



***New York State
Testing Program***

2022

**English Language Arts Test
Writing**

Grade 7

Scoring Leader Materials

Training Set

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2-Point Rubric—Short Response

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

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

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

New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—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)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
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	—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	—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	—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	—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	—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	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

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

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

Unearthing the *Arabia*

by Lynn Rymarz

1 The *Arabia*'s paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule.

2 Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns' settlers.

3 As passengers sat down to dinner in the boat's dining room, the *Arabia* rounded the river's bend outside of Kansas City, Missouri. Without warning, the steamboat struck a submerged tree, causing a gaping hole in the oak hull.

4 Water gushed in and immediately the boat started sinking. Passengers screamed as water flooded over the deck and the boat keeled to one side. Chairs and stools tumbled into the Missouri River. Children began sliding off the boat as frantic parents rushed to save them. Several men pushed the one lifeboat into the water and rowed scared passengers to shore. People living along the river also helped with the rescue. All the passengers were saved, but the precious cargo and the mule were lost as the *Arabia* sank to the bottom of the Missouri River. There the steamboat remained in the mud for 132 years.

Searching for Treasure

5 In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich!

6 Treasure hunting had been a big part of the Hawleys' family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.

7 The four men began by visiting libraries, courthouses, and the National Archives in Washington, D.C. They searched for clues about lost steamboats rich in cargo. Records showed that 289 steamboats had sunk on the Missouri River. They narrowed their hunt to 10.

8 Over time, the Missouri River had changed its course, and many of these sunken steamboats now appeared to be buried beneath dry land. The men knocked on people's doors asking permission to search their fields. After countless miles and three years, their search for nine steamboats left them empty-handed.

9 But one sunken steamboat remained: the *Arabia*.

Finding the *Arabia*

10 Maps revealed that the *Arabia* lay buried in a Kansas cornfield on Norman Sortor's property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family. Three other treasure-hunting teams had tried to reach it but failed. So when the four men asked Sortor for permission to search on his land, he warned, "You can try to dig the *Arabia*, but you won't reach her. No one else has."

11 The men were not discouraged. They agreed to give the landowner a percentage of any artifacts they found. Then they set out to find the steamboat. After hiking through rows of corn with his magnetometer, a device used to find metal, Dave got a reading. It was the *Arabia*!

12 But they had to wait until the corn was harvested before they could stake out the boat's dimensions. Finally, they began digging. When they hit water, pumps were needed to remove it. Sometimes using heavy equipment, the four men dug through sand and mud—deeper and deeper. Eighteen days later, one of their shovels unearthed part of a paddle wheel.

The *Arabia* Emerges

13 The paddle wheel was just the beginning. Within days, the first artifact appeared: a worn rubber shoe with "Goodyears Rubber Co., 1849" stamped on the bottom. The men kept digging and more personal belongings emerged from the muddy ruins: clothes, books, toys, and tools. They discovered wooden crates and barrels full of beaver hats; dishware and hardware; brightly colored fabric; fancy buttons; and bottles of spices, medicines, and sweet pickles—which were still good enough to eat. They even found the skeleton of the mule, still bridled and saddled.

14 Each discovery revealed more about the men, women, and children who headed west. “Excavating the *Arabia* was like shaking hands with the pioneers,” Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their “wildest dreams.”

15 They had unearthed 200 tons of artifacts, discovering more than 100,000 items—the country’s biggest collection of pre-Civil War artifacts ever found. And because the cargo had existed in an oxygen-free environment, the washed-off items looked new. But they needed preserving, which would require more money than these adventurers had.

The Real Treasure

16 The men faced the decision of what to do with the *Arabia*’s precious cargo. If they sold the priceless artifacts, they would be rich. But they knew they couldn’t sell them. As Greg later said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.”

17 The men decided to create the Arabia Steamboat Museum in Kansas City, Missouri, and showcase the lost treasures. Norman Sortor also chose to have his share of the artifacts remain with the others in the museum. He kept just a few for his family. The *Arabia*’s story, once buried in the mud for 132 years, is now open to the public for all to enjoy.

GUIDE PAPER 1

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of "Unearthing the Arabia," the author includes the information about property owner Norman Sortor because it portrays how nothing stopped the treasure-hunters from looking for the sunken steamboats. For example, in paragraph 10, in which the author introduces Norman Sortor, Sortor warns, "you can try to dig the Arabia, but you won't reach her. No one else has." Also, in paragraph 11, in which the author describes the hunters' reaction, it states, "The men were not discouraged." This proves that the hunters would do anything for the treasure and how they weren't easily stopped. Furthermore, in paragraph 12, in which the author introduces the discovery of the Arabia, it states, "Eighteen days later, one of their shovels unearthed part of a paddle wheel." This implies that the team were really committed to uncovering the boat, even if it took that many days. All things considered, in paragraph 10 of the "Unearthing the Arabia," the author includes the information about property owner Norman Sortor in order to depict how committed treasure-hunters were to finding the Arabia.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” (*because it portrays how nothing stopped the treasure-hunters from looking for the sunken steamboats*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*Sortor warns, “you can try to dig the Arabia, but you won’t reach her. No one else has.”; in paragraph 11, in which the author describes the hunters’ reaction, it states, “The men were not discouraged.”; “Eighteen days later, one of their shovels unearthed part of a paddle wheel.” This implies that the team were really committed to uncovering the boat, even if it took that many days*). This response includes complete sentences where errors do not impact readability.

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of “Unearthing the *Arabia*” the author includes information about the property owner Norman Sortor because it gives the reader knowledge about the steam ship *The Arabia*.

A quote that shows this is, “Three other treasure-hunting teams had tried to reach it but failed.” This quote shows that three teams before the four men has tried to dig up the sunken steamboat but none in which worked.

Another quote to give the reader knowledge on the sunken ship is, “ So when the four men asked Sortor for permission to search on his land, he warned, “You can try to dig the *Arabia*, but you won’t reach her. No one else has.” This quote shows that Norman says they will not make it but these four men are not discouraged.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” (*because it gives the reader knowledge about the steam ship The Arabia*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Three other treasure-hunting teams had tried to reach it but failed.*” and *Another quote to give the reader knowledge on the sunken ship is, “ So when the four men asked Sortor for permission to search on his land, he warned, “You can try to dig the Arabia, but you won’t reach her. No one else has.”*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

In paragraph 10 of "Unearthing the *Arabia*," why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of "Unearthing the *Arabia*" the author includes the information about the property owner because it shows that the *Arabia* was looked for but never found. The owner says, "Three other treasure hunting-teams have had tried to reach it but failed" and "You can try to dig the *Arabia*, but you won't reach her," (Byman 23).

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of "Unearthing the *Arabia*" (*it shows that the Arabia was looked for but never found*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Three other treasure hunting-teams have had tried to reach it but failed*" and "*You can try to dig the Arabia, but you won't reach her,*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In paragraph 10 of “Unearthing the *Arabia*,” the author includes the information about property owner Norman Sortor because,they had to explain where the boat first came from,and who owns it now(Today).For example,"Maps revealed that the *Arabia* lay buried in a Kansas cornfield on Norman Sortor’s property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*” [*because,they had to explain where the boat first came from,and who owns it now(Today)*]; however, the response only provides one concrete detail from the text for support (“*Maps revealed that the Arabia lay buried in a Kansas cornfield on Norman Sortor’s property. Sortor had heard stories about the sunken steamboat that had been passed down for generations in his family.*”). This response includes complete sentences where errors do not impact readability.

36

In paragraph 10 of "Unearthing the *Arabia*," why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

In "Unearthing ~~Arabia~~ the Arabia" the author includes the property owner Norman Sortor because he told them that it has never been done (Finding the Arabia). Also, he is letting them dig in his back yard so he gets some of the treasures.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt [*he told them that it has never been done. (Finding the Arabia) and he is letting them dig in his back yard so he gets some of the treasures*]; however, the response does not provide a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of "Unearthing the *Arabia*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

To show that it was in his field, and that they would give him a percentage of the "money."

Score Point 1 (out of 2 points)

The response only provides one relevant detail from the text for support (*it was in his field, and that they would give him a percentage of the “money.”*). The response does not provide a valid inference from the text to explain why the author includes the information about property owner Norman Sortor in paragraph 10 of “Unearthing the *Arabia*.” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

The author included information
about the land owner because
that's why there scared to go
it because of him.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author included information about the land owner because that's why there scared to go it because of him*).

36

In paragraph 10 of “Unearthing the *Arabia*,” why does the author include the information about property owner Norman Sortor? Use **two** details from the article to support your response.

It will help them find their way and it is on their map

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It will help them find their way and it is on their map*).

GUIDE PAPER 1

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports this claim by listing other times that the Hawley family has treasure hunted and showing that they were very dedicated and they didn't give up the search for the steam boats. IN the text it says , "Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns." showing that they love treasure hunting, and the text also says, " After countless miles and three years, their search for nine steamboats left them empty-handed." But later in the text when the four went to Mr. Sortor's house it says, "No one else has."

The men were not discouraged" showing that even after 3 years the men didn't give up.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by listing other times that the Hawley family has treasure hunted and showing that they were very dedicated and they didn't give up the search for the steam boats*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.*” showing that they love treasure hunting; “*After countless miles and three years, their search for nine steamboats left them empty-handed.*”; *But later in the text when the four went to Mr. Sortor's house it says, “No one else has.” The men were not discouraged*” showing that even after 3 years the men didn't give up). This response includes complete sentences where errors do not impact readability.

37

How does the author of "Unearthing the *Arabia*" support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of "Unearthing the *Arabia*" shows that treasure hunting was a lifelong interest for the Hawley family. For example, P6 states "Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, etc."

This emphasizes how hunting was a natural thing for them even when young. In addition, P5 says "He persuaded his brother Greg, their father Bob, and family friend Jerry to go treasure hunting." This shows they always hunted together, as a family with friends. The Hawley family were always treasure hunting.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author of "Unearthing the *Arabia*" supports the claim that treasure hunting was a lifelong interest for the Hawley family (*emphasizes how hunting was a natural thing for them even when young*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, etc.*" and "*He persuaded his brother Greg, their father Bob, and family friend Jerry to go treasure hunting.*" *This shows they always hunted together/as a family with friends*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of "Unearthing the Arabia" supports the claim that treasure hunting was a lifelong interest for the Hawley family by telling how they all enjoyed it. In the text it states, "Treasure hunting had been a big part of the Hawleys' family life", and, "In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich." These lines show how excited they were to get started treasure hunting.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by telling how they all enjoyed it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Treasure hunting had been a big part of the Hawleys’ family life*” and “*In 1985, Dave Hawley heard a story about sunken steamboats buried with treasure. He persuaded his brother Greg, their father Bob, and family friend Jerry Mackey to go treasure hunting. Sunken steamboats loaded with gold, silver, and valuable cargo could make them rich.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family by letting the reader know that what the Hawley family does is something that that family did for a long time. In the article it states “Treasure hunting had been a big part of the Hawleys’ family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.” that shows how treasure hunting was a lifelong interest for the Hawley family.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family (*by letting the reader know that what the Hawley family does is something that that family did for a long time*); however, the response only provides one concrete detail from the text for support (“*Treasure hunting had been a big part of the Hawleys’ family life. Growing up in Missouri, Dave and Greg had dug in gold mines, explored the banks of the Missouri River, and searched for ghost towns.*”). This response includes complete sentences where errors do not impact readability.

37

How does the author of "Unearthing the *Arabia*" support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports the claim that treasure hunting was a life long interest for the Hawley family in many ways. First, the author stated that the family searched for ghost towns along the Missouri. Also, the author tells us that Greg and Dave "had dug in gold mines." This evidence shows that treasure hunting was a lifelong interest for the Hawley family.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*the family searched for ghost towns along the Missouri and Greg and Dave "had dug in gold mines"*); however, the response does not provide a valid inference from the text to explain how the author of "Unearthing the *Arabia*" supports the claim that treasure hunting was a lifelong interest for the Hawley family. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

The author supports the claim because the text says when they were growing up in missouri, they would dig in gold mines and they also explored the banks of the missouri river and searched for gost towns.

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support (*growing up in missouri, they would dig in gold mines and they also explored the banks of the missouri river and searched for gost towns*). The response does not provide a valid inference from the text to explain how the author of “Unearthing the *Arabia*” supports the claim that treasure hunting was a lifelong interest for the Hawley family. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

They do a great job explaining by how far back the history went. For example "The Arabia's paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. It tells us when they started it. So we can find out how many years its been going on. "There the steamboat remained in the mud for 132 years." Tells you some of the ups and downs.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They do a great job explaining by how far back the history went. For example "The Arabia's paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. It tells us when they started it. So we can find out how many years its been going on. "There the steamboat remained in the mud for 132 years." Tells you some of the ups and downs*).

37

How does the author of “Unearthing the *Arabia*” support the claim that treasure hunting was a lifelong interest for the Hawley family? Use **two** details from the article to support your response.

Treasure hunting is a life long interest for them.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Treasure hunting is a life long interest for them*).

GUIDE PAPER 1

38

In the article "Unearthing the *Arabia*," what is the meaning of the final heading "The Real Treasure"? Use **two** details from the article to support your response.

In the article "Unearthing the *Arabia*", the meaning of the final heading "The Real Treasure" is that the artifacts hold value because of the stories they possess, not because you can sell them for a large profit. Paragraph 14 states, "excavating the *Arabia* was like shaking hands with the pioneers," Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their "wildest dreams". This quote proves that the Hawleys believe the artifacts' monetary values are not what makes them so valuable. Later, in paragraph 16, Greg also states, "the most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told". The real treasure this article is talking about is not the artifacts nor the money, but the story of the pioneers that history preserved using the *Arabia*.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading "The Real Treasure" is in the article "Unearthing the *Arabia*" (*that the artifacts hold value because of the stories they possess, not because you can sell them for a large profit*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*excavating the *Arabia* was like shaking hands with the pioneers,' Greg wrote in his book. Although their adventure had not led them to gold and silver, it had led them to treasures beyond their 'wildest dreams'". This quote proves that the Hawleys believe the artifacts' monetary values are not what makes them so valuable and "The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told"*). This response includes complete sentences where errors do not impact readability.

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The purpose of the final heading is to show you that money is not always the most important thing and the knowledge you gained from it and or the story itself is the most important. Paragraph 16 states "the most priceless thing discovered aboard the Arabia was not the cargo, but the story it told." At first they did not know what to do with the treasure that they had found but they figured it out after they thought about it. Paragraph 17 states " once buried int he mud for 132 years, is now open to the public for all to enjoy." Even though they did all the work to find the treasure they told the story with many people through the objects the people on the boat had owned. They wanted other people to know the story of the Passengers and what their life was like.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*to show you that money is not always the most important thing and the knowledge you gained from it and or the story itself is the most important*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“the most priceless thing discovered aboard the Arabia was not the cargo, but the story it told.”* and *“ once buried int he mud for 132 years, is now open to the public for all to enjoy.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

In the article “Unearthing the *Arabia*”, the final heading “The Real Treasure” means that the true treasure isn't what it seems. After finding ^{over} 100,000 artifacts, the family could've sold it. That is the usual type of treasure. But, just like Greg said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.” So, the “real treasure” was the story told by the artifacts, and not the artifact itself. So, after the whole article talks about treasure, the final heading shows the reader that there is a deeper meaning to it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*the “real treasure” was the story told by the artifacts, and not the artifact itself*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*After finding over 100,000 artifacts, the family could've sold it. That is the usual type of treasure and But, just like Greg said, “The most priceless thing discovered aboard the *Arabia* was not the cargo, but the story it told.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The meaning of the final heading is that the real treasure was not money or fame but discovering new things about our past. The men decided to make a museum in Kansas City so that everyone could see the artifacts instead of selling them.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*that the real treasure was not money or fame but discovering new things about our past*); however, the response only provides one relevant detail from the text for support (*The men decided to make a museum in Kansas City so that everyone could see the artifacts instead of selling them*). This response includes complete sentences where errors do not impact readability.

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

the meaning of The Real Treasure is not that the artifacts are the treauser but the history behind the artifacts for example the toys and shoes they seem like something you could just sell but think about the people that use thoses items, another example is that they looked new and that is intresting because it was lost hundreds of years ago.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*” (*not that the artifacts are the treauser but the history behind the artifacts*); however, the response only provides one relevant detail from the text for support (*the toys and shoes they seem like something you could just sell but think about the people that use thoses items*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The meaning of the final heading is saying what would happen if the men sold all the stuff they found because then they would become rich but the problem was they knew they couldnt sell the stuff . So then the men just decided to create a museum and put all the stuff they found in the steam boat in there . But some of the stuff he found he kept for his family to have .

Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of events or details from the text (*The meaning of the final heading is saying what would happen if the men sold all the stuff they found because then they would become rich but the problem was they knew they couldnt sell the stuff . So then the men just decided to create a museum and put all the stuff they found in the steam boat in there . But some of the stuff he found he kept for his family to have*). The response does not provide a valid inference from the text to explain what the meaning of the final heading “The Real Treasure” is in the article “Unearthing the *Arabia*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In the article "Unearthing the *Arabia*," what is the meaning of the final heading "The Real Treasure"? Use **two** details from the article to support your response.

In the article 'Unearthing the Arabia' the meaning of the final heading "The Real Treasure" is The real treasure as it says in the story "They had unearthed 200 tons of artifacts" it also says "unearthing more than 100,000 artifacts"

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*In the article 'Unearthing the Arabia' the meaning of the final heading "The Real Treasure" is The real treasure as it says in the story "They had unearthed 200 tons of artifacts" it also says "unearthing more than 100,000 artifacts).*

38

In the article “Unearthing the *Arabia*,” what is the meaning of the final heading “The Real Treasure”? Use **two** details from the article to support your response.

The *Arabia*'s paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule.

Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns' settlers. and it had to many mistake from the time of dawn into the world.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The Arabia's paddle wheels churned the muddy waters of the Missouri River as it made its way upriver on September 5, 1856. The white wooden steamboat carried 200 tons of cargo, 130 passengers, and 1 mule. Men, women, and children were headed west to new frontier towns along the Missouri River. All of their personal belongings were onboard. Below deck, in the cargo hold, wooden crates and barrels filled with new merchandise waited to be delivered to the towns' settlers. and it had to many mistake from the time of dawn into the world*).

“Persistent” from *Words with Wings*

by Nikki Grimes

Teacher keeps an eye on me
all week.
I give him no reason
to call me aside,
5 but he does.
“Talk to me, Gabby,” he says.
“Tell me what’s wrong.
I can see you’re not happy.”
I’d argue but my sigh
10 gives me away.
“I miss daydreaming.”
“Then daydream!” says Mr. Spicer,
confusing me.
“But you’re always telling me
15 to stop daydreaming!
You and my mom.”
Teacher taps his top lip
like a door the right words
are hiding behind.
20 “Dreams are great things, Gabby,”
he finally says.
“The best thinkers,
writers, inventors in the world
allow their thoughts

25 to carry them away,
now and then.
Take the Wright brothers.
We wouldn't have airplanes
if they hadn't dreamed of them, first.

30 Still, sometimes you have to
slide your daydreams
in a drawer
and let them wait until later,
like after I'm done

35 teaching a lesson
you need to learn.
Got it?"
I nod, wondering if
the Wright brothers

40 knew anything about
bringing daydreams in
for a landing.

GUIDE PAPER 1

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem "persistent" by Gabby feeling down and upset in the beginning of the poem to Gabby feeling curious by the end of the poem. Lines 7-10 states "Talk to me Gabby, "he says. Tell me what's wrong, I can see you're not happy. I'd argue but my sigh gives me away." This quote shows that Gabby was down in the start of the poem. According to the Poem, "I nod wondering if the Wright brothers knew anything about bringing daydreams into Landing." This detail shows that Gabby's feelings changed by the end of the poem because in the beginning she felt horrible but by the end she felt different because of the information she received.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (by Gabby feeling down and upset in the beginning of the poem to Gabby feeling curious by the end of the poem). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Talk to me Gabby, "he says. Tell me what's wrong, I can see you're not happy. I'd argue but my sigh gives me away." and "I nod wondering if the Wright brothers knew anything about bringing daydreams into Landing."). This response includes complete sentences where errors do not impact readability.

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feeling change because at the beginning of the story she's not happy but at the end she's curious. The text states, " I can see you're not happy." Daydreaming made Gabby happy and she felt like her mother and teacher was against that. Another example from the text states, " I nod, wondering if the wright brothers knew about bringing daydreams in for a landing". After her teacher talks to her about daydreaming she starts to daydream.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*at the beginning of the story she's not happy but at the end she's curious*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*I can see you're not happy.*" *Daydreaming made Gabby happy and she felt like her mother and teacher was against that* and "*I nod, wondering if the wright brothers knew about bringing daydreams in for a landing*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem Persistent because at first Gabby was feeling melancholy because she wasn't able to daydream but at the end she was happy because she could daydream after her teacher was done teaching.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*at first Gabby was feeling melancholy [...] at the end she was happy*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*She wasn't able to daydream and she could daydream after her teacher was done teaching*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings changed throughout the story. Her feelings went from a moopy mode to an alright mode. For example, the teacher sayed "Tell me what's wrong". She turnes into an alright mode by strting to daydream again.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent" (*Her feelings went from a moopy mode to an alright mode*); however, the response only provides one relevant detail from the text for support (*She turnes into an alright mode by strting to daydream again*). This response includes complete sentences where errors do not impact readability.

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

Gabby's feelings change during the course of the poem "Persistent" because she talks about how she can't daydream in class. According to the text, "You're always telling me to stop daydreaming! You and my mom." This shows that Gabby can't daydream at school or at home. According to the text, "Dreams are great things Gabby, he finally says. The best thinkers, writers, and inventors in the world allow their thoughts to carry them away now and then." This means that Gabby could daydream when she had freetime to do that.

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 ("You're always telling me to stop daydreaming! You and my mom." and "Dreams are great things Gabby, he finally says. The best thinkers, writers, and inventors in the world allow their thoughts to carry them away now and then."); however, the response does not provide a valid inference from the text to explain how Gabby's feelings change during the course of the poem "Persistent." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

How do Gabby’s feelings change during the course of the poem “Persistent”? Use **two** details from the poem to support your response.

Gabby's feelings change at the end because the teacher is telling her that daydreaming is the way people have ideas.

Score Point 1 (out of 2 points)

The response only provides one relevant detail from the text for support (*the teacher is telling her that daydreaming is the way people have ideas*). The response does not provide a valid inference from the text to explain how Gabby’s feelings change during the course of the poem “Persistent.” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7a

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

The Details and feelings change when you get past paragraph one like right here the detail changes

Teacher keeps an eye on me

all week I give him no reason

to call me aside but he does "Talk to me Gabby" he says.

"Tell me what's wrong I can see you're not happy"

I'd argue but my sigh

gives me away

And Right here

"Dreams are great things Gabby"

he finally says "The best thinkers writers inventors in the world

allow their thoughts

to carry them away now and then Take the Wright brothers We wouldn't have airplanes

if they hadn't dreamed of them first Still sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

GUIDE PAPER 7b

you need to learn.

Got it?"

I nod, wondering if

the Wright brothers

knew anything about

bringing daydreams in

for a landing.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The Details and feelings change when you get past paragraph one like right here the detail changes Teacher keeps an eye on me all week I give him no reason to call me aside but he does "Talk to me Gabby" he says. "Tell me what's wrong I can see you're not happy" I'd argue but my sigh gives me away And Right here "Dreams are great things Gabby" he finally says "The best thinkers writers inventors in the world allow their thoughts to carry them away now and then Take the Wright brothers We wouldn't have airplanes if they hadn't dreamed of them first Still sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn. Got it?" I nod, wondering if the Wright brothers knew anything about bringing daydreams in for a landing*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

39

How do Gabby's feelings change during the course of the poem "Persistent"? Use **two** details from the poem to support your response.

she was Happy

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*She was Happy*).

GUIDE PAPER 1

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The phrases “carry them away” and “bringing daydreams in for a landing” relate to each other because they show there is a certain time and place to daydream. For example, according to the poem “Take the Wright brothers. We wouldn’t have airplanes if hadn’t dreamed of them first”. This quote shows daydreaming is a good thing you just need to know when to do it. Also, according to the poem “Still sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I’m done teaching a lesson you need to learn, Got it?”. This quote shows sometimes you have to put your daydreams away and save them for when it’s the right time.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*because they show there is a certain time and place to daydream*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*Take the Wright brothers. We wouldn’t have airplanes if hadn’t dreamed of them first*”. This quote shows daydreaming is a good thing you just need to know when to do it and “*Still sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I’m done teaching a lesson you need to learn, Got it?*”. This quote shows sometimes you have to put your daydreams away and save them for when it’s the right time). This response includes complete sentences where errors do not impact readability.

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

how the phrases "carry them away" and "bringing daydreams in for a landing" relate to each other is talking about let your dreams control for second and when done steer back to reality. According to text it states "The best thinkers, writers, inventors in the world allow their thoughts to carry them, now and then, Also according to the text it states "still sometimes you have to slide your day dreams into a drawer and let them wait until later," these details show the reasoning to my inference/claim also these details show how both phrases have meaning behind them.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*let your dreams get control for second and when done steer back to reality*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The best thinkers, writers, inventors in the world allow their thoughts to carry them, now and then and “Still sometimes you have to slide your day dreams into a drawer and let them wait until later.”*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

In "Persistent" the word daydream is being portrayed as an airplane and the phrases "carry them away" and "bringing daydreams in for a landing" are both indicating towards that. The reader can infer that the phrases are indicating this because the Wright brothers who are the inventors of the airplane are mentioned and because Mr. Spicer said the brothers let their daydreams carry them away.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*the word daydream is being portrayed as an airplane and the phrases [...] are both indicating towards that*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the Wright brothers who are the inventors of the airplane and Mr. Spicer said the brothers let their daydreams carry them away*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The phrases, "carry them away" and "bringing daydreaming for a landing", relate because they both teach us a valuable lesson. The phrase "Carry them away" means that they allow there dreams to be creative. The phrase "bringing daydreaming for a landing" means sometimes you have to save it for another time. As said in line 33, "sometimes u have to slide your daydreams into a drawer and let them wait until later".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*because they both teach us a valuable lesson*); however, the response only provides one concrete detail from the text for support (“*sometimes u have to slide your daydreams into a drawer and let them wait until later*”). This response includes complete sentences where errors do not impact readability.

40

In "Persistent," how do the phrases "carry them away" (line 25) and "bringing daydreams in for a landing" (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

The phrases "carry them away" and "bringing daydreams in for a landing" relate to each other is because both saying he's thoughts on the carry him to a new place. In the text it states "The best thinkers, writers inventors in the world allow their thoughts to carry them away now and then." This means that he's getting in his thoughts. "we wouldn't have airplane if they hadn't dreamed of it first." This shows with a simple thought.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("*The best thinkers, writers inventors in the world allow their thoughts to carry them away now and then*" and "*we wouldn't have airplane if they hadn't dreamed of it first.*"); however, the response does not provide a valid inference from the text to explain how in "Persistent," the phrases "carry them away" (line 25) and "bringing daydreams in for a landing" (lines 41–42) relate to each other. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

They start talking about Wright brothers dreaming about airplanes and then that's when there dreams "carry them away" like an airplane would. And then when the dreams have stop its like the airplane landing.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how in “Persistent,” the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other (*when there dreams “carry them away” like an airplane would. And then when the dreams have stop its like the airplane landing*); 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 7

40

In “Persistent,” how do the phrases “carry them away” (line 25) and “bringing daydreams in for a landing” (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

lines 25 and ,41-42 are simular because to carry them away means to fly away in the sky,And bringing daydreams in for a landing means to stop flying or to slow down before a stop.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*lines 25 and ,41–42 are simular because to carry them away means to fly away in the sky,And bringing daydreams in for a landing means to stop flying or to slow down before a stop*).

40

In "Persistent," how do the phrases "carry them away" (line 25) and "bringing daydreams in for a landing" (lines 41–42) relate to each other? Use **two** details from the poem to support your response.

he likes to dream sleep and
 day dream. in the text it states
 i miss day dreaming this means
 he used to day dream. the text als
 states he sleep dreams a lot.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*he likes to dream Sleep and day dream. in the text. it states i miss 'day dreaming this means he used to' day. dream. the 'text .als srates he . sleep . dreams. a lot).*

This story is set in the late 1800s.

Excerpt from *The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken*

by Howard Whitehouse

- 1 Everyone dreams about flying. Soaring above the clouds, banking your wings¹ to make graceful curves through the air, swooping like a hawk from great heights. Jumping off the toolshed roof. Spending a week with a bandage round your head. Being told how lucky you were not to break your neck.
- 2 Everyone dreams about flying. Emmaline did.
- 3 Emmaline Cayley was a pioneering scientist. She had declared this when she turned eleven. She was a leader in the field of aeronautics,² as she would tell anyone who would listen; at least, she would be one day. The girls she knew said that Emmaline was mad and that she probably still believed in fairies. Emmaline didn't care what other girls thought. She didn't care about dolls or new dresses or tea parties; she cared about aeronautics. She was an aviatrix.³ By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine. That was more than a year ago in Calcutta, India, where she had been brought up.
- 4 Now she was in England, waiting to go to boarding school.
- 5 Emmaline sat on a fallen tree, looking out over a valley. It was smooth grassland with no rocks, no trees or tangly bushes and no patches of bog to get sucked into. Emmaline considered it a perfect place for an experiment with flight. What she actually thought was, "This would be a fine place to try out a flying machine—if I had one—and could get somebody (but not me) to sit in it and see what happened when it left the ground."

- 6 The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet⁴ to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed. . . .
- 7 Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured.
- 8 A few years later, Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . . .
- 9 Emmaline knew there was a simple moral to the story. Get somebody else to sit in the pilot's seat.

¹**banking your wings:** turning by positioning one wing of the plane higher than the other

²**aeronautics:** the science of air travel

³**aviatrix:** female airplane pilot

⁴**plummet:** fall fast

GUIDE PAPER 1

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The most likely purpose of including the details of the other girls is to show that Emmaline is a very different/centric girl. For example "She was a leader in the field of aeronautics,2 as she would tell anyone who would listen; at least, she would be one day." This example shows us Emmaline wants to be a scientist, where other girls "care about dolls or new dresses or tea parties". Another example is "By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine." This example shows us she doesn't care about things girls "should" like.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show that Emmaline is a very different/centric girl*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*She was a leader in the field of aeronautics,2 as she would tell anyone who would listen; at least, she would be one day.*" and *Emmaline wants to be a scientist, where other girls "care about dolls or new dresses or tea parties"* and "*By her thirteenth birthday, Emmaline had decided that she was going to invent a flying machine.*" *This example shows us she doesn't care about things girls "should" like*). This response includes complete sentences where errors do not impact readability.

41

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

the most likley purpose was to show how emmaline is different from them in many ways in the text it says" she had declared this when she was eleven she wasleader in the aeronautics as she would tell anyone who would listen at leat she would be one day". this shows what she wants to do with her she doesnt wanna be like other girls.in the text it also says" emmaline didnt care what other girls thought she didnt care about dolls or new dresses or tea parties she cared about aeronautics". this also shows the authors most likley purpose

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows (*to show how emmaline is different from them in many ways*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*she had declared this when she was eleven she wasleader in the aeronautics as she would tell anyone who would listen at leat she would be one day*”. *this shows what she wants to do with her she doesnt wanna be like other girls* and “*emmaline didnt care what other girls thought she didnt care about dolls or new dresses or tea parties she cared about aeronautics*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author most likely included details about the girls to show how different Emmaline was. "She didn't care about dolls or tea parties..." "She cared about aeronautics."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show how different Emmaline was*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*she didn't care about dolls or tea parties...*" and "*she cared about aeronautics.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

In the excerpt "Being the tale of a clever girl, a rubber boy and a collection of flying machines, mostly broken" by Howard Whitehouse. The authors purpose for including details about the girls emmaline know was to inform us about how other kids treated her for liking aviatrix. In paragraph 3 it states "The girls she knew said that emmaline was mad and that she probably believed in fairies". This quote shows how the friends emmaline knew wouldn't hear her out. That is why the authors purpose is to inform.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows (*to inform us about how other kids treated her for liking aviatrix*); however, the response only provides one concrete detail from the text for support (“*The girls she knew said that emmaline was mad and that she probably believed in fairies*”). This response includes complete sentences where errors do not impact readability.

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author's purpose in including the girls was to show the struggle of creating a new invention. Emmaline knew people thought she was crazy for trying to fly, but she persisted and tried her best.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows (*to show the struggle of creating a new invention*); however, the response only provides one relevant detail from the text for support (*Emmaline knew people thought she was crazy for trying to fly*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

It contributes greatly to the story by showing she wanted to be a pilot. as it states "she was an aviatrix"

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support ("*She was an aviatrix*"). The response does not provide a valid inference from the text to explain in paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

41

In paragraph 3, what is **most likely** the author's purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

The author's purpose is most likely to inform you.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is too vague (*The author's purpose is most likely to inform you*).

41

In paragraph 3, what is **most likely** the author’s purpose for including details about the girls Emmaline knows? Use **two** details from the story to support your response.

That she was going to invent a flying machine

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*That she was going to invent a flying machine*).

GUIDE PAPER 1

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

In "Excerpt from *The Strictest School in the World*," the shift between paragraph 6 and 7 contributes to the story by comparing the past to the present. This is because the similarity is really obvious: Sir George Cayley loves flying machines and also afraid of flying (due to old age) when he built his first person-carrying glider, just like Emmaline, who is also afraid of flying even if she loves to investigate the science of air travel. This is proven in the text: "The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her"(Whitehouse 1). This quote shows that the fact Emmaline is afraid of flying plus, she wants to be an aviatrix with abundant knowledge, is very clear. Another quote from the text that can indicate the answer to this question is: "But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)"(1). This quote conveys that Sir George Cayley is a very devoted inventor, but similar to his great-great-niece, he was afraid of flying, although, of age rather than sole psychological factors. Both situations are similar to each other, only the time is different. Thus what is affecting the story is: Emmaline use the experiences from her ancestor, which has a very similar situation with her, to fulfill her own quest.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by comparing the past to the present*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt [*Sir George Cayley loves flying machines and also afraid of flying (due to old age) when he built his first person-carrying glider, just like Emmaline, who is also afraid of flying even if she loves to investigate the science of air travel. This is proven in the text: “The truth is that Emmaline was afraid of flying. She didn't admit this to herself, however. She told herself that if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her” and “But he hadn't built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)” [...] similar to his great-great niece, he was afraid of flying, although, of age rather than sole psychological factors*]. This response includes complete sentences where errors do not impact readability.

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift between paragraphs 6 and 7 contribute to the story because it shows how much Emmaline cared about flying, and how much her great-great-uncle cared about flying. According to the text it says “if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed....” Also according to the text it states “As a boy he’d made model gliders studied birds’ wings and conducted strange experiments with wind tunnels.” This shows how much Emmaline and her great-great-uncle cared about flying.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*because it shows how much Emmaline cared about flying, and how much her great-great-uncle cared about flying*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed....*” and “*As a boy he’d made model gliders studied birds’ wings and conducted strange experiments with wind tunnels.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift contributes to the story by telling the reader how Emmaline's great-great uncle was interested in flying machines just like Emmaline. The text says "Emmaline's great-great uncle, Sir George Cayley, had tried inventing flying machines long ago." Another one is "as a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by telling the reader how Emmaline's great-great uncle was interested in flying machines just like Emmaline*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Emmaline's great-great uncle, Sir George Cayley, had tried inventing flying machines long ago.*" and "*as a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

In "Excerpt from The Strictest School in the world," it contributes because it shows how Emmaline and her great great uncle both had an intrest in flight. The text states," As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*because it shows how Emmaline and her great great uncle both had an intrest in flight*); however, the response only provides one concrete detail from the text for support (“*As a boy he'd made model gliders, studied birds' wings and conducted strange experiments with wind tunnels. But he hadn't built an actual, full-sized flying machine until 1849, when he was much older.*”). This response includes complete sentences where errors do not impact readability.

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The shift between paragraphs 6 and 7 contribute to the story by showing that Emmaline's family has history with flying machines.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story (*by showing that Emmaline's family has history with flying machines*); 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

In "Excerpt from *The Strictest School in the World*," how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The between paragraphs 6 and paragraphs 7 contribute to the story because Both paragraph talk about learning about. According to the text ("The truth is that Emmaline was afraid to flying. She didn't amit it to herself"). This detail show paragraph 6-7 contribute to the story.

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support ("*The truth is that Emmaline was afraid to flying. She didn't amit it to herself*"). The response does not provide a valid inference from the text to explain how the shift between paragraphs 6 and 7 contributes to the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

42

In “Excerpt from *The Strictest School in the World*,” how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

It shifts to her fear of flying.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It shifts to her fear of flying*).

42

In "Excerpt from *The Strictest School in the World*," how does the shift between paragraphs 6 and 7 contribute to the story? Use **two** details from the story to support your response.

The both paragraphs talk about flying. In the Title of the story, it says "Collection of flying machines." The Title of the story and two paragraphs are about flying and how they invented

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The both paragraphs talk about flying. In the Title of the story it says "Collection of flying machines." The Title of the story and two paragraphs are about flying and how they invented*).

Possible Exemplary Response:

Both “Persistent” and “Excerpt from *The Strictest School in the World*” are about the importance of pursuing one’s dreams. The main characters in each piece, Gabby in the poem and Emmaline in the story, see the importance of their dreams. They also learn lessons about limitations on their dreams. In both pieces, this shared theme is partially developed through stories about flying.

In the poem, a theme of “Persistent” is that daydreams can contribute to a person’s success, and so they should be pursued. In the poem, the story about flying contributes to the theme by showing Gabby a famous example of dreams leading to success. Gabby’s teacher tells her, “The best thinkers, / writers, inventors in the world / allow their thoughts / to carry them away, / now and then” (lines 22-26), and then he uses the Wright brothers to exemplify this, saying, “Take the Wright brothers. / We wouldn’t have airplanes / if they hadn’t dreamed of them, first” (lines 27-29). This shows that successful people, like the Wright brothers, often get their start through dreaming and that it is important to let your mind wander in order to come up with new and innovative ideas. For Gabby, this information is crucial because she had previously thought that adults didn’t want her to daydream at all. The limitation that Gabby’s teacher puts on daydreaming is that there is a time and place for doing so and that it’s sometimes necessary to let dreams “wait until later” (line 33). At the end of the poem, Gabby seems to question this part of her teacher’s advice when she wonders “if / the Wright brothers / knew anything about / bringing daydreams in / for a landing,” tying back to the story of flying.

Similarly, a theme of “Excerpt from *The Strictest School in the World*” is that a person should pursue her or his passions, though it is sometimes necessary to get assistance from others to achieve one’s dreams. In this particular story, the stories about flying contribute to this theme by helping Emmaline to understand that she may need to rely on others to help make her dreams come true. Emmaline’s great-great-uncle George was an early inventor of flying machines. While he loved the adventure, he didn’t pilot the machines himself: “But he hadn’t built an actual, full-sized flying machine until 1849, when he was much older. He had ordered a boy to sit in the machine. Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot)” (paragraph 7). From this story, Emmaline learns that Sir George accomplished something important in aeronautics while relying on a boy in order to test his flying machine, something he was unwilling or unable to do himself. And when Sir George built another machine a few years later, he used an employee to pilot that machine. From these stories, Emmaline concludes that she can pursue her own dreams of inventing a flying machine while relying on others to help: “Emmaline knew there was a simple moral to the story. Get somebody else to sit in the pilot’s seat” (paragraph 9).

To conclude, both pieces have a shared theme about the importance of pursuing one’s dreams. Both texts support that dreams should be pursued because they are achievable, and they develop the ideas for this theme through the use of stories about flying. Within each text we can see how the poet and the author develop this theme as both Gabby and Emmaline learn lessons that they can apply to their own lives through these stories.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A theme conveyed by both the poem and the story is the importance of limiting your dreaming. In “Excerpt from *The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken*” by Howard Whitehouse, the protagonist limits their dreaming by keeping a level of safety in their dreams. In “Persistent” from *Words with Wings*

by Nikki Grimes, Gabby, a student keeps her dreaming to a limit by paying attention during lessons and allowing her dreaming to occur afterwards. Both these pieces share how limiting dreaming can benefit.

In “Excerpt from *The Strictest School in the World: Being the Tale of a Clever Girl, a Rubber Boy and a Collection of Flying Machines, Mostly Broken*” by Howard Whitehouse, Emmaline Cayley dreams of flight. Emmaline was a “pioneering scientist” (3); her dreams act as a form of motivation to achieve the power of flight. Despite these dreams, Emmaline “was afraid of flying” (6). This is because she understands the danger of flying. By limiting her dreaming and allowing someone else to “sit in the pilot’s seat” (9-10), she preserves her own safety and keeps a level of comfort and reality in her dreams.

In the poem “Persistent” from *Words with Wings*

GUIDE PAPER 1b

by Nikki Grimes, the teacher continuously conveys the importance of dreaming with statements such as "the best thinkers,

writers, inventors in the world

allow their thoughts

to carry them away,

now and then" (22-26). The teacher obviously has a strong belief in the importance of dreaming. However, he also believes that "still, sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

you need to learn" (30-36). By finding appropriate times for dreaming, you allow yourself to be motivated by these dreams while avoiding dreaming becoming a distraction.

A theme conveyed by both the poem and the story is the importance of limiting your dreaming. By keeping a level of safety and reality in your dreams, dreaming will become more comfortable. By finding appropriate times to dream, your dreaming continues to motivate you while not becoming a distraction. Limiting your dreaming does have benefits. Dreaming provides a sense of motivation, so by keeping dreams somewhat realistic and by finding times to dream, a dreamer can stay focused, motivated, and comfortable.

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 (*A theme conveyed by both the poem and the story is the importance of limiting your dreaming. In "Excerpt from The Strictest School in the World: [...] the protagonist limits their dreaming by keeping a level of safety in their dreams. In "Persistent" [...] a student keeps her dreaming to a limit by paying attention during lessons and allowing her dreaming to occur afterwards. Both these pieces share how limiting dreaming can benefit*). The response demonstrates insightful analysis of the texts (*In "Excerpt from The Strictest School in the World [...] Emmaline Cayley dreams of flight; her dreams act as a form of motivation to achieve the power of flight; This is because she understands the danger of flying; By limiting her dreaming and allowing someone else [...] she preserves her own safety and keeps a level of comfort and reality in her dreams; In the poem "Persistent" [...] the teacher continuously conveys the importance of dreaming with statements; The teacher obviously has a strong belief in the importance of dreaming. However, he also believes that [...] By finding appropriate times for dreaming, you allow yourself to be motivated by these dreams while avoiding dreaming becoming a distraction*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*Emmaline was a "pioneering scientist"; Emmaline "was afraid of flying"; allowing someone else to "sit in the pilot's seat"; "the best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then"; "still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn"*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*both the poem and the story, In "Excerpt, In "Persistent", Despite, This is because, By limiting [...] she preserves [...] and keeps, In the poem, such as, However, By finding [...] you allow, while, so*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*importance of, limits their dreaming, keeping a level of safety, dreams act as a form of motivation to achieve, power of flight, danger of flying, preserves her own safety, level of comfort and reality, continuously conveys, strong belief, a distraction, sense of motivation*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*A theme conveyed by both the poem and the story is the importance of limiting your dreaming. By keeping a level of safety and reality in your dreams, dreaming will become more comfortable. By finding appropriate times to dream, your dreaming continues to motivate you while not becoming a distraction. Limiting your dreaming does have benefits. Dreaming provides a sense of motivation, so by keeping dreams somewhat realistic and by finding times to dream, a dreamer can stay focused, motivated, and comfortable*). The response demonstrates grade-appropriate command of conventions, with few errors.

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the poem, "Persistent" and the story, "Excerpt from *The Strictest School in the World*," both share an almost similar plot and moral.

In both "Persistent" and "Excerpt from *The Strictest School in the World*," a similar theme is shared. The theme that is shared is that, both have plots that revolve around dreaming to accomplish something incredible in life. Gabby is constantly daydreaming about different things throughout her lessons, whilst Emmaline dreams of flying and becoming an aviatrix. "Dreams are great things, Gabby," "The best thinkers, writers, inventors in the world

allow their thoughts to carry them away, now and then." "Everyone dream of flying. Emmeline did.; She didn't care about dolls or new dresses or tea parties; she cared about aeronautics. She was an aviatrix."

The poet and author inquire this theme in each text by, giving more evidence as to why each of the characters dream of accomplishing such things. They elaborate on the passion that the characters hold towards their dreams. "We wouldn't have airplanes if they hadn't dreamed of them, first." "She told herself if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmeline thought this would be a tragedy indeed...."

This is the similarity held between both the poem and the excerpt.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the poem, "Persistent" and the story, "Excerpt from The Strictest School in the World," both share an almost similar plot and moral; In both "Persistent" and "Excerpt from The Strictest School in the World", a similar theme is shared; The poet and author inquire this theme in each text by*). The response demonstrates insightful analysis of the texts (*The theme that is shared is that, both have plots that revolve around dreaming to accomplish something incredible in life; Gabby is constantly daydreaming about different things throughout her lessons, Whilst Emmaline dreams of flying and becoming an aviatrix; The poet and author inquire this theme in each text by , giving more evidence as to why each of the characters dream of accomplishing such things. They elaborate on the passion that the characters hold towards their dreams*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*"Dreams are great things, Gabby,' 'The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then. '" and "Everyone dreams of flying. Emmaline did.; She didn't care about dolls or new dresses or tea parties; she cared about aeronautics. She was an aviatrix."* and *"We wouldn't have airplanes if they hadn't dreamed of them, first."* and *"She told herself if she were to plummet to her doom, then all her experimental knowledge as a pioneer in aeronautics would die with her. Emmaline thought this would be a tragedy indeed...."*). Clear organization is exhibited, with the use of appropriate transitions to create a unified whole (*In the poem, both, in each text, between both*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*moral, revolve around, accomplish, incredible in life, constantly daydreaming, dream of accomplishing, elaborate on the passion*). The response provides a concluding statement that follows from the topic and information presented (*This is the similarity held between both the poem and the excerpt*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A theme that is shared in the poem "Persistent" and "Excerpt from The Strictest School in the World", is that daydreaming can be a good thing, and sometimes a bad thing. The author of "Persistent" portrays daydreaming by explaining it as a good thing that comes out of the greatest minds, while the author of "Excerpt from The Strictest School in the World" explains daydreaming by writing about how it can be a good thing, but it's effects can sometimes be negative. In the poem "Persistent", the author writes, "'Dreams are great things, Gabby,' he finally says. 'The best thinkers,

writers, inventors in the world

allow their thoughts

to carry them away,

now and then'"(20-25). In other words, the author writes that dreams are fantastic things that the best minds in the world can think of. In the poem the author also writes,

GUIDE PAPER 3b

"Still, sometimes you have to

slide your daydreams

in a drawer

and let them wait until later,

like after I'm done

teaching a lesson

you need to learn"(30-36). In essence, the author wants us to know that daydreams can be good, but sometimes they interfere with reality, especially if that reality will be beneficial. The author of "Excerpt from the Strictest School in the World" portrays a similar theme. In the text the author writes, "Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured"(7). To put it another way, daydreams can turn into fantastic things if they have a positive outcome. In the story, the narrator explains, "The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . . ." (8). To explain it differently, daydreams can be good, but they can sometimes be a bad thing if they have a negative outcome or hurt other people in some way. Clearly, the poem "Persistent" and the story "Excerpt from The Strictest School in the World" convey similar themes about daydreams.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*A theme that is shared in the poem “Persistent” and “Excerpt from The Strictest School in the World”, is that daydreaming can be a good thing, and sometimes a bad thing*). The response demonstrates grade-appropriate analysis of the texts (*The author of “Persistent” portrays daydreaming by explaining it as a good thing that comes out of the greatest minds; the author of “Excerpt from The Strictest School in the World” explains daydreaming by writing about how it can be a good thing, but it’s effects can sometimes be negative; dreams are fantastic things that the best minds in the world can think of; the author wants us to know that daydreams can be good, but sometimes they interfere with reality, especially if that reality will be beneficial; daydreams can turn into fantastic things if they have a positive outcome; daydreams can be good, but they can sometimes be a bad thing if they have a negative outcome or hurt other people in some way*). The topic is developed with the sustained use of relevant, well-chosen details from the texts [*“Dreams are great things, Gabby, he finally says. ‘The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then’”; “‘Still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I’m done teaching a lesson you need to learn’”; “Sir George was seventy-six at the time, so nobody felt he was letting anyone down by not flying it himself (when you are ancient, you can get away with a lot). The contraption worked as Sir George had hoped, sailing through the air a hundred yards or thereabouts, and nobody was injured’”; “The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot. . . .”*]. Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*The author of [...] while the author of, but, In the poem, also writes, In essence, especially if, In the text, To put it another way, In the story, To explain it differently, Clearly*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*portrays daydreaming, comes out of the greatest minds, dreams are fantastic, interfere with reality, effects can sometimes be negative, beneficial, positive outcome, negative outcome*). The response provides a concluding statement that follows from the topic and information presented (*Clearly, the poem “Persistent” and the story “Excerpt from The Strictest School in the World” convey similar themes about daydreams*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

43

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the poem "persistent" and "Excerpt from the strictest school in the world" both share a similar theme. The theme that they both share is that they are both talking about how they want dreams to come true. But they both develop this theme in different ways.

The theme that is both passages are wanting dreams to come true. For example in "persistent" it talks about dreams coming true because, it says in the text "I miss daydreaming."

DO NOT WRITE BEYOND THIS AREA

GUIDE PAPER 4b

This quote shows that in "persistent" it wants dreams to come true because Gabby is wanting to daydream again but she feels like she can't, because things are in the way. Then, the theme that is also shared in "Excerpt from the strictest school in the world." that is that dreams are wanting to come true because in that passage it says "Everyone dreams about flying. Emmaline did." This shows that the theme that dreams are wanting to come true is correct because Emmaline is dreaming of flying one day. This shows that the theme in both texts are true.

The poet and author develop the theme in each text because they both show how the main characters want to have something.

GUIDE PAPER 4c

For example in "Persistent" it shows how Gaby is wanting to daydream again but people are getting in her way of it. Also in "Excerpt of the strictest school in the world" it shows how the author developed the theme because it shows and describes how badly Emmaline wanted to try. This shows how the author and poet both develop the theme how in both texts they want their dreams to come true.

In conclusion, this shows how the theme that dreams are wanting to come true in both texts because they both show it in different ways and how the author and poet show how they developed that to happen.

GUIDE PAPER 4d

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the poem “Persistent” and “Excerpt from the Strictest School in the World” Both share a similar theme. The theme that they both share is that they are both talking about how they want dreams to come true. But they both develop this theme in different ways*). The response demonstrates grade-appropriate analysis of the texts (*The theme that is both passages are wanting dreams to come true; This quote shows that in “Persistent” it wants dreams to come true because Gabby is wanting to daydream again but she feels like she cant, because things are in the way; the theme that is also shared in “Excerpt from the Strictest School in the World.” that is that dreams are wanting to come true; This shows that the theme that dreams are wanting to come true is correct because Emmaline is dreaming of flying one day; The poet and author develop the theme in each text because they both show how the main characters want to have something; in “Excerpt of the Strictest School in the World” it shows how the author developed the theme because it shows and describes how badly Emmaline wanted to fly; This shows how [...] in both texts they want their dreams to come true*). The topic is developed with the sustained use of relevant evidence, with some lack of variety (*“I miss daydreaming”; “Everyone dreams about flying. Emmaline did.”; Emmaline is dreaming of flying one day; in “Persistent” it shows how Gabby is wanting to daydream again but people are getting in the way of it*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*In the poem, both share, But they both, For example, because it says in the text, This quote shows, Then, the theme that is also, because in that passage it says, This shows, For example, Also, In conclusion*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*wanting dreams to come true, wanting to daydream again, dreaming of flying one day, people are getting in her way, how badly Emmaline wanted to fly*). The concluding statement follows from the topic and information presented (*In conclusion, this shows how the theme that dreams are wanting to come true in both texts because they both show it in different ways and how the author and poet show how they developed that to happen*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*similar, develop, that is both passages are, cant*).

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The poem "Persistent" and the story "Excerpt from The Strictest School in The world" convey a similar theme. This theme is that dreams are like a spark of creativity and inventing useful things.

To begin with in "Persistent" the theme is developed. According to lines 22-24 "The best thinkers, writers, inventors in the world allow their thoughts to carry them away". What the poet is trying to say here is that thinking / dreaming is

a good thing, and daydreaming/ your thoughts can take you a long way, into a successful life.

Then, in "Excerpt from The Strictest School in the world" it ~~also~~ ~~is~~ also develop the theme of dreams are like a spark in creativity and inventing useful things. I say this because Paragraph 8 "A few years, later Cayley tried again with a bigger, better craft, A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale, This machine was marvel." This shows how ~~is~~ dreaming about something can bring you to success and accomplish something useful to people. Also how much creativity she had to make everything happened.

To conclude the theme of "Persistent" and "Excerpt from The Strictest School in the world" both developed a similar theme of dreaming/thinking is like a spark of creativity and inventing useful things.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The poem "Persistent and the Story "Excerpt from The Strictest School in The world" convey a similar theme. This theme is that dreams are like a spark of creativity and inventing useful things*). The response demonstrates grade-appropriate analysis of the texts (*What the Poet is trying to say here is that thinking/dreaming is a good thing, and daydreaming/your thoughts can take you a long way, into a successful life; I say this because; This shows how dreaming about something can bring you to success and accomplish something useful to people. Also how much creativity she had to make everything happened*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*"The best thinkers, writers, inventors in the world allow their thoughts to carry them away" and "A few years, later Cayley tried again with a bigger, better craft, A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale, This machine was marvel"*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*To begin with, According to lines, Then, I say this because, This shows how, Also, To conclude*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*dreams are like a spark of creativity, inventing, thinking/dreaming is a good thing, take you a long way, successful life, accomplish something useful*). The concluding statement follows from the topic and information presented (*To conclude the theme of "Persistent" and "Excerpt from The Strictest School in The world" both developed a similar theme of dreaming/thinking is like a spark of creativity and inventing useful things*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*creativity, useful, successful, make everything happened, conclude, punctuation*).

GUIDE PAPER 6a

43

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

In the poem "Persistent" and the story "Excerpt from The Strictest School in the World" both convey a similar theme. That theme is ~~is~~ Don't stop dreaming. In the poem ~~Persistent~~, a girl named Gabby wants to do dream more but she can't so her teacher gives her some advice on the go it states "Dreams are great things, Gabby." In the story Emma like is too scared to live her dream. But she looks back about stories on her Great - Great

GUIDE PAPER 6b

Uncle, which inspires her. The poet
and author use this theme to develop
there text because its something
people can relate too.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the poem "Persistent" and the story "Excerpt from The Strictest School in the World" both convey a similar theme and The poet and author use this theme to develop there text*). The response demonstrates grade-appropriate analysis of the texts (*That theme is Don't Stop dreaming; Gabby wants to daydream more but she can't so her Teacher gives her some advice; In the story Emmaline is too scared to live her dream [...] which inspires her*). The topic is partially developed with the use of some textual evidence (*"Dreams are great things, Gabby" and she looks back about storys on her Great-Great Uncle*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the Poem, and the Story, both, but she can't so, On line 20 it states, In the story, which, because*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*Don't Stop dreaming, daydream more, too scared to live her dream, looks back, something people can relate too*). The concluding statement follows from the topic and information presented (*The poet and author use this theme to develop there text because its something people can relate too*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*storys on her Great-Great Uncle, developpe, there text, its something, relate too, capitalization*).

GUIDE PAPER 7a

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme by the poet and the author both write about daydreaming. From the poem “Persistent” the poet Nikki Grimes develops the theme by making a story like poem about a girl who wants to daydream but her teacher and mom tell her not to then her teacher tells her that she can't daydream all the time because she won't be able to focus in class. One detail to support my response is “I miss daydreaming.”

“Then daydream!” says Mr. Spicer,

confusing me.

“But you’re always telling me

to stop daydreaming!

You and my mom.”

Teacher taps his top lip

like a door the right words

are hiding behind.

“Dreams are great things, Gabby,”

GUIDE PAPER 7b

he finally says.

“The best thinkers,
writers, inventors in the world
allow their thoughts
to carry them away,
now and then.

Take the Wright brothers.

We wouldn't have airplanes
if they hadn't dreamed of them, first.

Still, sometimes you have to
slide your daydreams
in a drawer
and let them wait until later,
like after I'm done
teaching a lesson

GUIDE PAPER 7c

you need to learn." From the story "Excerpt from The Strictest School in the World" the author Howard Whitehouse develops the theme by making a story about a girl who wants to fly being a female pilot but she is scared of flying and her great-great-uncle had also tried inventing flying machines long ago and had somebody else to fly it but it crashed and the "volunteered" pilot had resigned." One detail that supports my response is Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot.

Score Point 2 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The poem "Persistent" and the story "Excerpt from The Strictest School in the World" convey a similar theme by the poet and the author both write about daydreaming; From the poem "Persistent" the poet Nikki Grimes develops the theme by; From the story "Excerpt from The Strictest School in the World" the author Howard Whitehouse develops the theme by*). The response demonstrates a literal comprehension of the texts (*develops the theme by making a story like poem about a girl who wants to daydream but her teacher and mom tell her not to then her teacher tells her that she can't daydream all the time because she won't be able to focus in class; develops the theme by making a story about a girl who wants to fly being a female pilot but she is scared of flying; her great-great-uncle had also tried inventing flying machines long ago and had somebody else to fly it but it crashed and the "volunteered" pilot had resigned*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant [*"I miss daydreaming." "Then daydream!" says Mr. Spicer, confusing me. "But you're always telling me to stop daydreaming! You and my mom." Teacher taps his top lip like a door the right words are hiding behind. "Dreams are great things, Gabby," he finally says. "The best thinkers, writers, inventors in the world allow their thoughts to carry them away, now and then. Take the Wright brothers. We wouldn't have airplanes if they hadn't dreamed of them, first. Still, sometimes you have to slide your daydreams in a drawer and let them wait until later, like after I'm done teaching a lesson you need to learn."* and *Emmaline's great-great-uncle, Sir George Cayley, had tried inventing flying machines long ago. Cayley tried again with a bigger, better craft. This time, Sir George "volunteered" his coachman, a light skinny man (just the type he needed) to fly the glider. A team of big, brawny farmhands from Cayley's estate hauled it up a hill above a valley known as Brompton Dale. The machine was a marvel. The lads pushed, and it rose in the air, soared two hundred yards and landed in a meadow with a splintering sickening crash. The coachman, John Appleby, tottered from the wreckage, limped back up the hill and resigned on the spot*]. This response exhibits some attempt at organization, with inconsistent use of transitions (*the poet and the author both, From the poem, but, because, One detail, From the story*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*both write about daydreaming, making a story like poem, a story about a girl who wants to fly*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*by the poet and the author both write about, punctuation, run-on sentences*).

The poem "Persistent" and the story "Excerpt from *The Strictest School in the World*" convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in "Persistent" and "Excerpt from *The Strictest School in the World*"
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

A similar theme in both stories "Excerpt from the strictest school in the world" and "Persistent" is that they both have dreams and they both dream. In the text it says "Dreams are great things, Gabby he finally says!" And also the other text says "Everyone dreams about flying, Emmaline did." These both stories mean that they have dreams. The poet and the author develop these themes in each text because they want to accomplish something that they have dreams about. In the text "Persistent" it says "I miss day dreaming then day dream says Mr. Spicer. And also it says Everyone dreams about flying. These both stories mean that they want to have great dreams.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*A simialar theme in both stories [...] is that they both have drams and they both dream and The poet and the author devolp these themes in each text*). The response demonstrates a literal comprehension of the texts (*These both stories mean that they have dreams; The poet and the author devolp these themes in each text because they want to accomplish sonething that they have dreams about; These both stories mean that they want to have great dreams*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*“Dreams are great things, Gabby he finally say’s”; Everyone dreams about flying. Emmaline did.”; “I miss day dreming then day dream say’s Mr. spice; Everyone drams about flying*). This response exhibits some attempt at organization, with inconsistent use of transitions (*in both stories, they both have, In the text it say’s, becuase, And also it says*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*both have dreatms, they both dream, to accomplish sonething, want to have great dreams*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*drams, say’s, devolp, sonething, Persint, dreming, These both stories mean, punctuation*).

GUIDE PAPER 9

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Both the stories "Persistent" and Excerpt from The Strictest school in the world" have a common theme of do't give up on something you truly dream about.

in Persistent the author wrote "I miss daydreaming". She wrote it because Gabby liked to daydream. She also wrote "Wondering if the Wrightbrothers knew anything about bringing daydreams in for a landing.

in Persistent" and Excerpt from The Strictest school in the world the author wrote " Everyone dreams about flying". He wrote it because evryone has there own dreams.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Both the stories “Persistent” and Excerpt from The Strictest school in the world” have a common theme*). The response demonstrates a literal comprehension of the texts (*do't give up on something you truly dream about; She wrote it because Gabby liked to daydream; He wrote it because evryone has there own dreams*). The topic is partially developed with the use of some textual evidence, some of which may be irrelevant (*“I miss daydreaming”; “Wondering if the Wrightbrothers knew anything about bringing daydreams in for a landing; “ Everyone dreams about flying”*). This response exhibits some attempt at organization, with inconsistent use of transitions (*Both the stories, in Persistent the author wrote, because, She also wrote*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*common theme, you truly dream about, liked to daydream, there own dreams*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*do't give up, evryone has there own dreams, capitalization, punctuation, spacing*).

GUIDE PAPER 10

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

The theme that is shared is daydreaming. For example in the Excerpt from The Strictest School in the World it states “I miss daydreaming.” This shows how the person was daydreaming. and in Persistent it shows how she starts day dreaming about her great great grandfather. This also shows how the person was daydreaming. In conclusion both storys share the theme of daydreaming.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The theme that is shared is daydreaming*). This response demonstrates little understanding of the texts (*This shows how the person was daydreaming and it shows how she starts day dreaming about her great great grandfather*). This response demonstrates an attempt to use minimal evidence (“*I miss daydreaming.*”). This response exhibits little attempt at organization (*For example, This shows, In conclusion*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. The concluding statement follows generally from the topic and information presented (*In conclusion both storys share the theme of daydreaming*). The response demonstrates emerging command of conventions (*day dreaming, conclusion, storys, punctuation*).

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Both the poem “Persistent” and the story “Excerpt from The Strictest School in the world” share a similar theme which is to never give up on what you want to do. This theme can be shown through the poem and story in many ways. In addition, it was able to be shown in many way because of the way the poet and the author developed it.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Both the poem “Persistent” and the story “Excerpt from The Strictest School in the world” share a similar theme which is*). This response demonstrates little understanding of the texts (*never give up on what you want to do; This theme can be shown through the poem and story in many ways; it was able to be shown in many way because of the way the poet and the author developed it*). No evidence is provided. This response exhibits little attempt at organization (*Both the poem “Persistent” and the story, In addition, because*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*in many ways and because of the way*). This response does not provide a concluding statement. The response demonstrates emerging command of conventions (*through and in many way because*).

GUIDE PAPER 12

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

the peot and the author made diffrent theams because they are oposit. one is about dreading the other is about doing your dreams.

"i miss dreaming" "I will make a flying macing

Score Point 1 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*the peot and the author made diffrent theams*). This response demonstrates little understanding of the texts (*because they are oposit and one is about dreading the other is about doing your dreams*). This response demonstrates an attempt to use minimal evidence (*“i miss dreaming” and “I will make a flying macing*). This response exhibits little attempt at organization (*because and one [...] the other*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. This response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*peot, diffrent, oposit, dreading, macing, capitalization, punctuation*).

GUIDE PAPER 13

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

Because they both want to fly. In the text it's says everone dreams about flying.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Because they both want to fly*). This response demonstrates an attempt to use minimal evidence (*everone dreams about flying*). This response exhibits little attempt at organization (*Because* and *In the text it's says*). No concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

43

The poem “Persistent” and the story “Excerpt from *The Strictest School in the World*” convey a similar theme. What theme is shared in the poem and the story? How do the poet and the author develop this theme in each text? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme that is shared in “Persistent” and “Excerpt from *The Strictest School in the World*”
- explain how the poet and the author develop this theme in each text
- use details from **both** the poem and the story to support your response

• Something bad happend to both of the characters
• they develop the theme like it was in a book.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Something bad happend to both of the characters and they develop the theme like it was in a book*). 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.

