



***New York State
Testing Program***

**2026
English Language Arts Test
Writing**

Grade 4

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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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 “Riding the First Balloons”

by David L. Bristow

1 In 1783, if you wanted to go somewhere, you could walk, ride a horse, or sail in a ship. Flying was out of the question. No one had ever sailed into the sky, and there was no reason to think that anyone ever would. . . .

Hot Air Power

2 Ballooning started with Joseph Montgolfier, who was not the sort of person you’d expect to be an inventor. He didn’t like school and ran away from home as a teenager. As a grownup, he failed in business. He was very unlike his younger brother, Étienne, who was responsible and successful. But when Joseph started reading on his own, he discovered that he loved science and experiments. A lot of good science starts with simply paying attention and thinking about what you’ve seen. Joseph made a common observation and then did something amazing with it.

3 Joseph noticed that hot air rises. Everyone knew that. He also noticed that rising hot air can carry solid objects with it. If you’ve ever watched bits of ash rising with the smoke from a fire, you’ve seen it too.

4 He wondered, what if I filled a cloth bag with hot air? Would the rising air lift the bag? Only one way to find out!

5 Sure enough, bags filled with hot air rose up. Soon, Joseph and Étienne were making larger and larger cloth bags, which they called *ballons*, the French word for ball. They held public demonstrations, filling the balloons over a fire pit and letting them go. The balloons went up and then came down as the air inside cooled off. . . .

Up, Up, and Away

6 Joseph and Étienne wanted to send people up in a balloon, but they didn't want to go themselves. They may have thought it was dangerous. And the king of France wouldn't allow it until one more experiment was made.

7 So the first to fly in a balloon were not its inventors, but a sheep, a rooster, and a duck. They went up together in a wicker cage. Would there be enough air to breathe so high up? Would the balloon come down too fast?

8 Tens of thousands of people watched the animals ascend. The animals flew high and landed without harm 2 miles (3 km) away, but the king was still reluctant. . . .

ascend = rise

reluctant = unsure

9 Jean-François Pilâtre de Rozier was an energetic man. He ran a science museum and invented an early type of gas mask to protect workers in sewers. When he heard about balloons, he wanted to be part of the experiments. He wanted to be the first person to fly! But who was he to talk to a king? He needed help from a nobleman. So he offered the Marquis d'Arlandes a deal: Convince the king to let me fly, and you can come along too. The plan worked. And so, before an enormous crowd just outside of Paris, the two men climbed aboard a tall and beautifully decorated balloon.

nobleman = important person

10 Unlike the Montgolfiers' early balloons, this one would carry its own fire. It had a doughnut-shaped basket to carry the passengers. In the center was a fire basket where they would throw bundles of straw. By tending the fire, they could control whether they went up or down—though they had no way to steer, so they would go in whatever direction the wind took them. . . .

11 The crowd stood still and silent as the great balloon rose slowly into the air. D'Arlandes leaned out, staring down at the crowd as they stared up at him. Behind him, Rozier was busy tending the fire. . . .

12 D'Arlandes threw some straw on the fire, but he couldn't stop looking down at all the places he knew, seeing them as a bird would.

13 Then something made a loud pop, then another. It sounded like ropes breaking. D'Arlandes saw a place where the balloon's fabric was burning.

14 "We must descend!" he cried.

descend = come down

15 But now they were over Paris itself. With all the buildings and chimneys, landing in the city would be dangerous.

16 To fight the fires, the men had only a bucket of water and one sponge apiece, but it was enough. As they rushed to put the sparks out, the balloon sank to rooftop level. Quickly, they stoked the main fire and rose out of danger. They landed safely in the country 25 minutes later, 5 miles (8 km) from their starting point. So ended the first human flight.

stoked = made stronger

Balloon Firsts	
June 5, 1783	The Montgolfier brothers launch the first hot-air balloon
August 27, 1783	Professor Jacques Charles launches the first hydrogen balloon
November 21, 1783	Rozier and d'Arlandes are the first humans on a hot-air balloon
March 2, 1784	First time humans take flight in hydrogen balloon
1793	First balloon flight in the United States

EXEMPLARY RESPONSE

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

Possible Exemplary Response:

A central idea of the section “Hot Air Power” is about how Joseph Montgolfier came up with the idea to create a hot air balloon. The article says “Joseph noticed that hot air rises... He also noticed that rising hot air can carry solid objects with it.” This is where he got the idea to see what he could make fly. It says, “Sure enough, bags filled with hot air rose up... The balloons went up and then came down as the air inside cooled off.” This is like hot air balloons of today.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

The central idea of "Hot Air Power" is how Joseph Montigolfier came up with the idea and tried to build a hot air balloon. The text says, "What if I filled a cloth bag with hot air? Would the rising air lift the bag?" This detail is saying how he came up with the idea. The text also says, "They held public demonstrations, filling the balloons over a fire pit and letting them go." This details is saying the result of his idea.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea from the section “Hot Air Power.”

- *how Joseph Montigolfier came up with the idea and tried to build a hot air balloon*

The response provides evidence of analysis.

- *This detail is saying how he came up with the idea*
- *This details is saying the result of his idea*

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

- *“What if I filled a cloth bag with hot air? Would the rising air lift the bag?”*
- *“They held public demonstrations, filling the balloons over a fire pit and letting them go.”*

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

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

the central idea of the section “Hot Air Power” is about Joseph Montgolfier and his life.

One detail is that it says He didn’t like school and ran away from home as a teenager. As a grownup, he failed in business. He was very unlike his younger brother, Étienne, who was responsible and successful.

Another detail is that it says But when Joseph started reading on his own, he discovered that he loved science and experiments. A lot of good science starts with simply paying attention and thinking about what you’ve seen.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea from the section “Hot Air Power.”

- *about Joseph Montgolfier and his life*

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

- *He didn’t like school and ran away from home as a teenager. As a grownup, he failed in business. He was very unlike his younger brother, Étienne, who was responsible and successful*
- *But when Joseph started reading on his own, he discovered that he loved science and experiments. A lot of good science starts with simply paying attention and thinking about what you’ve seen*

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

GUIDE PAPER 3

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

The cntral idea is aout how they make the ir baloons one detail is that he wonderd "what if i filled a cloth with hot air? another detail is sure enough the ags flew up.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea from the section “Hot Air Power.”

- *aout how they make the ir baloons*

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

- *he wonderd “what if i filled a cloth with hot air*
- *sure enough the ags flew up*

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

GUIDE PAPER 4

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

A central idea of Hot Air Power is how the hot air balloon was made because paragraph 2 states "Ballooning Started with Joseph Montgolfer" it also states "who was not the person you'd expect to be an inventor"

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain a central idea from the section “Hot Air Power.”

- *how the hot air balloon was made*

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

- *“Ballooning Started with Joseph Montgolfer”*

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

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

A central idea of the section Hot Air Power is that hot air rises. One detail is that the text says sure enough, bags filled with hot air rose up. Another detail is that the text says Joseph noticed that rising hot air can carry solid objects with it. This is why I think that a central idea of the section Hot Air Power is that hot air rises.

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.

- *hot air rises*
- *sure enough, bags filled with hot air rose up*
- *Joseph noticed that rising hot air can carry solid objects with it*

The response does not provide a valid inference from the text to explain a central idea from the section “Hot Air Power.”

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

GUIDE PAPER 6

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

ballooning started with joseph montgolfier who was not the sort of person you'd expect to be an inventor. he didn't like school and ran away from home as a teenager as a grownup he failed in business. he was very unlike his younger brother

Score Credit 1 (out of 2 credits)

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

- *ballooning started with joseph montgolfier who was not the sort of person you'd expect to be an inventor. he didn't like school and ran away from home as a teenager as a grownup he failed in business. he was very unlike his younger brother*

The response does not provide a valid inference from the text to explain a central idea from the section “Hot Air Power.”

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

GUIDE PAPER 7

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

It is the hot air balloon and it can fly up because the fire rises up and it goes down if you have no fire.

Score Credit 0 (out of 2 credits)

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

- *It is the hot air balloon and it can fly up because the fire rises up and it goes down if you have no fire*

25

What is a central idea of the section “Hot Air Power”? Include your claim and use **two** details from the article to support your response.

the central idea is as joseph business failed

Score Credit 0 (out of 2 credits)

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

- *the central idea is as joseph business failed*

Excerpt from *Orcas*

by Anna Claybourne

1 Orcas can do some amazing things. They leap high out of the water, detect food using echoes, and play with toys. They work as part of a team, learn to do tricks, and seem to be able to “talk” to each other. Like some other whales and dolphins, they are thought to be very intelligent.

2 Orcas will leap out of the sea and splash back down. This is called breaching. . . .

3 Although orcas only breathe air, they spend their whole lives in the sea. They are diurnal, which means they are active during the day. They spend most of their time traveling, hunting, resting, or just playing. . . .

Half Asleep

4 Like other whales and dolphins, orcas can’t fall asleep completely, or they would not be able to come to the surface to breathe. Instead, one half of an orca’s brain falls asleep, while the other half stays awake. Orcas can take naps at any time, but they usually spend a lot of the night snoozing. . . .

Orca Groups

5 Many orcas live in small family groups called matriline. Each one is led by an orca mother. Even as adults, orcas can stay with their mother for as long as she is alive. Some young orcas go off and join other matriline. . . .

6 A pod is a larger group of orcas, made up of several related matriline. Pods of around 50 orcas often travel and feed together. Even bigger groups, called clans, are made up of all the related orcas in the area. . . .

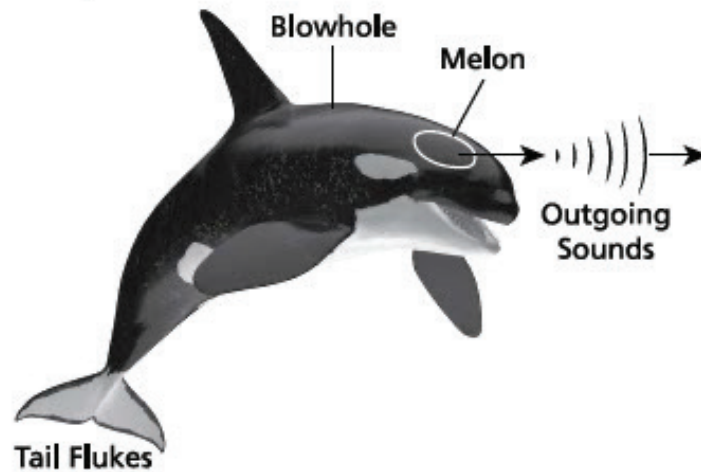
7 Orca calves constantly touch and nuzzle up to their mothers.

Orca Talk

- 8 Orcas are very good at communicating with each other. They make sounds by taking air in through their blowhole. However, the sound does not come out of the blowhole. Instead, the orca sends it through its melon. This fatty organ in its forehead seems to let it direct sound wherever it wants to. . . .

Growing Up

- 9 Like human children, orcas grow up slowly. They take around 10 years to reach adulthood and can live for more than 50 years. As orca calves grow up, they learn a lot from their mothers and from the others in their matriline and pod.



EXEMPLARY RESPONSE

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

Possible Exemplary Response:

According to “Excerpt from *Orcas*,” the reason why orcas sleep in an unusual way is so that they can stay awake enough to come up to the surface to breathe. The article says, “orcas can’t fall asleep completely, or they would not be able to come to the surface to breathe.” Also, that “one half of an orca’s brain falls asleep, while the other half stays awake.” This is how they survive when they only breathe air while living in water and still needing to get some sleep.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

According to the passage "Excerpt from Orcas", orcas sleep in an unusual way for an important reason. One detail is that orcas must only be half asleep to survive. In paragraph 4 it said "orcas can't fall asleep completely, or they would not be able to come to the surface to breath." This means that if orcas fall asleep completely they might not notice that they are underwater and they could die since they can only breath air. Another detail is that it's dangerous for orcas to fall asleep completely because they spend their whole life in the sea but they could only breath air so they need to fall asleep with half of their brain so they could go to the surface and breath. In paragraph 3 it said "Although orcas can only breath air, they spend their whole lives in the sea." This means that orcas need to breath air when they are at sea so half their brain falls asleep to make sure nothing happens. In conclusion this is why orcas sleep in an unusual way.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why orcas sleep in an unusual way according to "Excerpt from *Orcas*."

- *orcas must only be half asleep to survive*

The response provides evidence of analysis.

- *if orcas fall asleep completely they might not notice that they are underwater and they could die since they can only breath air*
- *orcas need to breath air when they are at sea so half their brain falls asleep to make sure nothing happens*

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

- *"orcas can't fall asleep completely, or they would not be able to come to the surface to breath."*
- *"Although orcas can only breath air, they spend their whole lives in the sea."*

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

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

According to the author orcas sleep in an unusual way because in paragraph 4, the text states, "Instead, one half of an orca's brain falls asleep, while the other half stays awake." This shows that orcas sleep in an unusual way because only one half of their brain is asleep. Also, in paragraph 4 the author writes that if orcas fall asleep completely, they wouldn't be able to breathe oxygen, so one half of their brain falls asleep. This shows why orcas sleep in an unusual way.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why orcas sleep in an unusual way according to "Excerpt from *Orcas*."

- *because only one half of their brain is asleep*

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

- *"Instead, one half of an orca's brain falls asleep, while the other half stays awake."*
- *if orcas fall asleep completely, they wouldn't be able to breathe oxygen*

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

GUIDE PAPER 3

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

orcas sleep in an unusual way because one half of their brain is on because in paragraph 4 thye text says one half of an orcas brain falls asleep, whille the other half stays awake. the text also says orcas can take naps at any time.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why orcas sleep in an unusual way according to “Excerpt from *Orcas*.”

- *because one half of their brain is on*

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

- *one half of an orcas brain falls asleep, whille the other half stays awake*
- *orcas can take naps at any time*

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

GUIDE PAPER 4

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

Orcas sleep in a unusual way because they need to stay afloat. For example in the text it says "like other whales and dolphins ,orcas can't fall asleep completly,or they woudent be able to come to the surface to breath.therfor I beleve that is why orcas sleep in an unyeusual way

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why orcas sleep in an unusual way according to "Excerpt from *Orcas*."

- *because they need to stay afloat*

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

- *"like other whales and dolphins ,orcas can't fall asleep completly,or they woudent be able to come to the surface to breath*

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

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

So they still can breath so they don't die. And so can watch out for danger.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why orcas sleep in an unusual way according to “Excerpt from *Orcas*.”

- *So they still can breath so they don't die*

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

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

Like otcher Whales and dolphins Orcas can't fall asleep completely

Score Credit 1 (out of 2 credits)

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

- *Like otcher Whales and dolphins Orcas can't fall asleep completely*

The response does not provide a valid inference from the text to explain why orcas sleep in an unusual way according to “Excerpt from *Orcas*.”

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

GUIDE PAPER 7

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

orcas sleep in an unusual way because if a prdred atatax orcas they can sady alret

Score Credit 0 (out of 2 credits)

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

- *orcas sleep in an unusual way because if a prdred atatax orcas they can sady alret*

32

According to *Orcas*, why do orcas sleep in an unusual way? Include your claim and use **two** details from the article to support your response.

orcas can do some amazid things they leap high out of the water detect food using echoes and play with toys they work .

Score Credit 0 (out of 2 credits)

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

- *orcas can do some amazid things they leap high out of the water detect food using echoes and play with toys they work*

EXEMPLARY RESPONSE

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

Possible Exemplary Response:

The graphic in “Excerpt from *Orcas*,” helps explain the information in paragraph 8 by pointing out where the melon and blowhole are on an orca, which are the parts of an orca in the image. The article says, “They make sounds by taking air in through their blowhole.” Then “the orca sends it through its melon. This fatty organ in its forehead seems to let it direct sound wherever it wants to.” Without the graphic, we wouldn’t know exactly where they are, and we might think they are right next to each other.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

In "Excerpt from *Orcas*" the graphic helps explain the information in paragraph 8, by creating a visual to help the reader understand the information that they are reading in paragraph 8. For example, the paragraph states "This fatty organ (melon) in its forehead seems to let it direct sound wherever it wants to." And in the picture it shows the melon (on the graphic's forehead) and how it is directing sound. Another detail is in paragraph 8 when the text states "They make sounds by taking in air through its blowhole." In the graphic you can clearly see the blowhole and how it and the melon create sound. This is another piece of information that helps the reader understand the information in paragraph 8, Orca Talk. In *Finale* this is why how the graphic helps explain the information in paragraph 8.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify how the graphic helps explain the information in paragraph 8 of "Excerpt from *Orcas*."

- *by creating a visual to help the reader understand the information that they are reading*

The response provides evidence of analysis.

- *it shows the melon (on the graphic's forehead) and how it is directing sound*
- *you can clearly see the blowhole and how it and the melon create sound*

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

- *"This fatty organ (melon) in its forehead seems to let it direct sound wherever it wants to"*
- *"They make sounds by taking in air through its blowhole"*

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

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

The picture helps explain the information in paragraph 8 because it shows what each part is. For example, the paragraph said how they make sounds and the picture showed how it looks like making the sounds. In addition, it talked about the melon and the picture showed how it looks like. To sum it up, this is how the picture helps explain the information in paragraph 8.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify how the graphic helps explain the information in paragraph 8 of “Excerpt from *Orcas*.”

- *it shows what each part is*

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

- *how they make sounds and the picture showed how it looks like making the sounds*
- *it talked about the melon and the picture showed how it looks like*

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

GUIDE PAPER 3

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

In paragraph 8 the graphic helps you learn about where the sound the Orcas make comes from. Like the melon is right on top of his head. And the blow hole is on his back. That is how the graphic in paragraph 8 helps you learn about where the sound of the Orcas come from.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to identify how the graphic helps explain the information in paragraph 8 of “Excerpt from *Orcas*.”

- *helps you learn about where the sound the Orcas make comes from*

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

- *Like the melon is right on top of his head*
- *the blow hole is on his back*

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

GUIDE PAPER 4

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

The graph helps by telling where their blowhole, melon, and where it sends the communication. In paragraph 5 it says that they have to stay with their mothers that means they have to talk to their mother. Also in paragraph 8 that they don't send it from their blowhole instead they send it from the melon.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to identify how the graphic helps explain the information in paragraph 8 of "Excerpt from *Orcas*."

- *by telling where their blowhole, melon, and where it sends the communication*

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

- *they don't send it from their blowhole instead they send it from the melon*

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

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

Orcas talk to each other but some people think it comes through the blowhole but, it actually comes through the melon right where the forehead is. Now you know how they talk.

Score Credit 1 (out of 2 credits)

This response is a mostly literal recounting of events and details from the passage.

- *Orcas talk to each other but some people think it comes through the blowhole but, it actually comes through the melon right where the forehead is*

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

GUIDE PAPER 6

33

In *Orcas*, how does the graphic help explain the information in paragraph 8?
Include your claim and use **two** details from the article to support your response.

Orcaes very good at communicating each other they make.

Score Credit 1 (out of 2 credits)

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

- *Orcaes very good at communicating each other*

The response does not provide a valid inference from the text to identify how the graphic helps explain the information in paragraph 8 of “Excerpt from *Orcas*.”

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

GUIDE PAPER 7

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

orcas will leap out of the sea and splash back down this is called let it direct sound

Score Credit 0 (out of 2 credits)

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

- *orcas will leap out of the sea and splash back down this is called let it direct sound*

33

In *Orcas*, how does the graphic help explain the information in paragraph 8? Include your claim and use **two** details from the article to support your response.

Haw they comunacat andcan swimers so they can get away from pray and other animuls.

Score Credit 0 (out of 2 credits)

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

- *Haw they comunacat andcan swimers so they can get away from pray and other animuls*

Granny is the leader of a family of orcas.

Excerpt from *Granny's Clan: A Tale of Wild Orcas*

by Dr. Sally Hodson

1 For a hundred summers and a hundred winters, the sea shared her secrets with Granny. Granny knows where salmon swim when tides change, or when winds shift, or waters warm, or winter storms blow. With Granny in the lead, the family spreads out to hunt.

2 They swim through ribbons of dancing brown kelp, among seals searching for rockfish, near an octopus clutching a crab, above sea stars stretched over rocks, close to pelicans diving for fish snacks, under jellyfish drifting with tides.

3 They swim past herons stalking on stick legs, beside sea otters dining on urchins, over hermit crabs hiding in seashells, around sea birds surfing on breakers, beneath bald eagles soaring with winds, by a humpback whale playing in waves.

4 Each of the family sends out beams of sonar clicks. CLICK-CLICK-CLICK!

sonar clicks = sounds that orcas make

5 They listen as their sounds bounce off rocks, fish, and sea life. ECHO-ECHO-ECHO!

- 6 The echoes return as “pictures” made of sounds. In darkness, they “see” how big, far, fast, and what shape. Shark to the right! Squid to the left! Salmon ahead! With a burst of speed, they overtake the salmon. Calls to each other flow back and forth. Tail flukes slap the sea with thunder. Swirls of silver salmon flee. Empty orca bellies fill. . . .
- 7 The family seeks rest in a quiet cove. They gather close together and drift with the waves. Soft calls flow from one to another. They doze. They dream. They remember to breathe. . . .
- 8 When the family awakens, Granny sings the clan song of coming together.
- 9 Through miles of deep water canyons, Granny’s powerful voice travels to find the other clan families.
- 10 From near and far, each family answers the Eldest Clan Grandmother with their own family call. *We are coming.*
- 11 All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again. A great SUPERPOD gathers! They greet old friends. They welcome new babies. They remember lost ones. They celebrate togetherness.

EXEMPLARY RESPONSE

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

Possible Exemplary Response:

The information in paragraph 11 adds to the information in paragraph 8 in "Excerpt from *Granny's Clan*," by explaining who is being called and why they are gathering. The story says, "All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again." Which tells us that every member of the pod is coming. It also says, "They greet old friends. They welcome new babies. They remember lost ones." These are just a few reasons to gather, both happy and sad.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

Paragraph 11 information connect to the the information in paragraph 8 beacuse paragraph 8 shows she i calling the family members and paragraph 11 shows who granma is calling for in the text it says in paragraph 8 "granny sings the song of coming together" this shows that Granny is calling for the falimy and paragraph 11 shows who it said " all the clan families have come together this shows the connettion between the two paragraphs if how Granny called for thge falimy and paragraph 11 expails it

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of "Excerpt from *Granny's Clan*."

- *shows she i calling the family members and paragraph 11 shows who granma is calling for*

The response provides evidence of analysis.

- *shows the connettion between the two paragraphs if how Granny called for thge falimy and paragraph 11 expails it*

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

- *"granny sings the song of coming together"*
- *" all the clan families have come together*

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

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

how the information of pararaph 11 and 8 are together is because if you look at number 8 it says whaen the family awakens, granny sings the clan song of comeing together and for 11 it also say that all the clan families, mother and grandmothers, daugther and son, brother and sister, uncles and aunties, grandson and granddaughters come together again so I think that they both talk about the same things.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of “Excerpt from *Granny's Clan*.”

- *they both talk about the same things*

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

- *whaen the family awakens, granny sings the clan song of comeing together*
- *all the clan families, mother and grandmothers, daugther and son, brother and sister, uncles and aunties, grandson and granddaughters come togther again*

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

GUIDE PAPER 3

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

The information from paragraph 11 adds to the information in paragraph 8 by adding on to what the clan song of coming together can do

Detail 1

When the family awakens, Granny sings the clan song of coming together.

Detail 2

come together again.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of "Excerpt from *Granny's Clan*."

- *by adding on to what the clan song of coming together can do*

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

- *When the family awakens, Granny sings the clan song of coming together*
- *come together again*

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

GUIDE PAPER 4

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

paragraph 11 adds on to paragraph 8 because it still talks about coming together. And I know this because in paragraph 11 it says "All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of "Excerpt from *Granny's Clan*."

- *because it still talks about coming together*

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

- *"All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again."*

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

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

the information in paragraph 11 add to the information in paragraph 8 is that it has one sentintince in it. in paragrph 8 it said when the family awakens, Granny sings the clan song of coming together. in paragraph 11 it has more than one sentince in it like a paragraph. In paragraph 11 it said All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again. A great SUPERPOD gathers! They greet old friends. They welcome new babies. They remember lost ones. They celebrate togetherness.

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.

- *when the family awakens, Granny sings the clan song of coming together*
- *All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again. A great SUPERPOD gathers! They greet old friends. They welcome new babies. They remember lost ones. They celebrate togetherness*

The response does not provide a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of “Excerpt from *Granny's Clan*.”

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

GUIDE PAPER 6

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

all the clan families mothers and grandmothers daughters and sons brothers and sisters uncles and aunts grandson and granddaughters come together again A great

Score Credit 1 (out of 2 credits)

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

- *all the clan families mothers and grandmothers daughters and sons brothers and sisters uncles and aunts grandson and granddaughters come together again*

The response does not provide a valid inference from the text to explain how the information in paragraph 11 adds to the information in paragraph 8 of "Excerpt from *Granny's Clan*."

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

GUIDE PAPER 7

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

it uses the idea family always sticks together

Score Credit 0 (out of 2 credits)

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

- *it uses the idea family always sticks together*

34

In *Granny's Clan*, how does the information in paragraph 11 add to the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

for a hundred summers and a hundred winters the sea shared herr secrets with granny granny knows where salmon swim when tides change or when wind shift or warm or winter storms blow with granny in the lead the family spreads out to hunt

Score Credit 0 (out of 2 credits)

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

- *for a hundred summers and a hundred winters the sea shared herr secrets with granny granny knows where salmon swim when tides change or when wind shift or warm or winter storms blow with granny in the lead the family spreads out to hunt*

Possible Exemplary Response:

A central idea from “Excerpt from *Orcas*” is that Orcas communicate in an unusual way. While a central idea from “Excerpt from *Granny’s Clan*” is that Granny, the eldest clan grandmother, uses communication to help lead the entire pod of whales. These central ideas are similar because both passages also explain how orca pods use sound.

In “Excerpt from *Orcas*” it tells us how orcas speak to each other. The article says that orcas have a “fatty organ in its forehead seems to let it direct sound wherever it wants to.” This is called the melon, and it lets them talk to each other, without using their mouths.

While in “Excerpt from *Granny’s Clan*” it tells us how Granny calls the pod to gather together. It says, “Through miles of deep water canyons, Granny’s powerful voice travels to find the other clan families.” This shows how far an orca’s “voice” can travel under water, and how the rest of the pod responds by coming together.

Additionally, the central ideas of both passages are similar because they mention how orcas work together and use sound and their communication skills to hunt. In “Excerpt from *Orcas*” it tells how they breach to find food and tell each other what they see. “They leap high out of the water, detect food using echoes, and play with toys. They work as part of a team, learn to do tricks, and seem to be able to ‘talk’ to each other.” This shows how the orcas are speaking to each other while they hunt. In “Excerpt from *Granny’s Clan*” it explains how orcas use sonar clicks to find prey while hunting. Then “The echoes return as ‘pictures’ made of sounds. In darkness, they ‘see’ how big, far, fast, and what shape. Shark to the right! Squid to the left! Salmon ahead!” This explains how they use each other’s sounds to find food, and work together to catch enough fish while hunting.

Overall, the central ideas from “Excerpt from *Orcas*” and “Excerpt from *Granny’s Clan*” are both about how orcas communicate, and how they use sounds to hunt.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

In, "Excerpt from Orcas" the article describes the main features of orcas, such as their sleep cycle, orca groups, and how orcas talk. In a story, "Excerpt from Granny's Clan: A Tale of Wild Orcas" it is about Grannies, and how they lead their tribe/clan to success. In this essay, I will identify a central idea of the article, a central idea from the story, and explain how the central ideas from both the article and the story are similar.

A central idea of the article is that orcas are unique, intelligent, and amazing creatures. In the article text states, "Orcas can do amazing things. they leap high out of the water, detect food using echoes, play with toys... like some other whales and dolphins they are thought to be very intelligent." It is clear that orcas are one of a kind, since most animals can't do things that orcas can do, which shows that the central idea of the article is that orcas are unique, intelligent, and amazing creatures. The text also states, "One half of an orca's brain falls asleep, while the other half stays awake." It's evident that orcas have a unique capability that most animals don't have. This shows that a central idea of the article is that orcas are unique, intelligent, and amazing creatures.

A central idea of the story is that orcas are empowering, and graceful creatures. The text states, "Through miles of deep water canyons, Granny's powerful voice travels to find the other clan families. All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters came together again." It is evident that from just one call from an elder orca, can get orcas to reunite again, which shows how orcas are empowering. The text also states, "They swim through ribbons of dancing brown kelp, among seals searching for rockfish, near octopus clutching a crab, above sea stars stretched over rocks..." It is clear that the descriptions make seem like the orcas are graceful. This shows a central idea of the story is that orcas are empowering and graceful creatures.

GUIDE PAPER 1b

The central ideas of the article and story are similar because they both praise orcas, or shine a positive light on them. In, "Excerpt from Orcas" the text states, "Orcas are very good at communicating with each other. They make sounds by taking air in through their blowhole... the orca sends it through its melon. This fatty organ in its forehead seems to let it direct sound wherever it wants to." It is evident that the author in this article is praising orcas for their communication skills. In, "Excerpt from Granny's Clan: A Tale of Wild Orcas" the text states, "Shark to the right! Squid to the left! Salmon ahead! With a burst of speed, they overtake the salmon. Calls to each other flow back and forth. Tail flukes slap the sea with thunder. Swirls of silver slamon flee. Empty orca bellies fill." It is clear that orcas are very empowering which is good, and intelligent, because they know different communication signals, and their prey cowers in fear, which shows they are empowering and intelligent. This shows that the central ideas of the article and the story are similar because they both praise orcas, or shine a positive light on them.

In conclusion, a central idea of the article is that orcas are intelligent, unique, and amazing creatures, a central idea of the story is that orcas are empowering and graceful creatures, and the similarities between the article and the story is that they both praise or shine a positive light on orcas.

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, "Excerpt from Orcas" the article describes the main features of orcas, such as their sleep cycle, orca groups, and how orcas talk. In a story, "Excerpt from Granny's Clan: A Tale of Wild Orcas" it is about Grannies, and how they lead their tribe/clan to success. In this essay, I will identify a central idea of the article, a central idea from the story, and explain how the central ideas from both the article and the story are similar*

The response demonstrates insightful comprehension and analysis of the texts.

- *orcas are unique, intelligent, and amazing creatures*
- *orcas are one of a kind, since most animals can't do things that orcas can do*
- *orcas have a unique capability that most animals don't have*
- *orcas are empowering, and graceful creatures*
- *from just one call from an elder orca, can get orcas to reunite again*
- *the descriptions make it seem like the orcas are graceful*
- *they both praise orcas, or shine a positive light on them*
- *orcas are very empowering which is good, and intelligent, because they know different communication signals, and their prey cowers in fear*

GUIDE PAPER 1c

The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence.

- *“Orcas can do amazing things. they leap high out of the water, detect food using echoes, and play with toys... like some other whales and dolphins they are thought to be very intelligent.”*
- *“ One half of an orca’s brain falls asleep, while the other half stays awake. ”*
- *“ Through miles of deep water canyons, Granny’s powerful voice travels to find the other clan families... All the clan families, mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters came together again.”*
- *“They swim through ribbons of dancing brown kelp, among seals searching for rockfish, near an octopus clutching a crab, above sea stars stretched over rocks...”*
- *“Orcas are very good at communicating with each other. They make sounds by taking air in through their blowhole... the orca sends it through its melon. This fatty organ in its forehead seems to let it direct sound wherever it wants to.”*
- *“Shark to the right! Squid to the left! Salmon ahead! With a burst of speed, they overtake the salmon. Calls to each other flow back and forth. Tail flukes slap the sea with thunder. Swirls of silver slamon flee. Empty orca bellies fill.”*

The response exhibits clear, purposeful organization.

The response skillfully links ideas using grade-appropriate words and phrases.

- *A central idea of the*
- *In the article, the text states*
- *It is clear that*
- *The text also states*
- *It’s evident that*
- *This shows that*
- *The central ideas of the article and story are similar because they both*
- *In conclusion*

The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary.

- *sleep cycle*
- *unique capability*
- *graceful creatures*
- *can get orcas to reunite again*
- *shine a positive light*
- *their prey cowars in fear*

GUIDE PAPER 1d

The response provides a concluding statement that follows clearly from the topic and information presented.

- *In conclusion, a central idea of the article is that orcas are intelligent, unique, and amazing creatures, a central idea of the story is that orcas are empowering and graceful creatures, and the similarities between the article and the story is that they both praise or shine a positive light on orcas*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *slamon*
- *cowars*

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The articles "Granny's clan" and " Orcas " were about Orcas and how they live. The central idea of the article "Excerpt from Orcas" is that Orcas are pretty amazing! and how Orcas live. The central idea of "Granny's Clan" is that the Eldest Clan Grandmother is the most important in the Orca family. The central ideas are similar by saying that they are both about Orcas.

The central idea of "Excerpt from Orcas" is that Orcas are pretty amazing and how Orcas live. One detail is "Orcas can do some pretty amazing things. They leap high out of the water, detect food using echoes, and play with toys." Another detail is " Many orcas live in small family groups called matriline. Each one is led by an orca mother. Even as adults, Orcas can stay with their mother for as long as she is alive." This shows me that Orcas are pretty good at different things, not like other fish. Also that Orcas live with their mothers as long as she lives to be protected and because she is the most important in the clan.

The central idea of "Excerpt from Granny's Clan" is that the Eldest Clan Grandmother is the most important in the Orca family. One detail is " For a hundred summers and a hundred winters, the sea shared her secrets with Granny. Granny knows where salmon swim when tides change, or waters warm, or winter storms blow." Another detail is " Through the miles of deep water canyons Granny's powerful voice travels to find the other clan families. From near and far each family answers the Eldest Clan Grandmother with their own family call." This shows me that With Granny in the lead The orca family is safe and knows what to do.

The central idea of both excerpts is that they are both about Orcas and how orcas live. One detail is " Each one is led by an orca mother. Even as adults orcas can stay with their mother for as long as she is alive." Another detail is " The family seeks rest in a quiet cove. They gather closer together and drift with the waves. Soft calls flow from one to another." This shows me that Orcas live with their mothers and live and rest in coves.

The central idea of Orcas is that orcas are pretty amazing and how orcas live. The central idea of Granny's clan is that the grandmother of the clan is the most important. So always remember to protect orcas because they are really amazing!

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *The articles “Granny’s Clan” and “ Orcas ” were about Orcas and how hey live. The central idea of the article “Excerpt from Orcas” is that Orcas are pretty amazing! and how Orcas live. The central idea of “Granny’s Clan is that the Eldest Clan Grandmother is the most important in the Orca family. The central ideas are similar by saying that they are both about Orcas*

The response demonstrates insightful comprehension and analysis of the texts.

- *Orcas are pretty amazing and how Orcas live*
- *Orcas are pretty good at different things, not like other fish*
- *Orcas live with their mothers as long as she lives to be protected and because she is the most important in the clan*
- *the Eldest Clan Grandmother is the most important in the Orca family*
- *With Granny in the lead The orca family is safe and knows what to do*
- *they are both about Orcas and how orcas live*
- *that Orcas live with their mothers and live and rest in coves*

The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence.

- *“Orcas can do some pretty amazing things. They leap high out of the water, detect food using echoes, and play with toys.”*
- *“ Many orcas live in small family groups called matriline. Each one is led by an orca mother. Even as adults, Orcas can stay with their mother for as long as she is alive.”*
- *“ For a hundred summers and a hundred winters, tha sea shared her secrets with Granny. Granny knows where salmon swim when tides change, or waters warm, or winter storms blow.”*
- *“ Through the miles of deep water canyons Granny’s powerful voice tranells to find the other clan families. From near and far each family answers the Eldest Clan Grandmother with their own ffamily call.”*
- *“ Each one is led by a orca mother. Even as adults orcas can stay with their mother for as long as she is alive.”*
- *“ The family seeks rest in a quiet cove. THEy gather closer together and drift with the waves. Soft calls flow from one to another.”*

The response exhibits clear, purposeful organization.

The response links ideas using grade-appropriate words and phrases.

- *The central idea of*
- *One detail is*
- *Another detail is*
- *This shows me that*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

The response provides a concluding statement that follows from the topic and information presented.

- *The central idea of Orcas is that orrcas are pretty amazing and how orcas live. The central idea of Granny's Clan is that the grandmother of the clan is the most important. So always remember to protect orcas because they are really amazing*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *detail*
- *hundreed*
- *tha*
- *tranells*
- *ffamily*
- *orrcas*
- Capitalization
- Punctuation

GUIDE PAPER 3a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The article "Excerpt from Orcas" is about the cool things orcas can do. In the story "Excerpt from Grannys Clan: A Tale of Wild Orcas" is about a granny and her family of orcas that are able to communicate with the water. In this essay I will identify the central idea of the article and story and explain how both are similar.

The central idea of "Excerpt from Orcas" is the tricks and abilites that orcas have. The text states "Orcas can do some amazig things...they are thought to be very intelligent" This shows how the article is about how orcas are very smart. The central idea of "Excerpt from grannys clan: a tale of wild orcas" is how an orca family works together. The text states "granny knows were salmons swim... With grannys lead, the family spreads out to hunt." This shows how the story is about how a family of orcas act.

The way the article and the story are similar is how they both mention orcas and how they act together. In "Excerpt from Orcas" the text states "Many orcas live in small family groups called matriline. Each one is lead by an orca." This shows hoe the articile mentions how orcas act together. In "Excerpt from Grannys clan" it states "Granny knows where the salmon swim... With grannys lead, the family spreads out to hunt." this shows how the story mentions how an orca family works together.

In conclusion, I have identified the central messege of both the story and article. I have also proved how the two texts are similar.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *The article "Excerpt from Orcas" is about the cool things orcas can do. In the story "Excerpt from Grannys Clan: A Tale of Wild Orcas" is about a granny and her family of orcas that are able to communicate with the water. in this essay I will identify the central idea of the article and story and explain how both are similar*

The response demonstrates insightful comprehension and analysis of the texts.

- *is about the cool things orcas can do*

GUIDE PAPER 3b

- *is about a granny and her family of orcas that are able to communicate with the water*
- *the tricks and abilities that orcas have*
- *shows how the article is about how orcas are very smart*
- *is how an orca family works together*
- *shows how the story is about how a family of orcas act*
- *is how they both mention orcas and how they act together*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“Orcas can do some amazing things...they are thought to be very intelligent”*
- *“granny knows where salmon swim... With granny's lead, the family spreads out to hunt.”*
- *“Many orcas live in small family groups called matriline. Each one is lead by an orca.”*

The response exhibits clear, purposeful organization.

The response links ideas using grade-appropriate words and phrases.

- *The central idea of*
- *The text states*
- *This shows how*
- *The way the article and the story are similar is*
- *In conclusion*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

The response provides a concluding statement that follows from the topic and information presented.

- *In conclusion, I have identified the central message of both the story and article. I have also proved how the two texts are similar*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *abilities*
- *amazing*
- *where salmon*
- *how the article*
- *message*
- *Capitalization*

GUIDE PAPER 4a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

In the article of Excerpt from *Orcas* and the story of Excerpt from *Granny's Clan: A Tale of Wild Orcas*. Their central ideas of the article and story are similar to each other because they are mostly based off of *Orcas*.

The central idea of Excerpt from *Orcas* is what orca whales can do and how they do it and make it look so profesional. One reason why is bcause in the text it said "They leap high out of the water, detect food using echoes, and play with toys. They work as part of a team, learn to do tricks,". Another reason why is because in the text it said "Like some other whales and dolphins, they are thought to be very intelligent." This shows me that *Orcas* are very smart to know how to do all those things.

The central idea of Excerpt from *Granny's Clan: A Tale of Wild Orcas* is that *Orcas* stick together and bond and love each other and do everything together and know how to do it. One reason why is because in the text it said "The family seeks rest in a quiet cove. They gather close together and drift with the waves. Soft calls flow from one to another.". Another reason why is because in the text its said "mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again. A great SUPERPOD gathers! They greet old friends. They welcome new babies. They remember lost ones. They celebrate togetherness.". This showws me that the central idea of Excerpt from *Granny's Clan: A Tale of Wild Orcas* kind of matches the central idea of Excerpt from *Orcas*.

In conclusion the central ideas of Excerpt from *Orcas* and Excerpt from *Granny's Clan: A Tale of Wild Orcas* are kind of simalar to each other because they arw mainly about orcas.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *In the article of Excerpt from Orcas and the story of Excerpt from Granny's Clan: A Tale of Wild Orcas. Their central ideas of the article and story are similar to each other because they are mostly based off of Orcas*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *what orca whales can do and how they do it and make it look so profesinal*
- *shows me that Orcas are very smart to know how to do all those things*

GUIDE PAPER 4b

- *Orcas stick together and bond and love each other and do everything together and know how to do it*
- *This showws me that the central idea of Excerpt from Granny's Clan: A Tale of Wild Orcas kind of matches the central idea of Excerpt from Orcas*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *"They leap high out of the water, detect food using echoes, and play with toys. They work as part of a team, learn to do tricks,"*
- *"Like some other whales and dolphins, they are thought to be very intelligent."*
- *"The family seeks rest in a quiet cove. They gather close together and drift with the waves. Soft calls flow from one to another."*
- *"mothers and grandmothers, daughters and sons, brothers and sisters, uncles and aunties, grandsons and granddaughters come together again. A great SUPERPOD gathers! They greet old friends. They welcome new babies. They remember lost ones. They celebrate togetherness."*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *The central idea of[...] is*
- *One reason why is bcause in the text it said*
- *Another reason why*
- *This shows me that*
- *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 the central ideas of Excerpt from Orcas and Excerpt from Granny's Clan: A Tale of Wild Orcas are kind of simalar to each other because they arw mainly about orcas*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *profesinal*
- *bcause*
- *showws*
- *simalar*
- *arw*

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The central idea of "Exerpt from orcas" is how the orcas live and the central idea of exerpt from grannys clan is how granny knows a lot about the orcas and the sea. They are similar because they both talk About orcas.

The central idea of " Exerpt from Orcas" is how the orcas live i know this becaus ein paragraph 4 if orcas fall asleep completely they would die since they cant breath so they are half asleep half awake. Another reason how i know this is because in paragraph 6 they probaly stick together so they can feed together. That is how i know the central idea is how orcas live.

The central idea of " Exerpt of Grannys Clan" is how granny knows a lot about orcas and how she knows a lot abot the sea. One reason how i know this is because in paragraph 8 granny sings to the clan of orcas. Another reason how i know this is because in paragraph 1 she knows where the salmon swim when the tides change. That is how i know the cental i dea of " exerpt of grannys clan" is how granny knows a lot about orcas.

Both articles are similar because they both talk about orcas one reason how i know this is becaus in the article exerpt from orcas all it talks about is orcas. Another reason how i know this is because in paragraph 6 of exerpt of grannys clan it talks about how far and fast and what shape the orca is. That is how i know both articles are similar.

In conclusion both articles are similar and they both have a central idea

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *The central idea of "Exerpt from orcas" is how the orcas live and the central idea of exerpt from grannys clan is how granny knows a lot about the orcas and the sea. They are similar because they both talk About orca*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *how the orcas live*

- *they probaly stick together so they can feed together*
- *how granny knows a lot about orcas and how she knows a lot abot the sea*
- *they both talk about orcas*
- *exerpt from orcas all it talks about is orcas*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *if orcas fall asleep completely they would die since they cant breath so they are half asleep half awake*
- *granny sings to the clan of orcas*
- *she knows where the salmon swim when the tides change*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *because*
- *The central idea of*
- *One reason how i know this is*
- *Another reason*
- *That is how i know*
- *In conclution*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

The response provides a concluding statement that follows from the topic and information presented.

- *In conclusion both articles are similar and they both have a central idea*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *Exerpt*
- *grannys*
- *cant breath*
- *probaly*
- *abot*
- *kknow*
- *cental*
- *becaus*
- *conclution*
- Capitalization
- Punctuation

GUIDE PAPER 6a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

in excerpt from orcas the article supports the theme orcas may seem like ordinary animals but they are far more than that .by telling all the things that orcas can do in paragraph 2 it states "Orcas will leap out of the sea and splash back down. This is called breaching". also in paragraph 3 it states "though orcas only breathe air, they spend their whole lives in the sea." this evidence proves that the theme supported is orcas may seem like ordinary animals but they are far more than that . in conclusion the theme is supported by telling about all the things that orcas can do.

in Excerpt from *Granny's Clan: A Tale of Wild Orcas* the theme supported is orcas are beautiful singers by saying that the sound from orcas can bring the clan together. in paragraph 8 it states "When the family awakens, Granny sings the clan song of coming together."also in paragraph 10 it states "From near and far, each family answers the Eldest Clan Grandmother with their own family call. We are coming.this evidence proves that the theme supported is orcas are beautiful singers . in conclusion the theme supported is orcas are beautiful singers.

the themes in the stories are similar because they both talk about things that orcas can do .

Score Credit 3 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *in excerpt from orcas the article supports the theme*
- *in Excerpt from Granny's Clan: A Tale of Wild Orcas the theme supported is*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *orcas may seem like ordinary animals but they are far more than that*
- *by telling all the things that orcas can do*
- *orcas are beautiful singers*
- *by saying that the sound from orcas can bring the clan together*
- *they both talk about things that orcas can do*

GUIDE PAPER 6b

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“Orcas will leap out of the sea and splash back down. This is called breaching”*
- *“When the family awakens, Granny sings the clan song of coming together.”*
- *“From near and far, each family answers the Eldest Clan Grandmother with their own family call. We are coming*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *in excerpt from*
- *in paragraph 2 it states*
- *also in paragraph*
- *this evidence proves that*
- *in conclusion the theme is supported by telling about*

The response inconsistently uses appropriate language and domain-specific vocabulary.

- *the theme*

The response provides a concluding statement that follows from the topic and information presented.

- *the themes in the storys are simmler because they both talk about things that orcas can do*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *ordanaity*
- *rcas*
- *beutiful*
- *sayng*
- *concluion*
- *storys*
- *simmaler*
- Capitalization

GUIDE PAPER 7a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The central idea of the article Excerpt from orcas is that it is explaining the life of an orcas like for example in the text it says "Although orcas only breathe air, they spend their whole lives in the sea. They are diurnal, which means they are active during the day". Another detail that supports my answer is "Like human children, orcas grow up slowly. They take around 10 years to reach adulthood and can live for more than 50 years". The central idea about A tale of wild orcas is it is mainly describing the motion of orcas and what they usually do like for example in the text it says "They swim through ribbons of dancing brown kelp, among seals searching for rockfish, near an octopus clutching a crab." Another detail that supports my answer is "They listen as their sounds bounce off rocks, fish, and sea life". How the articles are both alike is they both talk about orcas because in the title of both they say excerpt from orcas and the other title says A tale of wild orcas how I know is in the text Excerpt from orcas it states "orcas can do amazing things they can leap high out of the water, detect food using echoes, and play with toys". And in the other article A tale of wild orcas it states in the text that "They swim past herons stalking on stick legs, beside sea otters dining on urchins, over hermit crabs hiding in seashells, around sea birds surfing on breakers." And they are talking about orcas in conclusion that is how the articles are similar and the central idea of the articles.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The central idea of the article Excerpt from orcas is*
- *The central idea about A tale of wild orcas is*

The response demonstrates a literal comprehension of the texts.

- *explaining the life of an orcas*
- *describing the motion of orcas and what they usually do*
- *they both talk about orcas*
- *in the title of both they say excerpt from orcas and the other title says A tale of wild orcas*
- *they are talking about orcas*

GUIDE PAPER 7b

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence.

- *“Although orcas only breathe air, they spend their whole lives in the sea. They are diurnal, which means they are active during the day”*
- *“Like human children, orcas grow up slowly. They take around 10 years to reach adulthood and can live for more than 50 years”*
- *“They swim through ribbons of dancing brown kelp, among seals searching for rockfish, near an octopus clutching a crab.”*
- *“They listen as their sounds bounce off rocks, fish, and sea life”*
- *“orcas can do amazing things they can leap high out of the water, detect food using echoes, and play with toys”*
- *“They swim past herons stalking on stick legs, beside sea otters dining on urchins, over hermit crabs hiding in seashells, around sea birds surfing on breakers.”*

The response exhibits some attempt at organization.

The response inconsistently links ideas using words and phrases.

- *for example in the text it says*
- *Another detail that supports my answer is*
- *it states*
- *And in the other*
- *in conclusion*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

- *describing the motion*

The response provides a concluding statement that follows generally from the topic and information presented.

- *in conclusion that is how the articles are similar and the central idea of the articles*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *artical*
- *usaully*
- *amzing*
- *how the articles are similar and the central idea of the articles*
- Capitalization
- Punctuation

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The central idea of excerpt from Granny clan is it would talk about how the orcas share secrets and they make friends to and act like humans. The central idea for Excerpt from orcas is the orca is like a human by the way they act. Both central ideas from from the articals are similer because they both talk about how orcas are like humans. one detail from excerpt from orcas is "like human children orcas grow up slowly. Another detail from excerpt from orcas is "orca calves constantly touch and nuzzle up to rhier mothers" This shows that orca babys are like human babys because human babys are alwatys nuzzled up with their mother. One detail from excerpt from Grannys clan is "the sea shared secrets with Granny". This shows that orcas share secrets like humans.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The central idea of excerpt from Granny clan is [...] The central idea for Excerpt from orcas is the orca is [...] Both central ideas from from the articals are similer because*

The response demonstrates a literal comprehension of the texts.

- *how the orcas share secrets and they make friends to and act like humans*
- *the orca is like a human by the way they act*
- *they both talk about how orcas are like humans*
- *shows that orca babys are like human babys because human babys are alwatys nuzzled up with their mother*
- *shows that orcas share secrets like humans*

The response partially develops the topic of the essay with the use of some textual evidence.

- *“like human children orcas grow up slowly*
- *“orca calves constantly touch and nuzzle up to rhier mothers”*
- *“the sea shared secrets with Granny”*

The response exhibits some attempt at organization.

The response inconsistently links ideas using words and phrases.

- *one detail from*
- *Another detail from*
- *This shows that*

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.

- *ocrcas*
- *from from*
- *articals*
- *similer*
- *rhier*
- *babys*
- *alwatys*
- *Grannys*
- Capitalization
- Punctuation

GUIDE PAPER 9a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The main idea of the story is about how the Orca clan's hunting. I know this because in paragraph 6 says how they overtook the Salmon as a family. The main idea of the article is about how Orcas live and communicate. I know this because paragraphs 8 and 9 talk about how Orcas communicate and where it comes from. Paragraph 9 explains how Orcas grow up. The story and articles central idea are similar because families are envolved in both of them. I know that because in the story orcas are hunting as a family and in the article the Orcas are communicating to family members.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The main idea of the story is about*
- *The main idea of the article is*

The response demonstrates a literal comprehension of the texts.

- *about how the Orca clan's hunting*
- *how Orcas live and communicate*
- *are similar because families are envolved in both of them*

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence.

- *they overtook the Salmon as a family*
- *how Orcas communicate and where it comes from*
- *explains how Orcas grow up*
- *in the story orcas are hunting as a family and in the article the Orcas are communicating to family members*

GUIDE PAPER 9b

The response exhibits little attempt at organization.

The response inconsistently links ideas using words and phrases.

- *I know this because in*
- *The story and articles central idea are similar because*
- *and*

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.

- *involved*

GUIDE PAPER 10a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

They are similar because at the end of this story, it says "Granny is the leader of a family of orcas. In the other story, the beginning was about the sea telling secrets to granny. They both have the word granny. They are also similar because they are both say about animals and to water. the article both have the word "excerpt". in "Excerpt from Granny Clan the animals that were there are, salmon, shark. they are also about underwater.

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.

- *They are similar because*

The response demonstrates little understanding of the texts.

- *about animals and to water*
- *both have the word granny*
- *they are also about underwater*

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is generally invalid or irrelevant.

- *"Granny is the leader of a family of orcas*
- *the sea telling secrets to granny*
- *animals that were there are, salmon, shark*

The response exhibits little attempt at organization.

The response inconsistently links ideas using words and phrases.

- *because at the end*

GUIDE PAPER 10b

- *it says*
- *in the other story*
- *They are also*

The response uses language that is imprecise for the texts and task.

The response does not provide a concluding statement.

The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

- *biggining*
- *they are both say about*
- *artical*
- Capitalization

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The central ideas of the article and story are similar because the central of the article is Orcas can do some amazing things. The story central idea is for a hundred summers and a hundred winters, the sea shared her secrets with Granny. These are the details that help my response.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The central ideas of the article and story are similar because*

The response demonstrates a lack understanding of the texts.

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence.

- *Orcas can do some amazing things*
- *for a hundred summers and a hundred winters, the sea shared her secrets with Granny*

The response exhibits little attempt at organization.

The response lacks the use of linking words and phrases.

- *because the central of the article is*
- *The story central idea is*

The response uses language that is imprecise for the texts and task.

The response provides a concluding statement that is illogical or unrelated to the topic and information presented.

- *these are the details that help my respornse*

The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

- *beacuse*
- *respornse*

GUIDE PAPER 12a

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

The central idea of expert of orcas is alobout a ourcaslife and the central idea of of granys clan is how orcas are alout like humans.I know tis realate beacuse how an orca acts is part of it's life

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.

- *The central idea of expert of orcas is [...] the central idea of of granys clan is*

The response demonstrates little understanding of the texts.

- *alobout a ourcaslife*
- *how orcas are alout like humans*

The response provides no evidence.

The response exhibits no evidence of organization.

The response lacks the use of linking words and phrases.

- *and*
- *i know tis realate beacuse*

The response uses language that is imprecise or inappropriate for the texts and task.

The response does not provide a concluding statement.

GUIDE PAPER 12b

The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

- *expert of orcas*
- *alobout*
- *a ourcaslife*
- *of of granys*
- *tis realate beacuse*
- *it's life*
- Capitalization

GUIDE PAPER 13

35

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

They are simalor because Excerpt from Orcas and Excerpt from Granny's Clan: A Tale of Wild Orcas both tack abot eco location

They are diffrent because Excerpt from Orcas seys nuthing abot the clicing sound orcas make but Excerpt from Granny's Clan: A Tale of Wild Orcas do.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

- *They are simalor because Excerpt from Orcas and Excerpt from Granny's Clan: A Tale of Wild Orcas both tack abot eco location They are diffrent because Excerpt from Orcas seys nuthing abot the clicing sound orcas make but Excerpt from Granny's Clan: A Tale of Wild Orcas do*

What is a central idea of the article *Orcas*? What is a central idea of the story *Granny's Clan*? How are the central ideas of the article and the story similar? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea of the article
- identify a central idea of the story
- explain how the central ideas of the article and the story are similar
- use details from **both** the article and the story to support your response

orcas can do some amazing things. They leap high out of the water, detect food using echoes, and play with toys. They work as part of a team, learn to do tricks, and seem to be able to "talk" to each other. Like some other whales and dolphins, they are thought to be very intelligent. and can lead up to the most big orcas a animal they are varey integint with a like a whale or

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

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Grade 4
English Language Arts Writing

Scoring Leader Materials
2026 Training Set