that section and It gives the readers a better understanding of what they are reading*). The response provides evidence of analysis and provides a sufficient number of concrete details from the text for support as required by the prompt (*paragraphs 9-11 are grouped under the subheading, "Overfished Populations and Bycatch". This heading helps me and all readers to understand that the paragraphs about overfishing and bycatch were meant to be grouped together as a way of showing that both ideas relate to the problems and cruelty of commercial fishing and paragraph 12 is grouped under the subheading "What Can We Do?" This subheading tells the reader that paragraph 12 is about solutions we can do to help the cause*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In "Excerpt from *Something Fishy Is Going On, Everyone!*," how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

In "Excerpt from *Something Fishy Is Going On, Everyone!*," the subheadings contribute to the organization of the article because they foreshadowed what the paragraphs were going to be about. One subheading was commercial fishing, and under this subheading the author states "... with the way industrial fishing is conducted, this could well be this could be the last century where wild fishing will actually yield any stocks." This describes a result of commercial fishing. In addition, under the subheading "Methods of Destruction," the author reiterates that some nets are longer than 2.5 km and these nets are killing marine mammals.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the subheadings contribute to the organization of the article (*they foreshadowed what the paragraphs were going to be about*). The response provides evidence of analysis and provides a sufficient number of concrete details from the text for support as required by the prompt (*One subheading was commercial fishing, and under this subheading the author states "... with the way industrial fishing is conducted, this could well be this could be the last century where wild fishing will actually yield any stocks." This describes a result of commercial fishing and under the subheading "Methods of Destruction," the author reiterates that some nets are longer than 2.5 km and these nets are killing marine mammals*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use **two** details from the article to support your response.

It helps you understand what the section of the passage is going to be about. Commercial fishining is about commertioal fishing and the tecnology. the sub title what can we do? is telling you what you can do to help stop what is happening to the animals.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the subheadings contribute to the organization of the article (*It helps you understand what the section of the passage is going to be about*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Commercial fishining is about commertioal fishing and the tecnology and the sub title what can we do? is telling you what you can do to help stop what is happening to the animals*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

It contributes because it shows what that paragraph going to be about. In the text it says “Over fished populations and Bycatch. That paragraph was about fishes populations.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the subheadings contribute to the organization of the article (*it shows what that paragraph going to be about*); however, this response only provides one concrete detail from the text for support (*“over fished populations and Bycatch. That paragraph was about fishes populations”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

The subheadings contribute to the organization of the article by giving examples of the bad things and what we can do to to stop the bad things.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the subheadings contribute to the organization of the article (*by giving examples of the bad things, and what we can do to to stop the bad things*); 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

38

In "Excerpt from *Something Fishy Is Going On, Everyone!*," how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

The subheadings contribute to the organization because the article is going to talk about something fishy and they do. According to the text it says, "we need to be aware of the problems before you can do anything about it." also the article talks about how us using large fishing nets are killing marine mammals. According to the text it says, "In fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to brink of extinction".

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of details from the text (*The subheadings contribute to the organization because the article is going to talk about something fishy and they do. According to the text it says, "we need to be aware of the problems before you can do anything about it." also the article talks about how us using large fishing nets are killing marine mammals. According to the text it says, "In fact, such large nets are the biggest killer of marine mammals such as dolphins and small whales, pushing many species to brink of extinction"*). The response does not provide a valid inference from the text to explain how the subheadings contribute to the organization of the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use two details from the article to support your response.

Did you know that overfishing is destroying enormous food webs in our oceans? When one link in the food chain

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Did you know that overfishing is destroying enormous food webs in our oceans? When one link in the food chain*).

38

In “Excerpt from *Something Fishy Is Going On, Everyone!*,” how do the subheadings contribute to the organization of the article? Use **two** details from the article to support your response.

The subheading something fishy is going on contribute to the artice by food is decreasing every year. whereas the killing of wild sea animals for food is incresing and its getting to be a huge problem .

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The subheading something fishy is going on contribute to the artice by food is decreasing every year. whereas the killing of wild sea animals for food is incresing and its getting to be a huge problem*).

EXEMPLARY RESPONSE

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

Possible Exemplary Response:

These lines contribute to the story by showing how strong the family bond is now that the family is reunited. At the beginning of these lines, the narrator states, “we spent the afternoon cooking and talking.” This demonstrates that they are connecting by doing an activity together and getting Papa up-to-speed on what has been happening in Haiti. Then, the narrator states, “Moy appeared to enjoy answering the questions . . . getting to speak to Papa, face-to-face, man-to-man,” which shows that even though they miss their former home, being together with family is more important.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

Lines 26 through 33 of “Excerpt from Behind the Mountains” contribute to the story by demonstrating how the family bond is stronger now that they are together and happy. It is stated, “After our brief trip outside, we spent the afternoon cooking and talking.” Also stated, “Moy appeared to enjoy answering the questions the most... There must be something in him that feels complete now...” Both details present to the reader how close the family has become and adds to the story a positive effect of the family moving to Brooklyn.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*by demonstrating how the family bond is stronger now that they are together and happy*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*After our brief trip outside, we spent the afternoon cooking and talking.*” and “*Moy appeared to enjoy answering the questions the most... There must be something in him that feels complete now...*” *Both details present to the reader how close the family has become*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

According to the text, lines 26 through 33 contribute to the story because it shows there is a bond forming between them. For instance, in the text it states, “... just like something in me feels whole, like a piece of me that's been missing for five years has finally been found.” This quote shows that the narrator feels that she felt complete from building this relationship between her, Moy, and Papa. Furthermore, it states, “... we spent the afternoon cooking and talking.” This depicts that by communicating with each other on a family level brought them closer together. Therefore, these lines have impact on the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*it shows there is a bond forming between them*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“... just like something in me feels whole, like a piece of me that's been missing for five years has finally been found.” *This quote shows that the narrator feels that she felt complete from building this relationship between her, Moy, and Papa* and “... we spent the afternoon cooking and talking.” *This depicts that by communicating with each other on a family level brought them close together*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

The lines contribute to the story because it shows how the family is complete. “There must be something in him that feels complete now.” The narrator is saying her uncle Moy is happy with his family around. Also “we spent the afternoon cooking and talking. The family had been doing activities with each other in the afternoon.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*it shows how the family is complete*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*There must be something in him that feels complete now*” *The narrator is saying her uncle Moy is happy with his family around* and “*we spent the afternoon cooking and talking.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

It helps us infer that Moy hasn't seen Papa in five years. The sentence “There must be something in him that feels complete now, just like something in me feels whole, like a piece of me missing for five years has finally been found.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*It helps us infer that Moy hasn't seen Papa in five years*); however, this response only provides one concrete detail from the text for support (*“There must be something in him that feels complete now, just like something in me feels whole, like a piece of me missing for five years has finally been found.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

lines 26 - 33 contributes to the story because it supports how the characters feel like Moy and Papa. It stated “Moy appeared to enjoy answering the questions the most because he was finally getting to speak to Papa, face-to-face, man to man. Another evidence is that since Papa had to leave there able to tell more about the place.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*it supports how the characters feel*); however, this response only provides one concrete detail from the text for support (*“Moy appeared to enjoy answering the questions the most because he was finally getting to speak to Papa, face-to-face, man to man”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

It shows that PaPa had a lot of questions because he wanted to know what happened so this basically shows his curiosity.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story (*shows his curiosity*); however, the response only provides one relevant fact from the text for support (*PaPa had a lot of questions because he wanted to know what happened*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

lines 26 through 33 of Excerpt from
Behind the mountains contribute that
How cold and slippery It is in Brooklyn
New York flatbush Avenue. It was type
Cold wear you needed hat, gloves, jacket
and scarves.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*lines 26 through 33 of Excerpt from Behind the mountains contribute that How cold and slippery It is in Brooklyn new york flatbush Avenue It was type cold wear you needed hat, gloves, Jacket and scares*).

GUIDE PAPER 8

Additional

39

Explain how lines 26 through 33 of “Excerpt from *Behind the Mountains*” contribute to the story. Use **two** details from the story to support your response.

"Excerpt from Behind the Mountains"
contributes to the story because in the
story it's talks about how these
people went on a trip where they
have never been.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*Excerpt from Behind the Mountains* contributes to the story because in the story it's talks about how these people went on a trip where they have never been).

EXEMPLARY RESPONSE

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use two details from the story to support your response.

Possible Exemplary Response:

A central theme of “Excerpt from *Behind the Mountains*” is to make the best of a new situation. At first, in paragraph 6, the narrator talked about how she didn’t think she would ever get used to how cold it was in Brooklyn, even though their dad explained they would eventually adjust. The next day, even though the cold hurt her face and the ice was slippery, the narrator went outside anyway. In paragraph 11 it states, “It’s another cold day, but we decided to be brave and go out because Papa was going to take us shopping.” This shows that despite the cold weather, she decides to go out to see her new surroundings by making the best of a bad situation. Also, even though the signs in Brooklyn didn’t have as much color and flair as where they used to live, Moy liked that the signs in New York had lights and that was seen as a positive. The narrator even proclaimed “I wish Thérèse could see all of this. She would be so amazed.” So, this is another way in which they were seeing the best in a new place.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

40

What is a central theme of "Excerpt from *Behind the Mountains*"? Use two details from the story to support your response.

The central theme of "Excerpt from Behind the Mountains" is that some people and places are more fortunate than others. In the text, the narrator explains how the new places she has discovered in Brooklyn are large enough to house a full community in Port-au-Prince, and she is surprised that they are empty. In the text, it says, "Then clusters of giant buildings that could house most of Port-au-Prince." Additionally, "By the fact that there appeared to be so few people in them, compared to how crowded they would have been in Port au Prince." This shows how the new place she has moved into is different compared to her old home. She's seeing the world in a different view that she's never thought of or seen before.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central theme of "Excerpt from *Behind the Mountains*" (*that some people and places are more fortunate than others*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Then clusters of giant buildings that could house most of Port-au-Prince." and "By the fact that there appeared to be so few people in them, compared to how crowded they would have been in Port-au-Prince."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

40

What is a central theme of "Excerpt from *Behind the Mountains*"? Use **two** details from the story to support your response.

The theme of "Excerpt from Behind the Mountains" is learning how to deal with change. The narrator could've been upset or scared that she left her old town for this but she looked at the positives. For example, she noticed the buildings were bigger than they were in Haiti and she was amazed by that, as well as the fact that she was happy reuniting with her father again.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central theme of "Excerpt from *Behind the Mountains*" (*learning how to deal with change*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the buildings were bigger than they were in Haiti and she was amazed by that, as well as the fact that she was happy reuniting with her father again*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

What is a central theme of "Excerpt from *Behind the Mountains*"? Use **two** details from the story to support your response.

The central theme of "Excerpt from Behind the Mountains" is the culture and weather shock of moving from Haiti to Brooklyn and having the family be together. I know this because the excerpt states, " How can some people live in a small village in the mountains with only lamps for illumination at night and others live in a city where every street corner has its own giant lamp? It made the world seem unbalanced somehow." and, " a piece of me that's been missing for five years has finally been found.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central theme of "Excerpt from *Behind the Mountains*" (*the culture and weather shock of moving from Haiti to Brooklyn*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (" *How can some people live in a small village in the mountains with only lamps for illumination at night and others live in a city where every street corner has its own giant lamp? It made the world seem unbalanced somehow.*" and "*a piece of me that's been missing for five years has finally been found*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

The central theme is that you have to be Brave and be determined. For example, it says “It's another cold day, but we decided to Brave.” This show that they are tough and won't give up.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central theme of “Excerpt from *Behind the Mountains*” (*you have to be Brave and be determined*); however, this response only provides one concrete detail from the text for support (“*It's another cold day, but we decided to Brave.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

life isn't always happy but appreciate your family

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central theme of “Excerpt from *Behind the Mountains*” (*life isn't always happy but appreciate your family*); 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

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

the centeral theme of exrpt from behind the mountains was when the narrator and his family left haiti to see their father in new york. it waas different in new york because it was cold and they werent use to the cold. for example, the text says, "papa had gooten us sweaters, knit caps, scarves, coats, and rubber boots. another example is "we lived in a two bedroom apartment." this shows how it was differnt in new york.

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*when the narrator and his family left haiti to see their father in new york. it waas different in new york because it was cold and they werent use to the cold. for example, the text says, “papa had gooten us sweaters, knit caps, scarves, coats, and rubber boots*); however, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

The central theme of “Excerpt from Behind the Mountain” is that they live in Brooklyn and it is very cold and they are moving from place to place to live so everyone can have a place to live.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The central theme of “Excerpt from Behind the Mountain” is that they live in Brooklyn and it is very cold and they are moving from place to place to live so everyone can have a place to live*).

GUIDE PAPER 8

Additional

40

What is a central theme of “Excerpt from *Behind the Mountains*”? Use **two** details from the story to support your response.

in port au man man people used lamps for lights in the city street corner with its own giant lamp.

Score Point 0 (out of 2 points)

This response is totally unintelligible (*in port au man man people used lamps for lights in the city street corner with its own giant lamp*).

EXEMPLARY RESPONSE

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The overall mood of this excerpt is negative until the very end. Everything is described as depressing: the “dirty and hard” sky instead of beautiful blue skies, “whizzing cars on the black asphalt” instead of beautiful mountain scenery, and the dull laundry area which was said to be “a dingy room with cracked, tan walls and brown linoleum that had buckled from too much spilled water.” The last few sentences of Paragraph 1 fit right in with this overall mood by suggesting things were noisy (in a bad way) rather than peaceful. The author uses words like Grandfather’s “ears were tired of the new sounds” and “lingering in the cold” to describe their new home in an unappealing way which contributes to the depressing mood found throughout this excerpt. This indicates they are not looking at their new home favorably.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*.“

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use two details from the story to support your response.

The word choices in the lines affect the mood by providing a negative mood. The newly moved family is having a hard time adjusting to their new home, which is very different from their old home back in Laos. They're not used to the noisy area, but rather peace and quiet. In the text, it says, "And it seemed, in this land of so much, there was no silence to be found." Additionally, "Each night Grandfather said his ears were tired of the new sounds." This shows how they were used to the peace & tranquility of Laos, rather than the loud, industrial sounds of Minnesota.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*by providing a negative mood*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*And it seemed, in this land of so much, there was no silence to be found.*” and “*Each night Grandfather said his ears were tired of the new sounds.*” *This shows how they were used to the peace & tranquility of Laos, rather than the loud, industrial sounds of Minnesota.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

In the story "Excerpt from Little Cricket" by Jackie Brown this paragraph is introduced. It affects the mood by setting an eerie kind of feeling during this part, almost poetic. It shows how busy it was in Minnesota, "There was no silence to be found." "Even the air smelled noisy." This shows what a busy town they are in. The family seems a bit frightened by how busy and new this new place is. So different from their own customs and regularities. They are confused with some of the luxuries that America has. They were baffled when they walking into a grocery store and saw rows and rows of food.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*by setting an eerie kind of feeling during this part, almost poetic*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"There was no silence to be found."* and *"Even the air smelled noisy."* *This shows what a busy town they are in. The family seems a bit frightened by how busy and new this new place is*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*.”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use two details from the story to support your response.

The word choices affect the mood of the story in a negative way. For instance, it says "...Grandfather said his ears were tired of the new sounds." This shows that the Grandfather is annoyed which creates a negative mood. Along with that it says "Even the air smelled noisy, full of unfamiliar smell..." This adds on to the sentence before also creating a negative mood.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*in a negative way*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“...Grandfather said his ears were tired of the new sounds.” *This shows that the Grandfather is annoyed which creates a negative mood* and “Even the air smelled noisy, full of unfamiliar smell...” *This adds on to the sentence before also creating a negative mood*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

The word choices in the lines five through eight affect the mood because they show how unhappy they are right now. For instance, Kia was from a quieter home and then moved to a city which means it is always noisy and loud. Adjusting to this could be hard and tiring after a while. This may be why Kia and her grandfather said these things.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*they show how unhappy they are right now*); however, this response only provides one relevant detail from the text for support (*moved to a city which means it is always noisy and loud. Adjusting to this could be hard and tiring after a while*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

The word choices in these lines affect the mood of the story by really allowing the reader to feel how Kia feels about this new place she is in.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*by really allowing the reader to feel how Kia feels about this new place she is in*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use two details from the story to support your response.

The word's give that mudd land it sound like it's annoying for the family. Like unfamiliar, drifting and tired, by word choice it give so much mood. The way she said "even the smells of the air is noisy.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the word choices in lines 5 through 8 affect the mood of the story (*it sound like it's annoying for the family. Like unfamiliar, drifting and tired, by word choice it give so much mood*); however, this response only provides one relevant detail from the text for support (“*even the smells of the air is noisy*”). This response includes incomplete sentences.

GUIDE PAPER 7

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

it affects the story because they are trying to find somethin by smell

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*it affects the story because they are trying to find somethin by smell*).

GUIDE PAPER 8

Additional

41

Read lines 5 through 8 of “Excerpt from *Little Cricket*. ”

And it seemed, in this land of so much, there was no silence to be found. Each night Grandfather said his ears were tired of the new sounds. Even the air smelled noisy, full of unfamiliar smells drifting out of doorways and lingering in the cold.

How do the word choices in these lines affect the mood of the story? Use **two** details from the story to support your response.

THERE ARE "WHIZZING" CARS. I PREDICT OIL WASTE WILL BE EVERYWHWERE.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*THERE ARE "WHIZZING" CARS. I PREDICT OIL WASTE WILL BE EVERYWHWERE*).

EXEMPLARY RESPONSE

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Possible Exemplary Response:

Thek's and Grandfather's points of view about living in America are different because Thek has adjusted to life in Minnesota while everything is still new to Grandfather who hasn't become accustomed to his new home yet. The first sentence of paragraph 1 states, Thek "had come to America two years before" which shows he has been there awhile and would have had time to acclimate. He advised Grandfather to "learn English as soon as you can so things will not seem so strange." This confirms that Grandfather isn't used to his surroundings yet. Also, turning off the lights with the light switch had become second nature for Thek, so he didn't even think to explain to Kia and her family how to turn off the lights. In fact, it states, "they slept with the lights on. It was only when Grandfather accidentally brushed against the light switch the next day that they learned how to shut them off." The grandfather wouldn't have slept with the lights on if he was familiar with his new environment.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek's and Grandfather's points of view are different about living in America because one isn't used to being in America while the other has lived in America for a while. It says, "Each night Grandfather said his ears were tired of the new sounds." It also states, "It would be best to learn English as soon as you can so things will not seem so strange." This shows that Grandfather thinks America is a very weird place and Thek feels it isn't that strange if you're used to it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Thek’s and Grandfather’s points of view about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*” (*one isn’t used to being in America while the other has lived in America for a while*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Each night Grandfather said his ears were tired of the new sounds.*” and “*It would be best to learn English as soon as you can so things will not seem so strange.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek's and Grandfather's points of view are different because while Thek thinks that America is very ordinary whereas the Grandfather is new to the ways of an American citizen. In line fourteen the text states, "At the grocery store they were speechless at the sight of aisle after aisle of food all packaged and ready to take home." This proves how amazing America truly is to the grandfather. Then, in line twenty-one the text says "In the evenings, Grandfather pulls a chair to the window and gazed at the buildings that shut out the sky." This proves that the Grandfather is so used to seeing the sky and now he has to look at the buildings that cover it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Thek’s and Grandfather’s points of view about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*” (*Thek thinks that America is very ordinary whereas the Grandfather is new to the ways of an American citizen*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*At the grocery store they were speechless at the sight of aisle after aisle of food all packaged and ready to take home.*” and “*In the evenings, Grandfather pulls a chair to the window and gazed at the buildings that shut out the sky.*” *This proves that the Grandfather is so used to seeing the sky and now he has to look at the buildings that cover it.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Based on 1 through 29 in “Excerpt from Little Cricket,” Thek’s and Grandfather’s point of view about living in America is different by Grandfather lived in Laos and know the different between America and Laos, but Thek lives in America only. “Thek, a young Hmong who had come to America two years before, came to their apartment every few days. “Here in America nothing is as it was in Laos,” Thek told Grandfather sympathetically. This details show how Thek knows more about America.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Thek’s and Grandfather’s points of view about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*” (*by Grandfather lived in Laos and know the different between America and Laos, but Thek lives in America only*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Thek, a young Hmong who had come to America two years before, came to their apartment every few days.*” and “*Here in America nothing is as it was in Laos*” *Thek told Grandfather sympathetically.*” *This details show how Thek knows more about America*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

In laos everything is way
more different than in america
Grandpa said it in many
different way for example
“Kia guessed he was remember-
ing how important was to
see the mountains on
laos”.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Thek’s and Grandfather’s points of view about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*” (*In laos everything is way more different than in america Grandpa said it in many different way*); however, this response only provides one relevant detail from the text for support (“*Kia guessed he was remembering how important was to see the mountains on laos*”). This response includes incomplete sentences.

GUIDE PAPER 5

Additional

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek believes that it's easy to live in America, while grandfather thinks that it's weird, crazy, and noisy.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Thek’s and Grandfather’s points of view about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*” (*Thek believes that it's easy to live in America, while grandfather thinks that it's weird, crazy, and noisy*); 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

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek already knows how to do stuff and his grandfather doesn't know how to do stuff. His grandfather doesn't know how to turn the lights off, but Thek does. Also his grandfather is not used to the city and not seeing mountains and the food is already processed.

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*Thek already knows how to do stuff and his grandfather doesn't know how to do stuff. His grandfather doesn't know how to turn the lights off, but Thek does. Also his grandfather is not used to the city and not seeing mountains and the food is already processed*). The response does not provide a valid inference from the text to explain how Thek’s and Grandfather’s points of views about living in America are different based on lines 1 through 29 in “Excerpt from *Little Cricket*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek and grandfathers points of view are both different because Thek doesn't really like America and grandfather does like America.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Thek and grandfathers points of view are both different because Thek doesn't really like America and grandfather does like America*).

GUIDE PAPER 8

Additional

42

Based on lines 1 through 29 in “Excerpt from *Little Cricket*,” how are Thek’s and Grandfather’s points of view about living in America different? Use **two** details from the story to support your response.

Thek Point of View of living in America was that there was a lot of different looking people in America. And The grandfather point of view in living in America was That people in America did not care if they Had spirits in there House or not.

LITERACY DOCS

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Thek Point of view of living in America was that there was a lot of different Looking people in America. And the grandfather point of view in living in America was That people in America did not care if they Had spirits in there House or not*).

EXEMPLARY RESPONSE

43

How do the new environments affect the narrator in “Excerpt from *Behind the Mountains*” and Kia in “Excerpt from *Little Cricket*”? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from **both** stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in “Excerpt from *Behind the Mountains*”
- explain how the new environment affects Kia in “Excerpt from *Little Cricket*”
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from **both** stories to support your response

Possible Exemplary Response:

In “Excerpt from *Behind the Mountains*,” the narrator and her family have traveled from Haiti to Brooklyn, New York to be reunited with family. The new environment was completely different from what they had experienced in Haiti and adapting to the weather would be especially difficult as the winters can be harsh and cold in Brooklyn. In paragraph 2, the narrator observes the essential winter clothing worn by the local residents and notices “their entire bodies covered in layers of thick material, their faces wrapped with scarves, which, even if they were looking at us, would barely allow us to see their eyes.” The narrator also experienced and described what the cold weather was like as stated in paragraph 4, “Out in the cold, I understood why the people walking past us didn’t raise their heads, for each time I raised mine, my nose ran, my eyes watered, and my face twitched as though a million ice needles were being hammered into my skin.” Although it seemed that the Brooklyn residents were fully prepared and conditioned for the weather, it seemed unreal to the narrator that she could adapt to the cold weather. In paragraph 6 of the article it states, “Papa said we would soon get used to the cold, just as he has. But I don’t think I will ever get used to this cold that seeps into your body, all the way to your bones.”

In “Excerpt from *Little Cricket*,” Kia has just moved to Minnesota with her family from Laos. The new environment affects Kia as there was so much to learn and adapt to as they faced new situations in Minnesota. For example, Kia was unfamiliar with some of the basic technology. In paragraph 2 it states, “The first night when it was time for bed, none of them knew how to turn off the lights that blazed in the ceilings, so they slept with the lights on.” Kia also attempted to use the washing machine but needed the assistance from a helpful woman to learn how to identify the proper coins needed for the machines. “When she tried to push the coins into the slots of the machine they would not go in. Looking over her shoulder, the woman said, ‘Honey, you got nickels there. You need quarters.’”

In the end, both the narrator and Kia start to adapt to their new environments. For the narrator, as the December days continue, she is becoming bold. She faces the weather conditions more and becomes familiar with transportation that may become helpful during the harsh and cold Brooklyn weather. In paragraphs 13 and 14 it states, “It’s another cold day, but we decided to be brave and go out because Papa was going to take us shopping. We took a bus near our house to Flatbush Avenue, which gave us a chance to see more of Brooklyn without being too cold. I kept my face glued to the window, watching the streets go by: more row houses, lines of detached ones, too, and then clusters of giant buildings that could house more of Port-au-Prince.” For Kia, it was the interactions with the woman from the laundry room that helped her adapt to new situations and even made a small connection with the green plants in the woman’s sunny room, “Welcome to the Jungle Room,” (paragraph 13) and “The moment Kia walked into the room, her heart began to smile. The room reminded her of her green mountain village in Laos...” (paragraph 14).

To conclude, the characters in both passages have traveled from far away to live in a land that is foreign to them. They have to overcome some harsh and strange realities, but they eventually learn to bravely adapt to their new environments while still holding on to fond memories from their past.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

In "Excerpt from *Behind the Mountains*" the narrator and her family have come from Haiti to Brooklyn NY to reunite with the father. However, in "Excerpt from *Little Cricket*" Kia and her family have moved from Laos to Minnesota where the scenery is very different than it was back in Laos. They have a friend, Thel who is living there and help them to adapt to the new location.

The new environment affects the narrator in "Excerpt from *Behind the Mountains*" because her and her family aren't use to some things like the people who were already living in the area. The text states, "Papa said we would soon get used to the cold, just as he does. But I don't think I will ever get used to this cold that seeps into your body, all the way to your bones."

GUIDE PAPER 1b

The narrator's dad is insisting that soon she'd get used to the bitter cold temperatures but she thinks otherwise. The text states, "It suddenly occurred to me that we looked like those people. Papa had gotten us sweaters, knit caps, scarves, coats, and rubber boots that made squishing noises each time we took a step." This shows how the narrator is sort of getting into the hang of what's around her.

The new environment affects Kia in "Excerpt from Little Cricket" because she and her family had very little knowledge of what to do in their new location. For example, "The first night, when it was time for bed, none of them knew how to turn the lights off." This shows how probably back in Laos there were no lights so they weren't used to turning them off before going to sleep. The text states, "She told herself she was in America now, where everybody owned pretty things."

In conclusion, Kia and the narrator both relocate and they have somewhat a tough beginning but soon got used to everyday life in that area and could now live like the average person who lived there.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In Excerpt from Behind the Mountains* “The narrator and her family have come from Haiti to Brooklyn NY to reunite with the father. However, in *Excerpt from Little Cricket*” Kia and her family have moved from Laos to Minnesota where the scenery is very different than it was back in Laos. They have a friend, Thek who is living there must help them to adapt to the new location). The response demonstrates insightful analysis of the texts (*The new environment affects the narrator in “excerpt from Behind the Mountains” because her and her family aren’t used to some things like the people who were already living in the area; The narrator’s dad is insisting that soon she’d get used to the bitter cold temperatures but she thinks otherwise; The new Environment affects Kia in “Excerpt from Little Cricket” because she and her family had very little knowledge of what to do in their new location; This shows how probably back in Laos there were no lights so they weren’t used to turning them off before going to sleep; This shows how the narrator is sort of getting into the hang of what’s around her*). The topic is developed with the sustained use of relevant details from the texts (“*Papa said we would soon get used to the cold, just as he does. But I don’t think I will ever get used to this cold that seeps into your body, all the way to your bones.*”; “*The first night, when it was time for bed, none of them knew how to turn the lights off.*”; “*She told herself she was in America now, where everybody owned pretty things.*”). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*In “Excerpt, However, because, The text states, For example, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*reunite, scenery, insisting, bitter cold temperatures, relocate, live like the average person*). The response provides a concluding statement that is compelling and follows clearly from the topic (*In conclusion, Kia and the narrator both relocate and they have somewhat a tough beginning but soon got used to everyday life in that area and could now live like the average person whose lived there*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*her and her family aren’t used to, just as he does, The new Environment, somewhat a tough beginning, whose lived there*).

GUIDE PAPER 2a

Additional

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The environment effects both the narrator and Kia, but they both adapt to it throughout the story.

The Brooklyn environment impacts the narrator in "Excerpt from behind the Mountains" through the weather and the buildings. For example, the narrator says that that cold weather introduced "Something I never knew existed, a cold sun", showing that the weather was a new experience for the narrator. Also, the narrator is surprised by the "giant cluster of buildings that could house most of Port-au-Prince", showing that the tall buildings amazes

her. To conclude, The narrator is impacted by the weather and Buildings in Brooklyn.

The American environment effects Kia through their customs. In the text Kia goes to the grocery store and says "so much food for so little work" showing that she is shocked that the food is already there for you to eat in America. Also, when it was night time "none of them knew how to turn off the lights" showing they are not used to lights or light switches. To conclude, The environment impacts Kia with its customs.

Kia and the narrator both adapt to their environment towards the end. Kia visits a jungle room and says it "reminded her of green mountains village in Laos" showing her new home had parts of her in it. The narrator sees that Brooklyn makes "A piece of her that has been missing for five years has been found"

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The environment effects both the narrator and Kia, but they both adapt to it throughout the story*). The response demonstrates insightful analysis of the texts (*The Brooklyn environment impacts the narrator in “Excerpt from behind the Mountains” through the weather and the buildings; The American environment effects Kia through their customs; showing that she is shocked that the food is already there for you to eat in America; showing they are not used to lights or light switches; showing her new home had parts of her in it*). The topic is developed with the sustained use of relevant well-chosen details from the texts (*that cold weather introduced “something I never knew existed, a cold sun”; surprised by the “giant cluster of building that could house most of Port- au, Prince”; “So much food for so little work”; “none of them knew how to turn off the lights”; “reminded her of green mountains village in Laos”; Brooklyn makes “A peice of her that has been missing for five years has been found”*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*both, For example, Also, To conclude, In the text*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*adapt, weather, amazes her*). The response provides a concluding statement that follows clearly from the topic (*Kia and the narrator both Adapt to their environment towards the end*). The response demonstrates grade-appropriate command of conventions, with few errors (*effects, Mountains, expirence, suprised, peice*).

GUIDE PAPER 3a

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

When adapting to a new environment, at first, it may be difficult. However, it's the experiences in that new country, that spark your curiosity and impact you in unique ways. In both "Excerpt from Behind the Mountains" and "Excerpt from Little Cricket", the main characters moved to the U.S. They are faced with a new environment and must learn to adapt. The different situations that they are faced with teach them many things and shape them as they learn more about their new home.

In "Excerpt from Behind the Mountains", the narrator is from Haiti and moves to

GUIDE PAPER 3b

Brooklyn, New York during the winter season. She was very confused with their different attire, but she soon understood. She states, "Out in the cold, I understood why the people walking past didn't raise their heads for each time I raised mine, my nose ran, my eyes watered, and my face itched as though a million ice needles were being hammered into my skin." (Danticat, p 4) With this new, colder environment, the narrator also had to follow after their unique attire and understood why. Moving on with "Excerpt from Little Cricket", Kia comes from a mountain village and she is surprised with the advanced technology of Minnesota. They did not know about the light switch that "It was only when Grandfather accidentally brushed against the light switch that they learned how to shut them off." (Brown, p 2) Kia's family had no knowledge of this new technology, so they learned with experience.

In conclusion, the new environments of the narrator and Kia taught them how to adapt. They were able to learn different things and make changes to themselves. Being placed out of our comfort zones are the best ways to teach us.

GO ON

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*When adapting to a new environment, at first, it may be difficult. However, it's the experiences in that new country that spark your curiosity and impact you in unique ways*). The response demonstrates grade-appropriate analysis of the texts (*She was very confused with their different attire, but she soon understood; the narrator also had to follow after their unique attire and understood why; Kia comes from a mountain village and she is surprised with the advanced technology of Minnesota*). The topic is developed with the sustained use of relevant evidence, with some lack of variety ("Out in the cold, I understood why the people walking past didn't raise their heads, for each time I raised mine, my nose ran, my eyes watered, and my face twitched as though a million ice needles were being hammered into my skin."); They did not know about the light switch that "It was only when Grandfather accidentally brushed against the light switch that they learned how to shut them off."). Clear organization is exhibited with the skillful use of appropriate transitions to create a unified whole (*When, In both, but, She states, With this, also had to, Moving on, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*adapting, spark your curiosity, impact you in unique ways, faced with, attire, advanced technology, out of our comfort zones*). The response provides a concluding section that follows clearly from the topic (*In conclusion, the new environments of the narrator and Kia taught them how to adapt. They were able to learn different things and make changes to themselves. Being placed out of our comfort zones are the best ways to teach us*). The response demonstrates grade-appropriate command of conventions, with few errors (*curiosity*).

GUIDE PAPER 4a

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The new environment affects the narrator in "Excerpt from Behind the Mountains" and "Excerpt from Little Cricket."

The cold weather in "Excerpt from Behind the Mountains," impact the narrator because he is not use to the environment that is taken place.
"The streets was quiet; the red-brick red houses lined up like snow capped winter standing at full attention... I never knew excited, a cold sun,"
The way the narrator described the setting seems as if the narrator hasn't experienced the cold weather before. In addition, "Papa said we would get use to the cold." This shows that the narrator is impacted negatively and it is new

GUIDE PAPER 4b

to him.

The new environment impacts kia because she isn't use to minnesota like she is with Laos. In the text it says "kias teeth chattered like knobby tree branches chattering," this show how kia's feelings at the moment (cold). In addition it say "At the grocery store they were speechless," this shows the difference between Laos and minneota.

Both narrators are adapting to their new environment. When the narrator wants to go shopping but "it's another cold day but we decided to be brave and go out." This shows how she has used her needs to adapt to the weather. Then when kia saw that 'the rain reminded remain her of her green mountain village.' It impact how she feels about the setting.

The setting impacts narrators positively, and negatively

GUIDE PAPER 4c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The new environment affects the narrator in “Excerpt from Behind the Mountains” and “Excerpt from Little Cricket”*). The response demonstrates grade-appropriate analysis of the texts (*The cold weather in “Excerpt from Behind the Mountains,” impact the narrator because he is not use to the environment that is taken place; The way the narrator described the setting seems as if the narrator hasn’t experienced the cold weather before; The new environment impacts Kia because she isn’t use to Minnesota like she is with Laos; Both narrators are adapting to their new environment*). The topic is developed with relevant, well-chosen details from the texts (“*The street was quiet; the red-bricked row houses lined up like snow capped soliders standing at full attention ... I never knew existed, a cold sun.*”; “*Papa said we would get use to the cold.*”; “*Kia’s teeth chattered like knobby tree branches chattering.*”; “*At the grocery store they were speechless.*”; “*it’s another cold day but we decided to be brave and go out.*”; “*the room reminded her of her green mountain village.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*because, In addition, This shows, and, Both, Then*). The concluding statement follows from the topic and information presented (*The setting impacts narrators positively, and negatively*). The response demonstrates grade-appropriate command of conventions, with few errors.

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The environment affects both the narrators in these stories in very similar ways. In the "Excerpt from Behind the Mountains" the narrator is not used to this new environment, but Papa says they will get used to it sooner. "Papa said we would get used to the cold, just as he has. But I don't think I will ever get used to this cold that seeps into your body, all the way to your heart." Kia from "Excerpt from Little Cricket" is affected by the new environment of America.

"So much food for so little work, thought Kia, in bewilderment. America really did have everything." You can tell the narrator is getting used to the new environment because "just like something in me feels whole, like a piece of me that's been missing for five years has finally been found." You can tell Kia is starting to get used to the environment because "the instant Kia walked into the room, her heart began to smile."

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The environment affects both the narrators in these stories in very similar ways*). The response demonstrates grade-appropriate analysis of the texts (*In the “Excerpt from Behind the Mountains” the narrator is not used to this new environment; Kia from “Excerpt from Little Cricket” is affected by the new environment of America; You can tell the narrator is getting used to the new environment; You can tell Kia is starting to get used to the environment*). The topic is developed with relevant, well-chosen details from the text (“*Papa said we would get used to the cold, just as he has. But I don’t think I will ever get used to this cold that seeps into your body, all the way to your bones.*”; “*So much food for so little work, thought Kia, in amazement. America really did have everything.*”; “*just like something in me feels whole, like a piece of me that’s been missing for five years has finally been found.*”; “*The moment Kia walked into the room, her heart began to smile.*”). The response exhibits some attempt at organization, with inconsistent use of transitions to create a unified whole (*both, In the “Excerpt, because*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary. The response demonstrates grade-appropriate command of conventions, with few errors (*environment*).

GUIDE PAPER 6a

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

How do the new environments effect the narrators? The new environment affected the narrator from Behind the Mountains by where he/she used to live was always hot and now moved to Ny, in Brooklyn where in the winter it gets extremely cold. His father told he would get used to it and he/she says "But I don't think I will ever get used to this cold that seeps into your body, all the way to your bones." Then she puts a nickel instead of a dime in the washing machine and a older woman gives her a cupful

GUIDE PAPER 6b

of dimes. From this you can see they don't even know the currency in the U.S.A.

How does the new environment affect Kia? The new environment affects Kia because where they used to live there was no light switch the light went off by themselves. But, now since they live in Minnesota to turn off the light they use a light switch. "The first night, when it was time for bed, none of them knew how to turn off the lights." They also thought when they opened the window and mountains would be there but they were roads not mountains showing in the window.

For the narrator in Behind the Mountains she/he is adapting to the freezing cold and harsh winter. For Kia she is adapting to not being near the mountains anymore and to the new technology around her.

GUIDE PAPER 6c

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*How do the new environments effect the narrators?*; *How does the new environment affect Kia?*). The response demonstrates a literal comprehension of the texts (*The new environment affected the narrator from Behind the Mountains by where he/she used to live was always hot and now moved to Ny, in Brooklyn where in the winter it gets extremely cold; The new enviroment affects Kia because where they used to live there was no light switch; For the narrator in Behind the Mountains she/he is adapting to the freezing cold and horras winter; For Kia she is adapting to not being near the mountains anymore and to the new technology around her*). The topic is developed with the sustained use of relevant evidence, with some lack of variety from the texts (*His father told he would get used to it and he/she says “But I don’t think I will ever get used to this cold that seeps into your body, all the way to your bones.”; “the first night when it was time for bed, none of them knew how to turn off the lights.”; Then she puts a nickel instead of a dime in the washing machine*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*enviroment, extremely cold, currency, adapting, new technology*). The concluding section follows generally from the topic and information presented (*For the narrator in Behind the Mountains she/he is adapting to the freezing cold and horras winter; For Kia she is adapting to not being hear the mountains anymore and to the new technology around her*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*effect, by where he/she used to live was always hot and now moved to Ny, a older woman, enviroment, horras*).

GUIDE PAPER 7a

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The new environment affects the narrator in "Excerpt from behind the mountains" because the narrator had to get use to the cold weather and the small apartment. As stated in the text "out in the cold, I understood why the people walking past us didn't raise their heads, for each time I raised mine, my nose ran, my eyes watered, and my face twitched as though a million ice needles were being hammered into my skin." According to the text "I kept slipping on ice patches, nearly falling down." These two pieces of evidence explain that the new environment affects the narrator in a bad way.

GUIDE PAPER 7b

The new environment affects Kia in "Excerpt from little cricket" because Kia has to learn that America is not like it when she was back home. Based on the text "At the grocery store they were speechless at the sight of aisle after aisle of food all packaged and ready to take home". It also states "so much food for so little work thought Kia, in amazement America really did have everything". These two pieces of evidences explain that Kia new environment is somewhat easy in America than back home.

The events that suggest the narrator and Kia are each adapting to their new environment because they both have to live in a cold and weird places. The narrator has to live in a cold place but their sun but no warmest, however Kia get to do what ever she want but she can't speak English or read it.

GUIDE PAPER 7c

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The new environment affects the narrator in “Excerpt from behind the mountains” because the narrator had to get use to the cold whether and the small apartment; The new environment affects Kia in “Excerpt from little cricket” because kia has to learn that America is not like it when she was back home*). The response demonstrates a literal comprehension of the texts (*These two pieces of evidence explain that the new environment affects the narrator in a bad way; These two pieces of evidences explain that kia new environment is somewhat easy in America then back home; The events that suggest the narrator and kia are each adapting to their new environment because they both have to live in a cold and weird places*). The topic is developed with the use of relevant details (“*out in the cold, I understood why the people walking past us didn’t raise their heads, for each time I raised mine, my nose ran, my eyes watered, and my face twitched as though a million ice needles were being hammered into my skin*”; “*At the grocery store they were speechless at the sight of aisle after aisle of food all packaged and ready to take home*”; “*so much food for so little work thought kia, in amazement America really did have everthing*”). This response exhibits some attempt at organization, with inconsistent use of transitions (*As stated in the text, According to the text, because, also*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*cold whether, walking past us, everthing, America then back home, but their sun but no warmest*).

GUIDE PAPER 8

Additional

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

In "Excerpt from Behind the Mountains", the new environment affects the narrator because it was very cold. She was amazed by the view of different buildings. She was impressed by the shops and churches in Brooklyn. In "Excerpt from Little Cricket," Kia was speechless at the people living in Minnesota. It was always noisy. There was so much to learn that Thek forgot to tell them some of the simple things. Her family was speechless at the aisles of food in the grocery store.

Score Point 2 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*In "Excerpt from Behind the Mountains", the new environment affects the narrator because it was very cold*). The response demonstrates a literal comprehension of the texts (*She was amazed; She was impressed; Kia was speechless at the people living in Minnesota*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*by the view of different buildings; by the shops and churches in Brooklyn; It was always noisy; There was so much to learn that Thek forgot to tell them some of the simple things; Her family was speechless at the aisles of food in the grocery store*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In "Excerpt from, because, that*). No concluding statement is provided. This response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 9

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The environments in both excerpts affect the main characters. In 'Behind the Mountains' it states, "Out in the cold, I understood why the people walking past us didn't raise their heads." In 'Little Cricket', it states "She told herself she was in America now, where everybody owned pretty things." These quotes show that both characters are trying and understanding their new homes. They both want and need to understand.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The environments in both excerpts affect the main characters*). The response demonstrates a literal comprehension of the texts (*These quotes show that both characters are trying and understanding their new homes. They both want and need to understand*). The topic is partially developed with the use of some textual evidence, with inconsistency ("Out in the cold, I understood why the people walking past us didn't raise their heads."); ("She told herself she was in America now, where everybody owned pretty things."). This response exhibits little attempt at organization (*both, These quotes show*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*The environments in both excerpts affect the main characters*).

GUIDE PAPER 10

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The story from excerpt from behind the mountains is about a family have just emigrated from haiti to reunite with their father in brooklyn, new york. Another story from excerpt from little cricket is about a girl name kia move to america to live in minnsota from thailand so she can learn how to speack english and learn new stuff in america.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the texts (*The story from excerpt from behind the mountains is about a family have just emigrated from haiti to reunite with their father in brooklyn, new york; Another story from excerpt from little cricket is about a girl name kia move to america to live in minnsota from thailand*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*just emigrated from haiti to reunite with their father in brooklyn, new York and so she can learn how to speack english and learn new stuff in america*). This response exhibits some attempt at organization (*The story from, Another story, so, and*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*about a family have just emigrated from Haiti and a girl name Kia move to America to live in minnsota*).

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Additional

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The narrator in "Excerpt from Behind the Mountains" the new environment affects him because he said that it's cold. It's like if the sun is cold.

The new environment affects Kia because she said it's noisy and always busy. It's like if she can smell the noise.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose. This response demonstrates little understanding of the texts (*The narrator in "Excerpt from Behind the Mountains"* the new environment affects him and *The new environment affects Kia*). The response demonstrates an attempt to use minimal evidence which is generally invalid (*he said that it's cold* and *she said it's noisy and always busy*). This response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates emerging command of conventions.

GUIDE PAPER 12

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

they are both having
trouble adapting and they
feel homesick by + kia
is adapting a little bit
worse she cant even speak
e

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the texts (*they are both having trouble adapting and they feel homesick*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*kia is adapting a little bit worse she cant even speak e*). This response exhibits little attempt at organization and does not provide a concluding statement. This response demonstrates a lack of command of conventions (*cant, little bit worse, capitalization, punctuation*).

GUIDE PAPER 13

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

The new environment affects the narrator
in "Excerpt from Behind the Mountains"
because they just emigrated from
Haiti to reunite with her father in
Brooklyn, New York

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and is mostly copied from the text or prompt (*The new environment affects the narrator in "Excerpt from Behind the Mountains" because they just emigrated from Haiti to reunite with her father in Brooklyn, New York*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 14

Additional

43

How do the new environments affect the narrator in "Excerpt from *Behind the Mountains*" and Kia in "Excerpt from *Little Cricket*"? What events suggest that the narrator and Kia are each adapting to their new environments? Use details from both stories to support your response.

In your response, be sure to

- explain how the new environment affects the narrator in "Excerpt from *Behind the Mountains*"
- explain how the new environment affects Kia in "Excerpt from *Little Cricket*"
- describe the events that suggest the narrator and Kia are each adapting to their new environments
- use details from both stories to support your response

the Story was good
because the moutains
that the Dad was
asking too much. hon
Hmong who come to
America two years
before. one detail is
that the boy was
in sunny room. A
other details is that
both boy and girl
went to the room
and the bothur
got mad.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*The story was good because the moutains that the Dad was asking too much Hmong who come to America two years before*). This response provides evidence which is completely irrelevant (*one detail is that the boy was in sunny room*” *A other details is that both boy and girl went to the room and the bothur got mad*). Attempts to organize are irrelevant to the task and no concluding statement is provided. The response demonstrates a lack of command of conventions with frequent errors that hinder comprehension (*moutains that the Dad was asking too mauch Hmong who come to America*).