



***New York State
Testing Program***

**2024
English Language Arts Test
Writing**

Grade 4

Scoring Leader Materials

Training Set

Copyright Information

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2-Credit Constructed-Response Rubric

Score	Response Features
2 Credits	<p>The features of a 2-credit 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 Credit	<p>The features of a 1-credit 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 Credits*	<p>The features of a 0-credit response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

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

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

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	NGLS	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 follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and 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, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—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).

Excerpt from *Abigail Iris: The Pet Project*

by Lisa Glatt and Suzanne Greenberg

1 We are almost at the end of the market where the cat-rescue people
always set up on Sunday, and I hope she's in the mood not to resist some
more.

2 "I think a pet would make a very appropriate half-birthday present," I
say to my mother. We pull our bags up our arms a little so we can hold
hands, and I lead her past the flower stands to the cats. They are my number
three favorite thing about the farmers' market. They are already above the
popcorn I always get when we're done shopping, and they would move right
up to number one, past the samples, if I ever got to take a kitten home.

3 "A pet is a very big responsibility, Abigail Iris," she says. "We can look,
but half birthday or not, you know we can't bring a cat home. We've been
over this before."

4 "I know," I say, but I don't know for sure. . . .

5 "My mother would like to hold the big fat gray one," I say to the cat-
rescue lady in charge today, picking out the fattest, laziest-looking cat. The
cat lady puts down the book she's reading and reaches into a cage and hands
my mother the cat I picked for her. . . .

6 Now that my mother is all set up, I peek in another cage. All I see in
there is a big stuffed teddy bear, and I'm thinking the cat-rescue lady might
need to wear better glasses when she goes out to do her rescuing.

7 "He likes to hide behind it, especially when he's sleeping," she says.

8 And then I see what she's talking about, two white paws and a little
black tail curled up around the back side of the teddy bear.

9 “He’s about three months old, we think,” the cat lady says to me.
“Someone found him in the Albertson’s parking lot behind the trash bin.
Isn’t he cute?”

10 I peek behind the teddy bear and see him, a black kitty. *Of course he’s
cute, I’m thinking. Is there anything cuter?* But I don’t say a word because
sometimes it’s better to play it cool when you really want something, as my
brother Eddie always tells me. He’s a teenager, and although I don’t prefer to
admit it, he knows more things about the world than I do. . . .

11 “Can I hold him?” I ask.

12 “Well, I don’t know,” she says, smiling. “You have to be very gentle.” . . .

13 She reaches in and picks up the kitten for me. I see a bright orange spot
on his nose, and I think right away that this kitten must be named Spot even
though it’s a dog’s name, and I hope he won’t mind. She hands him to me,
and I try my hardest to hold Spot gently without letting him wiggle out of
my arms. He crawls up on my chest and buries his nose with the orange spot
on it into my neck, and then he’s very still, and I can feel his heart
beating. . . .

14 “He likes you,” the cat lady says. “See, he’s not even trying to get away.”

15 My mother is handing the fat gray cat back to the cat lady and telling
me it’s time to go. “What a baby,” she says about my kitten.

16 “Can we keep him, Mom, please, please, please?” I say, not being cool
at all now. “A kitten is like half a cat and that would be the present I would
most prefer in the whole world for my half birthday.”

17 “He’s very sweet,” my mother says.

18 I’m waiting for her to say *but*, but I don’t hear it right away, so I speak
quickly before she can get it out. “He likes me,” I say. “He’s not even trying to
get away. I would take care of him. I would feed him and change his litter
box and buy him little toys with my allowance.” . . .

19 “Maybe we’ll bring up the idea to your dad tonight,” she says to me as
we pick up our bags and walk back toward the popcorn man. “See what he
thinks about a cat now that you all are older. Maybe it’s time.”

EXEMPLARY RESPONSE

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The way that the details in paragraphs 18 and 19 support the central idea of “Excerpt from *Abigail Iris: The Pet Project*,” is that they show what Abigail Iris is willing to do to get her parents to allow her to have a cat. At first, we see that Abigail Iris has asked for a pet cat often when her mom says, “We can look, but half birthday or not, you know we can’t bring a cat home. We’ve been over this before.” Paragraph 16 shows Abigail Iris continuing to ask for a kitten, “A kitten is like half a cat and that would be the present I would most prefer in the whole world for my half birthday.” Finally, paragraph 18 shows a last attempt by Abigail Iris to sway her mom, “I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

The details in paragraph 18 & 19 help the central (main) idea by talking about the cat & telling us she might get it. In paragraph 18 she says "He likes me." I say. "He's not even trying to get away. I would take care of him..." She said "I would take care of him." Now I know it could mean a baby bro or something, but given what she said before, you'd think a cat or kitten. In paragraph 19 the mom says "Maybe we'll bring up the idea to your dad tonight," She says maybe, giving us a little cliff hanger. These details give help to the central idea and strengthen it.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (by talking about the cat & telling us she might get it). The response provides evidence of analysis (*She says maybe, giving us a little cliff hanger and These details give help to the central idea and strengthen it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He likes me.*” *I say.* “*He’s not even trying to get away. I would take care of him...*” *She said* “*I would take care of him.*” and “*Maybe we’ll bring up the idea to your dad tonight,*”). This response includes complete sentences where errors do not impact readability.

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

The paragraphs 18 and 19 support the central idea by changing her mom's mind I know this because the text say's" Im wating for her to say but, but I dont hear it right away. also the text say's" Maybe we'll bring it upto your dad tonight.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*by changing her mom’s mind*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Im wating for her to say but, but I dont hear it right away* and “*Maybe we’ll bring it upto your dad tonight*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

Paragraph 18 and 19 say. That they will think about getting a cat. in paragraph 18 it said that Abigail iris would take care of him. in paragraph 19 it said that now that your older maybe its time.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (*say. That they will think about getting a cat*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Abigail iris would take care of him and now that your older maybe its time*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

Excerpt from Abigail Iris The pet project support a central idea of the story by Abigail Iris trying to convince her mom. First, Abigail Iris tries to convince her mom to by a cat because Abigail thinks she can handle a cat, For example Abigail said that "she would feed him and change his litter box and buy him little toys". Next, Abigail wants a cat for her birthday and said it would be a half birthday present and would most prefer in the whole world for her birthday. Last, her mom wanted a big fat gray one and Abigail wanted a cuter one Abigail didn't want a big fat gray one for her half birthday.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*” (by Abigail Iris trying to convince her mom. First, Abigail Iris tries to convince her mom to by a cat because Abigail thinks she can handle a cat); however, the response only provides one relevant detail from the text for support (“she would feed him and change his litter box and buy him little toys”). This response includes complete sentences where errors do not impact readability.

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

I'm waiting for her to say but, but I don't hear it right away, so I speak quickly before she can get it out. "He likes me," I say. "He's not even trying to get away. I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance." . . . "Maybe we'll bring up the idea to your dad tonight," she says to me as we pick up our bags and walk back toward the popcorn man. "See what he thinks about a cat now that you all are older. Maybe it's time."

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*I'm waiting for her to say but, but I don't hear it right away, so I speak quickly before she can get it out. "He likes me," I say. "He's not even trying to get away. I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance."* and *"Maybe we'll bring up the idea to your dad tonight," she says to me as we pick up our bags and walk back toward the popcorn man. "See what he thinks about a cat now that you all are older. Maybe it's time."*); however, the response does not provide a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response. [2]

Paragraphs 18 and 19 Abigail Iris
tries to convince her mom. to have a
type of pet she wanted.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (*Abigail Iris tries to convince her mom. to have a type of pet she wanted*). The response does not provide a valid inference from the text to explain how details in paragraphs 18 and 19 support a central idea of “Excerpt from *Abigail Iris: The Pet Project*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

24

How do the details in paragraphs 18 and 19 of “Excerpt from *Abigail Iris: The Pet Project*” support a central idea of the story? Use **two** details from the story to support your response.

the cat rescue people always set up om sunday a lttile so we can hold hands and lead

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the cat rescue people always set up om sunday a lttile so we can hold hands and lead*).

How do the details in paragraphs 18 and 19 of "Excerpt from *Abigail Iris: The Pet Project*" support a central idea of the story? Use **two** details from the story to support your response. [2]

Abigail Iris want to babysitt the little boy. On paragraph 19 the dad will pack up their bags and go to the popcorn man.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*Abigail Iris want to babysitt the little boy. On paragraph 19 the dad will pack up their bags and go to the popcorn man*).

EXEMPLARY RESPONSE

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Possible Exemplary Response:

In "Excerpt from *Abigail Iris: The Pet Project*," Mom's feelings change about Abigail Iris having a pet. At the beginning, she feels that that Abigail Iris is not ready yet, but by the end of the story she thinks Abigail Iris could be mature enough, this is shown in paragraph 3, "A pet is a very big responsibility, Abigail Iris," she says. . . 'you know we can't bring a cat home. We've been over this before.'" This shows Mom's worry that her daughter is not ready for the responsibility. But because Abigail Iris has her mom hold a grey kitten at the rescue, Mom's feeling start to change. By the end, Mom begins to feel like Abigail Iris is ready because Abigail Iris said, "I would take care of him. I would feed him and change his litter. . ." so she decides to ask Abigail Iris' dad if he agreed.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Mom's feeling about Abigail Iris having a pet change because in the beginning of the story her mom said that they can't get a cat and at the end of the story she said they will ask her dad when they get home. For example, In paragraph 3 mom says to Abigail Iris, "A pet is a very big responsibility, Abigail Iris," Which means in the beginning she thought that Abigail Iris was not responsible enough to take care of a cat. In paragraph 18 Abigail says, "I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance." Which means that she had got her mom more convinced. And in paragraph 19 mom says, "Maybe we'll bring the idea up to your dad tonight," that means that her mom approves and as long as her dad does she can get Spot.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*in the beginning of the story her mom said that they can't get a cat and at the end of the story she said they will ask her dad when they get home*). The response provides evidence of analysis (*Which means in the beginning she thought that Abigail Iris was not responsible enough to take care of a cat; means that she had got her mom more convinced; means that her mom approves and as long as her dad does she can get Spot*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*A pet is a very big responsibility, Abigail Iris,*"; "*I would take care of him. I would feed him and change his litter box and buy him little toys with my allowance.*"; "*Maybe we'll bring the idea up to your dad tonight,*"). This response includes complete sentences where errors do not impact readability.

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

In the beginning of the story, Abigail Iris's mom thinks that she isn't ready for a pet yet. In paragraph 3, she states that "A pet is a very big responsibility...". Although, in the end, Abigail Iris says that she will take care of the cat and be responsible of him. Her mom then considers getting the cat.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*In the beginning of the story, Abigail Iris's mom thinks that she isn't ready for a pet yet [...] in the end, [...] mom then considers getting the cat*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*A pet is a very big responsibility...*" and *Abigail Iris says that she will take care of the cat and be responsible of him*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

How do Mom's feelings about Abigail Iris having a pet change? Use two details from the story to support your response. [2]

Mom's feelings change about having a pet by first saying no to considering. One reason is in paragraph 3 mom says that Abigail can't bring a cat home. In paragraph 19 mom says that maybe it's time.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*by first saying no to considering*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*mom says that Abigail can't bring a cat home* and *mom says that maybe it's time*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response. [2]

Mom feels that Abigail Iris is not responsible enough to have a pet in the beginning of the story, but changes her mind towards the end. At the end of the story when Abigail begs her mom that she is ready to have a cat, Mom finally approves.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet (*that Abigail Iris is not responsible enough to have a pet in the beginning of the story, but changes her mind towards the end [...] Mom finally approves*); however, the response only provides one relevant detail from the text for support (*Abigail begs her mom that she is ready to have a cat*). This response includes complete sentences where errors do not impact readability.

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Mom's feelings about Abigail having a pet change because the kitten liked Abigail and Abigail said she would take care of it really well. In paragraph 14 the cat kady says "He likes you, See, he's not even trying to get away." And in paragraph 18 Abigail states that he likes her, and she will take care of the kitten well. This shows how Mom's feelings about Abigail Iris having a pet change throughout the story.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt ("*He likes you, See, he's not even trying to get away.*" and *he likes her, and she will take care of the kitten well*); however, the response does not provide a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

Abigails moms felling change about about owning a cat by realizing it might be a good idea.for example in paragraph 19 it states, see what he thinks about owning a cat now that your older. Maybe its time. This shows abigails moms feelings changed about owning a cat

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*see what he thinks about owning a cat now that your older. Maybe its time*). The response does not provide a valid inference from the text to explain how Mom's feelings change about Abigail Iris having a pet. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response.

She was begging to her mom and her mom didn't say anything. The girl said the cat is not running away from me and he is cute and cuddly.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She was begging to her mom and her mom didn't say anything. The girl said the cat is not running away from me and he is cute and cuddly*).

25

How do Mom's feelings about Abigail Iris having a pet change? Use **two** details from the story to support your response. [2]

She want her to have the most awesome half B Day Ever, and she dosn't want her Daughter to Be sad on her birth day!

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*She want her to have the most awesome half B Day Ever, and she dosn't want her Daughter to Be sad on her birth day*).

Excerpt from *Inside Anthills*

by Henry Abbott

- 1 **Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive.**

social = working, playing, or communicating with others

- 2 **The biggest ant colonies have millions of members. Ants have to build a home that's big enough for everyone. Often, the place with the most space is under the ground. Ant homes look simple from the outside, but there's more to them than meets the eye.**

Ant Nest

- 3 **Ant homes are called nests. You may hear people call them "anthills." That's because the outside of a nest can look like a hill of dirt. The dirt comes from all the digging ants must do to build their nest.**

- 4 **Many ant nests are under the ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest has one job to do: to house the colony.**

Tunnels and Chambers

- 5 **Let's go inside an ant nest that's been built under the ground. The opening in the anthill is called the entrance. Ants use this as a doorway to get in and out of their home.**

- 6 **The inside of an ant nest is an organized network of tunnels and chambers. The tunnels are like hallways ants use to travel to different areas inside their nest. The tunnels empty into chambers. Chambers are much like the different rooms in a house.**

Ant Architects

7 Ants are some of nature's greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging.

8 Ants have two pairs of jaws. One pair helps them bite and carry. They bite off tiny bits of soil and carry them out of the nest. Over days and weeks, this creates a network of tunnels and chambers. Ants learn how to travel around their nest by following scent trails left by other ants. . . .

Staying Safe

9 Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe.

10 Ants are food for many animals, such as anteaters. Anteaters use their sharp claws to tear apart nests. Then they use their long tongue to scoop up ants. An anteater's tongue may be long enough to reach 2 feet (0.6 m) inside the nest. Ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach.

predators = animals that hunt other animals for food

11 Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.

EXEMPLARY RESPONSE

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

Possible Exemplary Response:

In “Excerpt from *Inside Anthills*,” the phrase “more to them than meets the eye” means that anthills are larger than you might expect based on the little hill of dirt we see above ground. The article tells us that “The dirt comes from all the digging ants must do to build their nest.” What is unexpected is just how much work goes into the nests, “They bite off tiny bits of soil and carry them out of the nest. Over days and weeks, this creates a network of tunnels and chambers.” This means the nests are probably very large to fit ant colonies that could have millions of members.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

32

In paragraph 2 of "Excerpt from *Inside Anthills*," what does the phrase "more to them than meets the eye" mean? Use two details from the article to support your response. [2]

The phrase "more to them than meets the eye" means that ant homes are more interesting on the inside. In the article it states, "Ant colonies are highly organized communities." That is why they have a different home than what we would expect. Another detail is, "Ants are some of nature's greatest builders." This shows why we shouldn't underestimate ants by thinking they just build clumps.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "more to them than meets the eye" means from paragraph 2 of "Excerpt from *Inside Anthills*" (*ant homes are more interesting on the inside*). The response provides evidence of analysis (*That is why they have a different home than what we would expect and why we shouldn't underestimate ants by thinking they just build clumps*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Ant colonies are highly organized communities.*" and "*Ants are some of nature's greatest builders.*"). This response includes complete sentences where errors do not impact readability.

32

In paragraph 2 of "Excerpt from *Inside Anthills*," what does the phrase "more to them than meets the eye" mean? Use two details from the article to support your response. [2]

"More to them than meets the eye" means that "don't just start judging but has more to it." I know this because in the text the author wrote "That's because the outside of the nest can look like a hill of dirt." "The biggest ant colonies have millions of members."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase "more to them than meets the eye" means from paragraph 2 of "Excerpt from *Inside Anthills*" ("don't just start judging but has more to it."). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("That's because the outside of the nest can look like a hill of dirt." and "The biggest ant colonies have millions of members."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

in the text it says' what does the phrase more to them than meets the eye is that they make homes everywere like under ground and rocks and even on trees and inside of dirt and in small places and anthills.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*” (*they make homes everywhere*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*like under ground; rocks; even on trees; inside of dirt; in small places*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” means bigger then it seams. In sentence 3 it says "Ant homes look simple from the outside but big in the inside". And it also means to the humen eye it is small, but really big to small animals.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “more to them than meets the eye” means from paragraph 2 of “Excerpt from *Inside Anthills*” (*biger then it seams*); however, the response only provides one concrete detail from the text for support (“*Ant homes look simple from the outside but big in the inside*”). This response includes complete sentences where errors do not impact readability.

32

In paragraph 2 of "Excerpt from *Inside Anthills*," what does the phrase "more to them than meets the eye" mean? Use two details from the article to support your response. [2]

"The biggest ant colonies have millions of members!" "Ants have to build a home that's big enough for everyone."

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("*The biggest ant colonies have millions of members*" and "*Ants have to build a home that's big enough for everyone*"); however, the response does not provide a valid inference from the text to explain what the phrase "more to them than meets the eye" means from paragraph 2 of "Excerpt from *Inside Anthills*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

32

In paragraph 2 of "Excerpt from *Inside Anthills*," what does the phrase "more to them than meets the eye" mean? Use **two** details from the article to support your response. [2]

It means there more to them. One reason is "Ant keep their queen, egg, food supplies safe by building those chamber deeper the predators can reach. This shows Anthills keep ant safe from predators like anteaters."

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support ("*Ant keep their queen, egg, food supplies safe by building those chamber deeper the predators can reach*"). The response does not provide a valid inference from the text to explain what the phrase "more to them than meets the eye" means from paragraph 2 of "Excerpt from *Inside Anthills*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

It mean the ant eye are diffen then us eye for example ant are a litte eye then us and we are biggn then ant so the ant think the home are big.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*It mean the ant eye are diffen then us eye for example ant are a litte eye then us and we are biggn then ant so the ant think the home are big*).

32

In paragraph 2 of “Excerpt from *Inside Anthills*,” what does the phrase “more to them than meets the eye” mean? Use **two** details from the article to support your response.

“More to them than meets the eye” means there is more inside an ant.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (“*More to them than meets the eye*” means there is more inside an ant).

EXEMPLARY RESPONSE

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

Possible Exemplary Response:

A central idea of the section “Staying Safe” from “Excerpt from *Inside Anthills*,” is that ants can fight and defend themselves in many ways. They can physically fight to protect as the passage says “All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.” But they can also defend themselves just by planning ahead. The passage says, “Ant nests give ants somewhere to live, store food, and grow their colony.” They probably know their nest is a safe place to grow the colony because they build deep chambers that an anteater’s 2-foot-long tongue can’t reach.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

In “Excerpt from *Inside Anthills*,” a central idea of the section “Staying Safe” is about protecting themselves and about their predators. An example is ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach. An example is an anteater’s tongue may be long enough to reach 2 feet inside the nest. Another example is anteaters use their sharp claws to tear apart nests.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*protecting themselves and about their predators*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*ants keep their queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach; an anteater’s tongue may be long enough to reach 2 feet inside the nest; anteaters use their sharp claws to tear apart nests*). This response includes complete sentences where errors do not impact readability.

33

In "Excerpt from *Inside Anthills*," what is a central idea of the section "Staying Safe"? Use two details from the article to support your response. [2]

The Central idea of the Section "Staying Safe" is about the ants protecting themselves and other ants. I know this because in the text the author writes, "Ants protect their nest by attacking predators," and "Some ants can even spray chemicals to fight their enemies."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section "Staying Safe" in "Excerpt from *Inside Anthills*" (*the ants protecting themselves and other ants*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Ants protect their nest by attacking predators,*" and "*Some ants can even spray chemicals to fight their enemies.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

In excerpt of "Inside Anthills" in paragraph 9-11 the main idea is protecting the colony from predators. For example in the text it says... "Ants keep their queen, her eggs, and their food supplies safe" Also... "Safe by building those chambers deeper than predators can reach." This shows the main idea in paragraph 9-11

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*” (*the main idea is protecting the colony from predators*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Ants keep their queen, her eggs, and their food supplies safe*” and “*Safe by building those chambers deeper than predators can reach.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

33

In "Excerpt from *Inside Anthills*," what is a central idea of the section "Staying Safe"? Use **two** details from the article to support your response. [2]

The central idea of staying safe are the ant stay safe so the ants wont get killed from driffent animal one details is "ants are food for many animal!"

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section "Staying Safe" in "Excerpt from *Inside Anthills*" (*the ant stay safe so the ants wont get Killed from driffent animal*); however, the response only provides one concrete detail from the text for support ("*ants are food for many animal.*"). This response includes a complete sentence where errors do not impact readability.

33

In "Excerpt from *Inside Anthills*," what is a central idea of the section "Staying Safe"? Use **two** details from the article to support your response. [2]

in stay safe the central idea is not
to get eatten and not to get
killed by the predators.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea from the section "Staying Safe" in "Excerpt from *Inside Anthills*" (*is not to get eatten and not to get Killed by the predators*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

ant hills may look simple but they are not in the text it says "ants are some of natures greatest builders"it also says"ant nests give ants somewhere to live store food and grow their colony

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support (“*ant nests give ants somewhere to live store food and grow their colony*”). The response does not provide a valid inference from the text that identifies a central idea from the section “Staying Safe” in “Excerpt from *Inside Anthills*.” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

33

In “Excerpt from *Inside Anthills*,” what is a central idea of the section “Staying Safe”? Use **two** details from the article to support your response.

The ants they don't like the bad ants that can makes the ants die but they don't like when the ants they can kill but they made the house for their family they need a house to find a house to live so they can sleep in the house they love when can live but ants can digg the mud is bad but they are making more houses and they love making houses because they can text their own house make a nice test?

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*The ants they don't like the bad ants that can makes the ants die but they don't like when the ants they can kill but they made the house for their family they need a house to find a house to live so they can sleep in the house they love when can live but ants can digg the mud is bad but they are making more houses and they love making houses because they can text their own house make a nice test*).

33

In "Excerpt from *Inside Anthills*," what is a central idea of the section "Staying Safe"?
Use **two** details from the article to support your response. [2]

It is the form inside the tiger safe
is the mular response fo the safe
tu my parc response staying
is go for far

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*is the form inside the tiger safe is the mular response fo the safe tu my parc response staying is go For far*).

The Ants

by Joyce Sidman

The ants, the ants,
on tips of plants,
on sticks, on stones,
on ice cream cones;

5 beneath the ground
 they ebb and flow,
 precisely know,
 who's friend, who's foe.

ebb and flow = come and go

10 They dig, they climb,
 they drag, they haul,
 (their never seem
 to play at all).

haul = carry big loads

At obstacles
thrown in their path
15 they laugh! (Well, really,
ants don't laugh:

they just speed up
their antlike flow
and find a different
20 way to go.)

But when a gang
attacks their nest?
They beat their legs
against their chests,
25 they snap their
giant mandibles,
and drive them out
with great success.

mandibles = mouths

30 And then, after
the fight has quit,
they go back home
to baby-sit.

EXEMPLARY RESPONSE

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The structure of the poem “The Ants” helps me understand the way ants move because it imitates the rhythmic march of the ants by having stanzas that are all the same length that also rhyme. This tells me that they all work together to complete tasks in an organized way. The poem says, “beneath the ground they ebb and flow, precisely know, who’s friend, who’s foe.” This describes the way ants move around each other smoothly. Later, the poem even says that ants will still move smoothly with obstacles, “they just speed up their antlike flow and find a different way to go.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

The structure of the poem "The Ants" helps the reader understand how ants move by giving different situations and explaining how the ants would move and react to each one. For example, in line 10, the author says: "They drag, they haul". This shows that in a working situation, the ants walk firmly. Another example is that lines 13-18 tell about a situation where the ants face obstacles in their path, and "speed up their antlike flow and just find a different way to go". This shows that the ants also walk firmly and perhaps even gracefully in this situation.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move (*by giving different situations and explaining how the ants would move and react to each one*). The response provides evidence of analysis (*in a working situation, the ants walk firmly and walk firmly and perhaps even gracefully in this situation*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*They drag, they haul*” and “*speed up their antlike flow and just find a different way to go*”). This response includes complete sentences where errors do not impact readability.

How does the structure of the poem "The Ants" help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

The structure of the poem "The ants" helps the reader understand the way the ants move because it describes the way ants move. The text said "They dig they climb they drag they haul." The text also said "But when a gang attacks their nest? they beat there legs against their chest." This shows how the structure of the poem help the reader understand by it describes the way they move.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem "The Ants" helps the reader understand the way ants move (*it describes the way ants move*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*They dig they climb they drag they haul.*" and "*But when a gang attacks their nest? they beat there legs against their chest.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

34

How does the structure of the poem "The Ants" help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

It is showing that ants move slow and fast. One detail is it says "they ebb and flow." Another detail is it says "they drag they hall."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem "The Ants" helps the reader understand the way ants move (*showing that ants move slow and fast*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*they ebb and flow*" and "*they drag they hall*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

34

How does the structure of the poem "The Ants" help the reader understand the way the ants move? Use two details from the poem to support your response. [2]

It can be inferred that the poem helps the reader understand the way the ants move by according to the text "They dig, they climb, they drag, they hall (they never seem to play at all)." The author states "At obstacles thrown in thier path they laugh!" These deatails show how the move and live.

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt [*"They dig, they climb, they drag, they hall (they never seem to play at all)!"* and *"At obstacles thrown in thier path they laugh!"*]; however, the response does not provide a valid inference from the text to explain how the structure of the poem "The Ants" helps the reader understand the way ants move. This response includes complete sentences where errors do not impact readability.

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

it helps by saying all what ants do in just a poem like in the story how theres only 4 sentenes in eah paragrhape and it also does tell a few true facts but most of the things they say are silly.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move (*by saying all what ants do in just a poem like in the story how theres only 4 sentenes in eah paragrhape*); however, the response does not provide relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

The ant had a under ground hole inside for there home. The ant said to his friend said hey guys trere is a ice cream cone outside. The ant said let go eat it and beneath the ground they ebb and flow who's friend, who's foe.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support (*beneath the ground they ebb and flow*). The response does not provide a valid inference from the text to explain how the structure of the poem “The Ants” helps the reader understand the way ants move. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

the person who wrote this is trying to show how ants are everywhere and you can't get rid of them did you knew that there are over 1 billion ants in the world everywhere you go you can't get rid of them you can't escape them even if someone managed to get rid of them all there would be eggs so it's a never ending cycle.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the person who wrote this is trying to show how ants are everywhere and you can't get rid of them did you knew that there are over 1 billion ants in the world everywhere you go you can't get rid of them you can't escape them even if someone managed to get rid of them all there would be eggs so it's a never ending cycle*).

34

How does the structure of the poem “The Ants” help the reader understand the way the ants move? Use **two** details from the poem to support your response.

the ants are telling the reader what ants do and it showed the reader how they open ther eggs and how they fight

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt (*the ants are telling the reader what ants do and it showed the reader how they open ther eggs and how they fight*).

Possible Exemplary Response:

When reading the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” it is clear that the author and poet are both interested in ants by the ways they describe them. The descriptions that they each give are both similar and different. They are similar because they both talk about what ants do and how they protect themselves, even though the type of defense is different. The descriptions are also different because the author goes into detail about different facts and background information, while the poet gives shorter descriptions.

In “Excerpt from *Inside Anthills*” Henry Abbott describes ants as hard working, as they build large deep tunnels and caverns. The author describes how ants have two pairs of jaws that help them bite and carry bits of dirt out of the nest to create what he called “an organized network of tunnels and chambers.” This work to build a nest is about more than just making a home, it is also protection because deeper tunnels make hiding to stay safe easier. The author describes how ants will also protect themselves by attacking. “All ants can bite, and some can sting. Some ants even spray chemicals to fight their enemies.” In the same way, in “The Ants,” Joyce Sidman tells us how they move while working “they ebb and flow” and “They dig, they climb, they drag, they haul.” No matter what obstacles an ant comes across it will find a way to continue on. Which tells me that ants are always working and moving to get things done. Their self-defense was described by the poet as “They beat their legs against their chests, they snap their giant mandibles.” This shows how ants will show others that they are willing to fight if needed.

However, there are also differences in the descriptions that both writers give. In “Excerpt from *Inside Anthills*,” it tells us that animals like anteaters are a major predator of ants. “Anteaters use their sharp claws to tear apart nests. Then they use their long tongue to scoop up ants.” This is different from the poem “The Ants” because in the poem the animals described as attacking ants are other ants. It says, “precisely know, who’s friend, who’s foe.” Which tells me that the ants know who is from their colony and will attack to defend it from other ants “But when a gang attacks their nest? ... and drive them out with great success.” To me this means other colonies or gangs of ants are the ones attacking them and not other animals like anteaters and it shows how the author uses more specific details and descriptions than the poet.

All in all, both the author and the poet do a great job describing ants. “Excerpt from *Inside Anthills*” and “The Ants” both had details about how ants work and fight, but the types of details were also very different.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

35

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. Their descriptions are similar yet different. Keep reading to find out more!

The article "Excerpt from *Inside Anthills*" and the poem "The Ants" describe ants in similar ways. For example the poem "The Ants" describe ants as serious, smart, hardworking and strong creatures. The article "Excerpt from *Inside Anthills*" describes ants in a similar way, the author described ants as smart and strong. How do I know that you ask? Well in the article "Excerpt from *Inside Anthills*" it says Ants keep her queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach. This shows their smart. It also says Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants could even spray chemicals to fight their enemies which shows their strong. As for the poem, it says But when a gang attacks their nest? They beat their legs against their chest, they snap their giant mandibles, and drive them out with great success. This shows their strong. It also says At obstacles thrown in their path they laugh! (well, really, ants don't laugh: they just speed up their antlike flow and find a different way to go.) Which shows their smart and don't let obstacles stop them. They are described as serious by the poet because it says They dig, they climb, they drag, they haul, (they never seem to play at all). This is how the article "Excerpt from *Inside Anthills*" and the poem "The Ants," describe ants in a similar way.

But not only are they similar they can also be described differently in numerous ways. For example article "Excerpt from *Inside Anthills*" describe ants as some of nature's greatest builders. I know this because it says It takes a lot of skill to plan such an organized home. They build their home by biting and digging. Meanwhile in the poem "The Ants," the poet describes ants as more of a serious creature. This is because the poet says: They dig, they climb, they drag, they haul, (they never seem to play at all). This is how the descriptions of ants mentioned in both the poem and the passage are different. Now you know how the poet and author describe ants in similar and different ways.

GUIDE PAPER 1b

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article "Excerpt from Inside Anthills" and the poem "The Ants," both the author and the poet describe ants. Their descriptions are similar yet different. Keep reading to find out more*). The response demonstrates insightful comprehension and analysis of the texts (*For example the poem "The Ants" describe ants as serious, smart, hardworking and strong creatures. The article "Excerpt from Inside Anthills" describes ants in a similar way, the author described ants as smart and strong; This shows their smart, This shows their strong; shows their smart and dont let obstacles stop them; are described as serious; article "Excerpt from Inside Anthills" describe ants as some of natures's greatest builders; the poet describes ants as more of a serious creature*). The response develops the topic with relevant, well-chosen details from the texts [*keep her queen, her eggs, and their food supplies safe by building those chambers deeper than predators can reach; Ants protect their nest by attacking predators. All ants can bite, and some can sting. Some ants could even spray chemicals to fight their enemies; But when a gang attacks their nest? They beat their legs against their chest, the snap their giant mandibles, and drive them out with great success; At obstacles thrown in their path they laugh! (well, really, ants dont laugh: they just speed up their antlike flow and find a different way to go.); They dig, the climb, they drag, the haul, (they never seem is play at all); It takes a lot of skill to plan such an organized home. They build thier home by biting and digging*]. The response exhibits clear, purposeful organization (*The article "Excerpt from Inside Anthills" and the poem "The Ants" describe ants in similar ways; This is how the article "Excerpt from Inside Anthills" and the poem "The Ants," describe ants in a similar way; But not only are they similar they can also be described differently in numerous ways; This is how the descriptions of ants mentioned in both the poem and the passage are different; Now you know how*). The response links ideas using grade-appropriate words and phrases (*For example, How do i know that you ask? Well in, This shows their, Which shows their, This is how, I know this because it says*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*How do i know that you ask? Well, in numerous ways, more of a serious creature*). The response provides a concluding statement that follows clearly from the topic and information presented (*Now you know how the poet and author describe ants in similar and different ways*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*their smart, mandibles, sucess, dont, For example article, natures's, thier, the snap, punctuation, capitalization*).

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," they are similar, but also different. Both texts talk about how ants work to build anthills, but in the article it talks about the inside of the anthill, but the poem doesn't.

In the article "Excerpt from *Inside Anthills*", it talks about how ants work to build anthills. I know this because in the text it states "They build their home by biting and digging." In the poem it states "They dig, they climb, they drag, they

haul." This shows that both texts are similar.

Even though both texts are similar, they are different in a way too. In "Excerpt from Inside Anthills" it talks about the inside of the ant hills. I know this because in the text it states "The inside of an ant nest is an organized network of tunnels and chambers." But in "The Ants", it doesn't say a word about the inside of the anthills. I know this because in the text it states "Beneath the ground they ebb and flow, precisely know who's friend, who's foe."

In conclusion, this is how "Excerpt from Inside Anthills" and "The Ants" are similar and different

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article "Excerpt from Inside Anthills" and the poem "The Ants", they are similar, but also different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Both texts talk about how ants work to build anthills, but in the article it talks about the inside of the anthill, but the poem doesn't; In the article "Excerpt from Inside Anthills", it talks about how ants work to build anthills; shows that both texts are similar; In "Excerpt from Inside Anthills" it talks about the inside of the ant hills; in "The Ants" it doesn't say a word about the inside of the anthills*). The response develops the topic with relevant, well-chosen details from the texts (*"They build their home by biting and digging."*; *"They dig, they climb, they drag, they haul."*; *"The inside of an ant nest is an organized network of tunnels and chambers."*; *"Beneath the ground they ebb and flow, precisely know who's friend, who's foe*), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*In the article "Excerpt from Inside Anthills", it talks about how ants work to build anthills; In the poem it states; This shows that both texts are similar; Even though both texts are similar, they are different in a way too*). The response links ideas using grade-appropriate words and phrases (*In the article, I know this because in the text it states, In the poem it states, But in, In conclusion*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, this is how "Excerpt from Inside Anthills" and "The Ants are similar and different*). The response demonstrates grade-appropriate command of conventions, with few errors (punctuation).

GUIDE PAPER 3a

35

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article "Excerpt from Inside Anthills" and the poem "The Ants" Both have different things about ants and smaller facts about ants. They have smaller facts because "Excerpt from Inside Anthills" states "Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns." The poem "The Ants" States, "The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones" This shows that ants make their nests everywhere and ants are everywhere. Also "Excerpt from Inside Anthills" States "the outside of a nest can look like a hill of dirt. Many ant nests are under the ground." and "The Ants" states "beneath the ground they ebb and flow." that is why both "The Ants" and "Excerpt from Inside Anthills" are similar. They are also different, "The Ants" States, "But when a gang attacks their nest? They beat their legs against their chests." And "they snap their giant mandibles, and drive them out with great success." And "Excerpt from Inside Anthills" states, "The inside of an ant nest is an organized network of tunnels and chambers." and, "Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe." That is why both "Excerpt from Inside Anthills" and "The Ants" are similar and different.

GUIDE PAPER 3b

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the article “Excerpt from Inside Anthills” and the poem “The Ants” Both have different things about ants and smaller facts about ants*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*They have smaller facts; This shows that ants make their nests everywhere and ants are everywhere; that is why both “The Ants” and “Excerpt from Inside Anthills” are smaller; They are also different*). The response develops the topic with relevant, well-chosen details from the texts (*“Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns.”; “The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones”; “the outside of a nest can look like a hill of dirt. Many ant nests are under the ground.”; “beneath the ground they ebb and flow.”; “But when a gang attacks their nest? They beat their legs against their chests.”; “they snap their giant mandibles, and drive them out with great success.”; “The inside of an ant nest is an organized network of tunnels and chambers.”; “Ant nests give ants somewhere to live, store food, and grow their colony. They have one more important job—keeping ants safe.”*) and sustains the use of varied evidence. The response exhibits clear organization and links ideas using grade appropriate words and phrase (*They have smaller facts because; that is why both [...] are smaller; “Excerpt from Inside Anthills” states; The poem “The Ants” States; This shows that; Also; that is why; They are also different*). The response uses grade-appropriate language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*That is why both “Excerpt from Inside Anthills” and “The Ants” are smaller and different*). The response demonstrates grade-appropriate command of conventions, with few errors (*smaller, capitalization*).

GUIDE PAPER 4a

35

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from **both** the article and the poem to support your response

One thing the story "The ants" and the story "Excerpt from inside Anthills" are both similar is that they both talk about how they build a home. In the text "The ants" it says "They dig, they climb, they drag, they haul, they never seem to play at all" this detail shows that they dig, they climb, they drag, and they haul show how they build their home. In the story "Excerpt from inside Anthills" it says "Ants are some of nature's greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging."

One thing the story "The ants" and the story "Excerpt from inside Anthills" are both different is that the story "The ants" is a poem and the story "Excerpt from inside Anthills" is a story. In the text "The ants" it says "The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones." In the story "Excerpt from inside Anthills" it says "Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive. These are the similar and different of the story's "The ants" and the story "Excerpt from inside Anthills."

GUIDE PAPER 4b

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows generally from the task and purpose (*One thing the story “The ants” and the story “Excerpt from inside Anthills” are both similar is that they both talk about [...] One thing the story “The ants” and the story “Excerpt from inside Anthills” are both different is*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*they both talk about how they build a home; shows that they dig, they climb, they drag, and they haul show how they build their home; both different is that the story “The ants” is a poem and the story “Excerpt from inside Anthills” is a story*). The response develops the topic with relevant, well-chosen details from the texts (*“They dig, they climb, they drag, they haul, they never seem to play at all”; “Ants are some of nature’s greatest builders. It takes a lot of skill to plan such an organized home. They build their home by biting and digging.”; “The ants, the ants, on tips of plants, on sticks, on stones, on ice cream cones.”; “Ants are very social bugs. They live and work together in large colonies. Ant colonies are highly organized communities. Each ant helps the community survive*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization (*One thing the [...] are both similar is that and One thing the [...] are both different is that*). The response links ideas using grade-appropriate words and phrases (*In the text, it says, this detail shows that, In the story*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*These are the similar and different of the story’s “The ants” and the story “Excerpt from inside Anthills.”*). The response demonstrates grade-appropriate command of conventions, with few errors (*nature’s, organized, poem, work, communities, These are the similar and different, capitalization*).

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The authors and the poets descriptions of the ants are similar because they both talk about how busy and hardworking ants are. For example in The ants it says in paragraph 10. They dig, they climb, they drag, they haul,(they never seem to play at all). this shows that the ants work hard and very busy and in paragraph 4 of Exerpt from inside anthills it says. Many ant nests are under ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest has one job to do: to house the colony. This shows that both the texts talk about how hard working and busy ants are. The authors and the poets descriptions are diferent because the author thinks that ants work together as a team while the poet thinks ant are kind of like solo. For example in exerpt from inside anthills in paragraph 2 it says. The biggest ant colonies have millions of members. Ants have to build a home thats big enough for everyone. This shows ants work together and in The ants in paragraph 3 it says. And then, after the fight has quit they go back home to baby-sit.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows generally from the task and purpose (*The authors and the poets descriptions of the ants are similar because [...] The authors and the poets descriptions are diferent because*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*descriptions of the ants are similar because they both talk about how busy and hardworking ants are; this shows that the ants work hard and very busy; shows that both the texts talk about how hard working and busy ants are; descriptions are diferent because the author thinks that ants work together as a team while the poet thinks ant are kind of like solo; shows ants work together*). The response develops the topic with relevant, well-chosen details from the texts [*They dig, they climb, they drag, they haul, (they never seem to play at all); Many ant nests are under ground. Some kinds of ants build nests in trees. Ant nests can also be found under rocks and piles of leaves. Tiny ants can make nests inside acorns! No matter where it is, an ant nest haAs one job to do: to house the colony; The biggest ant colonies have millions of members. Ants have to build a home thats big enough for everyone; And then, after the fight has quit they go back home to babysit*], and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*The authors and the poets descriptions of the ants are similar because; This shows that both the texts talk about; The authors and the poets descriptions are diferent because*). The response links ideas using grade-appropriate words and phrases (*For example in [...] it says, this shows that*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*busy and hardworking, work together as a team, kind of like solo*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*authors and poets descriptions, and very busy, Exerpt, diferent, ant are kind of like, thats, punctuation, capitalization*).

GUIDE PAPER 6

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

In the article "expert from inside anthills" and the poem "the ants" they are both the same and they are both different. One way they are the same is they both explain how hard ants work. They are different because the poem mostly talks about the ants fighting but the article mostly talk about how the ants build. The text says from the poem, "They dig, they climb, they haul, (they never seem to play at all). The text says from the article "Ants are some of natures ants greatest builders." The text says from the poem, "But when a gang attacks thier nest? They beat their legs against their chest, they snap thier giant manibles, and drive them our with great success." The text says from the article "matter where it is, an ant nast has one job to do : to house the colony."

Score Credit 3 (out of 4 credits)

This response introduces a topic in a manner that follows from the task and purpose (*In the article “expert from inside anthills” and the poem “the ants” they are both the same and they are both different*). The response demonstrates literal comprehension of the texts (*they are the same is they both explain how hard ants work and They are different because the poem mostly talks about the ants fighting but the article mostly talk about how the ants build*). The response develops the topic with relevant details from the texts [*“They dig, they climb, they haul, (they never seem to play at all); “Ants are some of natures ants greatest builders.”; “But when a gang attacks thier nest? They beat their legs against their chest, they snap thier giant manibles, and drive them our with great success.”; “matter where it is, an ant nast has one job to do : to house the colony.”*], and sustains the use of relevant evidence. The response exhibits some attempt at organization (*One way they are the same; They are different because; from the poem; from the article*). The response links ideas using grade-appropriate words and phrases (*One way they are, because the poem mostly talks about [...] but the article mostly talk about, The text says from the poem, The text says from the article*). The response uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*mostly talk about, some of natures ants, thier, manibles, drive them our, nast, capitalization*).

GUIDE PAPER 7

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

I personally Think the two authors are going to have some completley diffrent answers because of perspective. The author’s and the poet’s descriptions of the ants are similar.By talking about how they dig there anthills/nests.The author’s and the poet’s descriptions of the ants are different because in the poem it says they dont play and in the article it says Ants are very social.(which means working playing or communicating.)In conclusion Ants can be simaliar or be diffrent Because Henry Abbot and Joyce Sidman both have two extremely diffrent perspective of ants in my opinion.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*I personally Think the two authors are going to have some completley diffrent answers because of perspective*). The response demonstrates a literal comprehension of the texts [*descriptions of the ants are similar.By talking about how they dig there anthills/nests and descriptions of the ants are different because [...]* (*which means working playing or communicating.*)]. The response partially develops the topic of the essay with the use of some textual evidence (*how they dig there anthills/nests; they dont play; Ants are very social*). The response exhibits some attempt at organization (*The author’s and the poet’s descriptions of the ants are similar.By talking about; The author’s and the poet’s descriptions of the ants are different because; In conclusion Ants can be simaliar or be diffrent Because*). The response inconsistently links ideas using words and phrases (*because of, because in, in the poem it says, in the article it says*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*perspective, extremely*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion Ants can be simaliar or be diffrent Because Henry Abbot and Joyce Sidman both have two extremely diffrent perspective of ants in my opinion*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*personaly, completley, diffrent, there anthills, dont, simaliar, punctuation, capitalization*).

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

In the article excerpt from "Inside Anthills" and the poem "The Ants" both are similar because they both talk about ants. In the first poem it talks about going under ground. In the article it says you may hear people call them anthills that because the outside of a nest can look like a hill of dirt, the dirt comes from all the digging ant must do to build their nest.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*In the article excerpt from Inside Anthills” and the poem the Ants*). The response demonstrates a literal comprehension of the texts (*both are similar because they both talks about ant’s*). The response partially develops the topic of the essay with the use of some textual evidence (*ant going under ground and you may hear people call them anthills that because the outsid of anest can look like a hill of dirt. The dirt comes from all the digging ant must do to build their nest*). The response exhibits some attempt at organization (*both are similar because*). The response inconsistently links ideas using words and phrases (*In the first poem, In the article It says*). The response inconsistently uses appropriate language and domain-specific vocabulary (*the first poem*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*about ant’s, It talk ant, that because, outsid, ant must do, punctuation, capitalization*).

GUIDE PAPER 9

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

i get the poem and the ant passege kinda the same becuase both about ant and they wirk realy hard. they are differnt becuase its like the reading was about how they make the ant hills but the poem was how hard they work on it. i like the poem better then the reading becuase the poem was so smooth and nice. the reading was good and fun to read but the poem was better.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*i get the poem and the ant passege kinda the same becuase both about [...] they are differnt becuase*). The response demonstrates a literal comprehension of the texts (*both about ant and they wirk realy hard and are differnt becuase its like the reading was about how they make the ant hills but the poem was how hard they work on it*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*how they make the ant hills and how hard they work on it*). The response exhibits some attempt at organization with inconsistent linking words and phrases (*the same becuase both about; differnt becuase its; but the poem was*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response provides a concluding statement that is illogical or unrelated to the topic and information presented (*i like the poem better then the reading becuase the poem was so smooth and nice. the reading was good and fun to read but the poem was better*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*passege, kinda, becuase, wirk, realy, differnt, its like, better then the, capitalization*).

GUIDE PAPER 10

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The Ants and Excerpt from Inside Anthills are simaler becuae they dig holesas to make their nest. The Ants and Excerpt from Inside Anthills are diferent becuas The Ants They dig, they climb, they drag, they haul,(they never seem to play at all).

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The Ants and Excerpt from Inside Anthills are simaler becuae [...] Ants and Excerpt from Inside Anthills are diferent becuas*). The response demonstrates little understanding of the texts (*are simaler becuae they dig holesas to make their nest*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence [*They dig, they climb, they drag, they haul,(they never seem to play at all)*]. The response exhibits little attempt at organization with inconsistent linking words and phrases (*are simaler becuae and are diferent becuas*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*simaler, becuae, holesas, diferent, capitalization*).

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

The author's and the poet's of the ants are similar because they both talk about ants. The author's and the poet's of the ants are different because the poet's ryhum and the author's does'nt rhyum.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose (*The author’s and the poet’s of the ants are similar because [...] The author’s and the poet’s of the ants are different because*). The response demonstrates a literal comprehension of the texts (*are similar because they both talk about ants and are different because the poet’s ryhum and the author’s does’nt rhyum*). The response provides no evidence. The response exhibits little attempt at organization and lacks the use of linking words and phrases (*are similar because, are different because*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*author’s, poet’s, ryhum, does’nt*).

GUIDE PAPER 12a

35

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

and the poem the Ants
both the author and the
poet describe ants How
ever their descriptions
Tiny ants comes from all
the digging.

GUIDE PAPER 12b

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*and the Poem the Ants both the author and the Poet describe ants How ere their descriPtions*). The response demonstrates little understanding of the texts (*Tiny ants comes from all the digging*). The response provides no evidence. The response exhibits no evidence of organization. The response exhibits no use of linking words and phrases. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*and the Poem, ere, descriPtions, ants comes from, capitalization, punctuation*).

GUIDE PAPER 13

35

In the article “Excerpt from *Inside Anthills*” and the poem “The Ants,” both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- explain how the author’s and the poet’s descriptions of the ants are similar
- explain how the author’s and the poet’s descriptions of the ants are different
- use details from **both** the article and the poem to support your response

They can be similar because they probably both have the same number of legs or even like they both are small and like ants can probably do better things than other things can do. Ants can go into little holes and make a lot of ant homes so ants can do a lot more things. I did not want to name a lot more other details but ants can do a lot more things. The one thing I like about ants is that they do not bite and I love picking them up because they are just so cute and like ants are like the only animals that do not bite people.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*They can be similar because they probably both have the same number of legs or even like they both are small and like ants can probably do better things than other things can do. Ants can go into little holes and make a lot of ant homes so ants can do a lot more things. I did not want to name a lot more other details but ants can do a lot more things. The one thing I like about ants is that they do not bite and I love picking them up because they are just so cute and like ants are like the only animals that do not bite people*).

In the article "Excerpt from *Inside Anthills*" and the poem "The Ants," both the author and the poet describe ants. How are their descriptions of the ants similar? How are their descriptions of the ants different? Use details from both the article and the poem to support your response. [4]

In your response, be sure to

- explain how the author's and the poet's descriptions of the ants are similar
- explain how the author's and the poet's descriptions of the ants are different
- use details from both the article and the poem to support your response

they snap their giant mandibles and bite
while they eat with great success.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task (*they Snap their giant mandibles and drive them out with great success*).



Grade 4
English Language Arts Writing

Scoring Leader Materials
2024 Training Set