



***New York State
Testing Program***

2026

**English Language Arts Test
Writing**

Grade 3

Scoring Leader Materials

Training Set



Note to Scorers

You may notice that some questions in these scoring materials appear with a bracketed credit value showing the respective number of credits. This is due to a style change that was recently field tested; therefore, not all items will have the bracketed credit value. An example of what the bracketed credit value looks like is provided below for your reference.

Example: Stem of the question. [2]

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Excerpt from “Kids on the High Seas” by Dave and Jaja Martin, *Click*, March 1, 2009. Copyright © 2009 by Cricket Media. Used with permission of Cricket Media, Inc. via Copyright Clearance Center. Photo of sailboat, courtesy of Shutterstock/Podvysotskiy Roman/28245094.

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).

Excerpt from *Vote for Our Zoo*

by Lori Mortensen

1 Jamie ran through the zoo gate with her friend Sam. “I love the zoo!” she cried. . . .

2 But then Jamie saw a poster. “Oh, no, Sam,” she said. “This field trip to the zoo might be our last!”

3 “What do you mean?” asked Sam.

4 Jamie read, “Save our zoo! Vote ‘yes’ on November 4!” She shook her head. “The city is having a special vote to raise money for the zoo. If people vote ‘no,’ there won’t be a city zoo anymore.”

5 “We can’t let that happen,” Sam said. “How much money does the zoo need? Maybe we could have a bake sale.”

6 Jamie sighed. “The poster says the zoo needs four million dollars.”

7 “Wow!” said Sam. “We’d have to sell a lot of cookies to make that much money.”

8 “The poster says the zoo’s cages are too small. And they’re falling apart,” Jamie said. “The zoo needs money to rebuild. Without money, the zoo will have to close.”

9 Jamie looked around. If she were an animal, she’d want to live in a newer place ten times bigger. “I’d vote for a new zoo,” she said, “if I could vote.”

10 “Me, too,” said Sam. “I wish we were older.”

11 Then Jamie had an idea. “Maybe we don’t need to vote,” she said.

12 “What do you mean?” asked Sam.

13 “Instead of voting, we’ll campaign,” Jamie said. “We’ll get everyone in town who can vote to vote for the zoo.”

campaign = ask people to vote for something

14 “Great idea,” said Sam. “But how will we do that?”

15 “Remember when the new principal came?” asked Jamie.

16 “Sure,” said Sam. “We tied tons of ribbons on the school’s fence.”

17 “This time we’ll spell out ‘Save Our Zoo!’ with ribbons,” said Jamie.

18 “We could make posters, too,” said Sam. “I’m great at making posters.” . . .

19 The next day, Jamie’s class tied green ribbons to the playground fence. The ribbons spelled out “Save Our Zoo!” . . .

20 By the end of the week, Jamie and her class had dozens of posters and fliers. They put them in stores and in their front yards.

21 “Do you think it will work?” asked Sam.

22 “I hope so,” said Jamie. “We have to save the zoo.”

23 That night, Jamie and her family went to a special town meeting. The city council held the meeting so people could talk about the vote. Jamie hoped everyone wanted to save the zoo like she did.

city council = group of people who are chosen to make decisions for the city

24 But some people had other ideas.

25 “We have a set amount of money,” said Mr. Li. “I think the city should use the money to make the library bigger.”

26 “We should build a new fire station,” said Mrs. Bradley.

27 “We need a new soccer field,” said Mrs. Lopez.

28 Jamie realized there were many ways to spend four million dollars. People needed fire stations, libraries, and soccer fields, too.

29 On voting day, Jamie worried. She watched people going in and out of the school library to vote. Her school was one of many polling sites in the city. Every neighborhood had its own polling site. . . .

polling sites = places where people vote

30 The next morning, Jamie raced outside to get the newspaper. . . .

31 Jamie’s heart sank. The zoo had lost. She wished her class could have campaigned longer. What would happen to the animals now?

32 “I’m sorry, Jamie,” said her mother. “But look! After the zoo closes, all of the animals will go to the Heritage Wildlife Preserve. The animals will have lots of space there. And it’s only a few hours away.”

wildlife preserve = area of land where animals are protected

33 “The zoo lost the vote,” said Jamie, “but I guess the animals won.”

EXEMPLARY RESPONSE

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use two details from the story to support your response.

Possible Exemplary Response:

Jamie's actions in "Excerpt from *Vote for Our Zoo*" support the idea that it is important to stand up for what you believe, because when she finds out the zoo might close forever, she does everything she can think of to raise support for the zoo that she loves. Jamie and her friends start campaigning. The story says "Jamie's class tied green ribbons to the playground fence. The ribbons spelled out 'Save Our Zoo!'" It also says, "By the end of the week, Jamie and her class had dozens of posters and fliers." This shows some of the ideas that they came up with, and the actions they took to try and get the adults to vote in favor of the zoo's funding.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use two details from the story to support your response.

Jamie's actions support the idea of people thinking that it is important to stand up for what you believe in because Jamie believes that helping the zoo is the right thing to do because where else could the animals go to be fed, taken care of, and to stay strong? So, Jamie believes that standing up for that belief is important. The passage says, "Then Jamie had an idea. 'Maybe we don't need to vote,' she said." This shows Jamie is finding ideas to help the zoo even if she's not old enough to vote. She wants to help the zoo and to stand up to her belief! Another quote from the text is, " 'I hope so,' said Jamie. 'We have to save the zoo.' " Jamie really is standing up for her beliefs!!

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

- *Jamie is finding ideas to help the zoo even if she's not old enough to vote*

The response provides evidence of analysis.

- *Jamie believes that helping the zoo is the right thing to do because where else could the animals go to be fed, taken care of, and to stay strong*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Then Jamie had an idea. 'Maybe we don't need to vote,' she said."*
- *" 'I hope so,' said Jamie. 'We have to save the zoo.' "*

This response includes complete sentences where errors do not impact readability.

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use **two** details from the story to support your response.

one way they stand up for the zoo is in the story it says "The poster says the zoo needs four million dollars. we'd have to sell a lot of cookies to make that much money." Another example is in the text it also says "This time we'll spell out save our zoo with ribbons." this shows how Jamie is standing up for the zoo.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

- *shows how Jamie is standing up for the zoo*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *"The poster says the zoo needs four million dollars. We'd have to sell a lot of cookies to make that much money."*
- *"This time we'll spell out save our zoo with ribbons."*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use two details from the story to support your response.

Jamies actions support this idea because she sows that even if yore little you can still make a diffrents. First, she made a diffrens by hanging up posters. Next, she handd ribins up to get people to vote yes.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

- *she sows that even if yore little you can still make a diffrents*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *by hanging up posters*
- *she handd ribins up to get people to vote yes*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use **two** details from the story to support your response.

Jamie's actions support the idea by tying ribbons to the school fence. Another way is Jamie got lots of friends to help. She also made posters and fliers.

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.

- *by tying ribbons to the school fence*
- *Jamie got lots of friends to help*
- *made posters and fliers*

The response does not provide a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

This response includes complete sentences where errors do not impact readability.

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use **two** details from the story to support your response.

Jamie stands up for what she believes because in paragraph 6 it said The poster says the zoo needs four million dollars so she try to save the zoo for example in paragraphs 17 and 18 they even try to make ribbons and posters that how much they stand up for the zoo.

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.

- *The poster says the zoo needs four million dollars so she try to save the zoo*
- *they even try to make ribbons and posters*

The response does not provide a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use **two** details from the story to support your response.

Jamie's actions support this idea by saying on paragraph 13 Instead of voting we'll do a campaign Jamie said. We'll get everyone in

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support.

- *Instead of voting we'll do a campaign Jamie said. We'll get everyone in*

The response does not provide a valid inference from the text to explain how Jamie's actions support the idea that it is important to stand up for what you believe.

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use **two** details from the story to support your response.

"We can't let that happen." P.5 "The zoo lost but the animals won." P.33.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *"We can't let that happen." P.5 "The zoo lost but the animals won." P.33*

25

Many people think that it is important to stand up for what you believe. How do Jamie's actions support this idea? Include your claim and use two details from the story to support your response.

Jamie hates the zoo but sam does then jamie saw a poster said this field trip to the zoo might be our last they where shok about it so they said save our zoo vote yes on November 4.so then they did it.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *Jamie hates the zoo but sam does then jamie saw a poster said this field trip to the zoo might be our last they where shok about it so they said save our zoo vote yes on November 4.so then they did it*

Kids on the High Seas

by Dave and Jaja Martin



- 1 Chris, Holly, and Teiga live on a sailboat. With their mom and dad, they sail all over the world. You can't have a much better view of the ocean than that. It's kind of like having the ocean for your backyard.
- 2 One summer they sail from the United States all the way across the ocean to a country called Iceland. The voyage lasts 23 days.
- 3 That's a long time to spend on a small boat at sea, but everything the children need is on board. They have food, water, clothes, and toys. They don't have a television, but they have fun coloring, playing with Legos, reading books, and listening to music.

4 Sometimes it storms. When the boat dances wildly in the big waves, simple tasks such as putting on clothes, eating, brushing your teeth, or going to the bathroom become hard work. The bathroom on the boat, called the “head,” has handles mounted on the walls for hanging on to.

5 During mealtimes in a storm, Chris, Holly, and Teiga wedge themselves onto a bunk. That’s a bed built into a wall. A chair would just slide around. Mom hands them bowls of food and they eat slowly. When they are finished, Mom takes the bowls away and hands them cups of juice. It’s too bumpy to hold a bowl and a cup at the same time.

6 The best part of a storm is when it’s over. During bad weather, Dad keeps watch outside up on deck and the children have to stay inside the cabin. When the sea smooths again, they are allowed to go on deck and play.

7 At first glance, the middle of the ocean seems empty. All you see are water and sky. But if you look hard, you’ll notice a lot. Even far away from land, birds skim the water searching for food. Dolphins swim in crisscross paths under the front of the boat, called the bow. If you are lucky, you might glimpse a huge whale gliding across the water’s surface. And sooner or later, you spot land.

8 On the twenty-third day at sea, the children spy the barren hills of Iceland. As the boat sails nearer to land, they begin to see lighthouses and buoys, then buses, cars, and people walking! As soon as the boat is tied up in the harbor, the family ventures into the heart of Reykjavik, Iceland’s capital city. After the long ocean voyage, the noise and commotion of the busy streets are bewildering. Everyone on land seems in such a hurry!

bewildering = confusing

9 Exploring Iceland will be fun, but Chris, Holly, and Teiga can’t wait to set sail again. Exploring the ocean is their family’s favorite thing to do.

EXEMPLARY RESPONSE

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

Possible Exemplary Response:

Paragraphs 2 and 8 from “Kids on the High Seas,” connect because they show us both ends of the journey. Paragraph 2 says, “One summer they sail from the United States all the way across the ocean to a country called Iceland.” This is where the family started their trip. And in paragraph 8 it says, “As soon as the boat is tied up in the harbor, the family ventures into the heart of Reykjavik, Iceland’s capital city.” This shows the end of the trip as the family arrives in Iceland, 23 days after their trip began in the U.S.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

The ideas in paragraph 2 and 8 are connected because they talk about iceland and how long it took to get there. According to the text, in paragraph 2 it says "they sail from the United States all the way across the ocean to a country called Iceland." Also, in paragraph 8 it says " the children spy the barren hills of Iceland." Finally, both of the paragraphs talk about going to hhow long it takes, "The voyage lasts 23 days." in paragraph 2 and "On the twenty-third day at sea, the children spy the barren hills of Iceland." in paragraph 8. That is how paragraph 2 and 8 are connected.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

- *they talk about iceland*
- *how long it took to get there*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“they sail from the United States all the way across the ocean to a country called Iceland.”*
- *“ the children spy the barren hills of Iceland.”*
- *“The voyage lasts 23 days.”*
- *“On the twenty-third day at sea, the children spy the barren hills of Iceland.”*

This response includes complete sentences where errors do not impact readability.

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

In ""Kids on the high seas," paragraph 2 and 8 connect because paragraph 2 is like the start of the adventure and paragraph 8 is like the end of the adventure. In the text it said ""One summer they sail from the United states all the way across the the ocean to a country called Iceland". The author stated ""On the twenty third day at sea the children spy the barren hills of Iceland as the boat sail nearer to land they begin to see lighthouses and buoys then buses ,car. This is how paragraph 2 and 8 connect.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

- *paragraph 2 is like the start of the adventure and paragraph 8 is like the end of the adventure*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *““One summer they sail from the United states all the way across the the ocean to a country called Iceland”*
- *““On the twenty third day at sea the children spy the barren hills of Iceland as the boat sail nearer to land they begin to see lighthouses and buoys then buses ,car*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

paragraphs 2 and 8 there both talking about ice land the first key detail is the united states all the way a across the ocean leads them to ice land the 2 key detail is ice lands voyage last 23 days

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

- *there both talking about ice land*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *the united states all the way a across the ocean leads them to ice land*
- *ice lands voyage last 23 days*

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

They are connected because, they both talk about sailing to different locations. For example, paragraph 2 talks about going to iceland, Also, paragraph 8 talks about them going to the heart Reykjaik iceland capital city

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.

- *paragraph 2 talks about going to iceland*
- *them going to the heart Reykjaik iceland capital city*

The response does not provide a valid inference from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

This response includes complete sentences where errors do not impact readability.

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use two details from the passage to support your response.

In paragraph 2 it states "One summer they sail from the United states all the way to a country called Iceland. The voyage lasts 23 days." Paragraph 8 it states "On the twenty-third day at sea, the children spy the barren hills of Iceland. As the boat sails nearer to land, they begin to see lighthouses and buoys, then buses, cars, and people walking!"

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.

- *“One summer they sail from the United states all the way to a country called Iceland. The voyage lasts 23 days.”*
- *“On the twenty-third day at sea, the children spy the barren hills of Iceland. As the boat sails nearer to land, they begin to see lighthouses and buoys, then buses, cars, and people walking!”*

The response does not provide a valid inference from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

32 In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

The ideas in paragraphs 2 and 8 are connected because on the twenty third day at sea, the children spy the barren hills of Iceland.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support.

- *on the twenty third day at sea, the children spy the barren hills of Iceland*

The response does not provide a valid inference from the text to explain how the ideas in paragraphs 2 and 8 are connected in “Kids on the High Seas.”

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

they have one summer every year because its a geuration 23 days in iceland and chris holly and teiga live on a sailboat with their mom and dad they

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *they have one summer every year because its a geuration 23 days in iceland and chris holly and teiga live on a sailboat with their mom and dad they*

32

In “Kids on the High Seas,” how are the ideas in paragraphs 2 and 8 connected? Include your claim and use **two** details from the passage to support your response.

Paragraphs 8 and 2 were connected because in paragraph 8 the kids were on the boat they were a little bored in their cottage. In paragraph 2 they were so happy when they got to the island. This shows why paragraphs 2 and 8 are connected.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *Paragraphs 8 and 2 were connected because in paragraph 8 the kids were on the boat they were a little bored in their cottage. In paragraph 2 they were so happy when they got to the island. This shows why paragraphs 2 and 8 are connected*

EXEMPLARY RESPONSE

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

Possible Exemplary Response:

In paragraph 3 of “Kids on the High Seas,” the authors claim that there are many different things to do on the boat to pass time, because they have nearly everything you could want. It says, “They don’t have a television, but they do have fun coloring, playing with Legos, reading books and listening to music.” Additionally, “When the sea is smooth, they are allowed to go on deck and play.” While they play on deck they can watch birds, dolphins, and whales, which sounds like a fun way to pass time.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

In “Kids on the High Seas,” the claim the authors make in paragraph 3 is that just because you are on a small boat with no television doesn't mean you can't have fun. The author wrote in paragraph 3, “They don't have a television, but they have fun coloring, playing with Legos, reading books, and listening to music.” This means that you don't have to have fun by watching t.v. you can have fun in other ways like playing with toys. The author also wrote in paragraph 6, “When the sea smooths again, they are allowed to go on deck and play.” This means that they have rough sea's so when they do have them when it's over they are allowed to play again with their legos and coloring books.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

- *just because you are on a small boat with no television doesn't mean you can't have fun*

The response provides evidence of analysis.

- *you don't have to have fun by watching t.v. you can have fun in other ways like playing with toys*
- *they have rough sea's so when they do have them when it's over they are allowed to play again*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *“They don't have a television, but they have fun coloring, playing with Legos, reading books, and listening to music.”*
- *“When the sea smooths again, they are allowed to go on deck and play.”*
- *with their legos and coloring books*

This response includes complete sentences where errors do not impact readability.

33 In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

The claim in paragraph 3 is that when they sail it's fun, because they say, they have fun coloring, playing with Legos, reading books, and listening to music, they also say, they are allowed to go on deck and PLAY. So that's how i know the claim in paragraph 3 is that when they they sail it's fun.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

- *when they sail it's fun*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *they have fun coloring, playing with Legos, reading books, and listening to music*
- *they are allowed to go on deck and PLAY*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

The authors claim is that they have stuff to survive. For an example They have food water. For another example They have cloths.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

- *they have stuff to survive*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *They have food water*
- *They have cloths*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

The claim in paragraph 3 is 23 days on a small boat is long. the text says that's a long time on a small boat. the text also says mom hands them bowls of food they eat slowly.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

- *23 days on a small boat is long*

The response only provides one concrete detail from the text for support.

- *that's a long time on a small boat*

This response includes complete sentences where errors do not impact readability.

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

The auther tell that when you are not yet on the boat you need to get the stuff that you need before you are on the boat One details is that"they have food,water,clothes and toys.Another details is that"they have fun coloring,playing with legos,reading

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 have food,water,clothes and toys*
- *“they have fun coloring,playing with legos,reading*

The response does not provide a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

they have toys and books.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support.

- *they have toys and books*

The response does not provide a valid inference from the text to explain what claim the authors make in paragraph 3 of “Kids on the High Seas.”

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

The authors made so children can seyou dont need games tv ipads phones. So he want kids to not be staring at the screen like zombies.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *The authors made so children can seyou dont need games tv ipads phones. So he want kids to not be staring at the screen like zombies*

33

In “Kids on the High Seas,” what claim do the authors make in paragraph 3? Include your claim and use **two** details from the passage to support your response.

my first detail is at first glance the middle of the ocean seems empty. all you are water amd sky. but if you look hard youll notice a lot. my second detail is the best part of a storm is when its over. during bad weather, dad keeps watch outside up on deck and the children have to stay inside the cadin.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *my first detail is at first glance the middle of the ocean seems empty. all you are water amd sky. but if you look hard youll notice a lot. my second detail is the best part of a storm is when its over. during bad weather, dad keeps watch outside up on deck and the children have to stay inside the cadin*

EXEMPLARY RESPONSE

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

Possible Exemplary Response:

A central idea of the passage “Kids on the High Seas” is about everything that the family does while living on a boat and sailing across the ocean. They may not have everything, but they still have fun things to do. The passage says, “They don’t have a television, but they have fun coloring, playing with Legos, reading books, and listening to music.” It also says, “During mealtimes in a storm, Chris, Holly, and Teiga wedge themselves onto a bunk.” Which shows what they must do during storms at sea just to eat.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use two details from the passage to support your response.

the central idea of the passage is to tell you about the life of this family of 5 and how its like to live on a boat and sail the seas. According to the text, " Chris, Holly, and Teiga live on a sailboat. with their mom and dad," The text also states, "its kind of like having the ocean for your backyard."

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the text to explain a central idea of the passage “Kids on the High Seas.”

- *to tell you about the life of this family of 5*
- *how its like to live on a boat and sail the sea*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“ Chris, Holly, and Teiga live on a sailboat. with their mom and dad,”*
- *“its kind of like having the ocean for your backyard.”*

This response includes complete sentences where errors do not impact readability.

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use two details from the passage to support your response.

The central idea of the passage "kids on the High Seas" was all about how the kids do stuff when it is stormy because it says in paragraph 5 it says "Mom hands them bowls of food and they eat slowly." and in paragraph 6 it says "The best part of a storm is when it's over. During bad weather, Dad keeps watch outside up on deck and the children have to stay inside the cabin."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of the passage “Kids on the High Seas.”

- *all about how the kids do stuff when it is stormy*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“Mom hands them bowls of food and they eat slowly.”*
- *“The best part of a storm is when it’s over. During bad weather, Dad keeps watch outside up on deck and the children have to stay inside the cabin.”*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

in my opinion the central idea is you can have fun in a long trip in the ocean first for example they can play with legos also they can see dolphins and whales.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of the passage “Kids on the High Seas.”

- *you can have fun in a long trip in the ocean*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *they can play with legos*
- *they can see dolphins and whales*

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

the central idea is that being on a boat can be fun and you can get yoost to it .beacuse in the text it said that chris holly and teiga cant wait to set sail agian also that they have a lot of stuff they can do .

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of the passage “Kids on the High Seas.”

- *being on a boat can be fun and you can get yoost to it*

The response only provides one concrete detail from the text for support.

- *chris holly and teiga cant wait to set sail again*

This response includes complete sentences where errors do not impact readability.

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

The central idea of the passage is be careful on a boat when it storms. My first detail is i think the author is trying to tell me about a famliy on a boat going across the cunotri and i liked the story because i never you could live on a sailboat for 23 days. My second detail is living on a sailboat must be fun because you get to see the buttiful ocean in the moring.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea of the passage “Kids on the High Seas.”

- *be careful on a boat when it storms*

The response does not provide two relevant details from the text for support.

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

one summer they sail from the united states all the way across the ocean to a country called iceland

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support.

- *one summer they sail from the united states all the way across the ocean to a country called iceland*

The response does not provide a valid inference from the text to explain a central idea of the passage “Kids on the High Seas.”

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use two details from the passage to support your response.

The central passage is to intrest the readers to want to go sailing one day. sailing is cool.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *The central passage is to intrest the readers to want to go sailing one day. sailing is cool*

34

What is a central idea of the passage “Kids on the High Seas”? Include your claim and use **two** details from the passage to support your response.

the sentral idea is kids or high saes.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the sentral idea is kids or high saes*



Grade 3
English Language Arts Writing

Scoring Leader Materials
2026 Training Set