



***New York State
Testing Program***

2026

**English Language Arts Test
Writing**

Grade 5

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	The features of a 2-credit response are <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	The features of a 1-credit response are <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*	The features of a 0-credit response are <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 “Snow Machines: Venture Farther and Faster into the Wild on a Snowmobile”

by Aaron Derr

1 Just as there are different kinds of hiking, there are different kinds of snowmobiling.

2 Some sledheads are in it for the steep climbs. Others have the need for speed. And
still others just like to use their snowmobiles to get away from it all, exploring areas that
would be too difficult to access any other way.

3 That’s Venturing Crew 115. In the warm-weather months, they travel from their
homes near Snoqualmie, Washington, to paddle down their region’s rivers and lakes in
kayaks. . . .

Venturing Crew 115 = a group of teens connected to the
Boy Scouts of America that participates in outdoor activities

4 Each winter, they return to the same spot—near snow-covered Swan Lake
Campground—for an event they call Snowcamp. With its thick, high brush, that spot
would be terrible for camping during the summer.

5 During winter, with around 12 feet of snow, it’s practically paradise.

Fall Preparation

6 Snowcamp is in the middle of February. But prep work starts months earlier.

7 In November and December, the crew hosts its most effective fundraiser: Christmas-
tree sales. Proceeds help pay for the maintenance of their fleet of 24 snowmobiles.

8 After the holidays, the Venturers get to work on their sleds. Those snowmobiles aren’t
going to take care of themselves, after all. They call them work parties, and they have them
three times a week. . . .

9 By late January or early February, the snowmobiles and crew are ready to go. The
crew conducts training exercises on a snow-covered airfield. It’s nice and flat and wide
open—perfect for beginners and those who need to brush up on their skills. . . .

Winter Camping

10 Once the Venturers are comfortable on the equipment, they're ready for Snowcamp. They start by hauling the snowmobiles and camping gear as far as they can into the wilderness until the road ends.

11 From there, they board their machines with tow-behind equipment sleds and drive several miles farther. During their trek, they keep in touch with each other using two-way radios built into their helmets. When they get to their spot—about 5,000 feet above sea level—they begin setting up camp.

12 First, they mark the spot where they will have their fire. Then they mark a 40-foot diameter around that spot. Then they lay down a firewood platform and set firewood on top of that. As the fire burns, the platform drops deeper and deeper into the snow, at the rate of about 1 foot per hour.

13 In the meantime, the Scouts build a wall of ice blocks around the circle. (Imagine a 40-foot-wide igloo without a roof.) As the fire drops, the Venturers carve rows of stairs and benches into the snow.

14 After 12 or so hours, the fire has sunk down—surrounded by walls that are now more than 8 feet high and an icy bowl 12 feet deep. It's like a miniature coliseum, and it's the perfect winter shelter—protected from the wind and warmed by the fire. . . .

coliseum = large outdoor theater

Safety in the Snow

15 After spending the night in four-season tents and igloos, the Venturers spend the next day exploring the area on their snowmobiles. They often snowmobile up to a radio tower that offers sparkling views of the surrounding countryside. . . .

16 To stay warm, they dress in layers and wear noncotton clothing. If you don't like to wear wool, you don't get to go snowmobiling. The crew spends several weeks taking classes on proper winter clothing and how to stay warm in the cold environment. . . .

17 After three nights in the woods, the crew returns home. They are usually able to get back to the same spot the very next weekend for another three nights. If weather permits, they might have one more snowmobile trip in the spring.

18 Then they store the snowmobiles for the summer and look forward to the next year's Snowcamp.

Know Before You Go

WHERE:

Swan Lake Campground, near Snoqualmie Pass,
Washington

WHEN:

Snowmobiling: January to March
Everything else: Every other month

WHAT:

The state of Washington has a very good snowmobiling trail maintenance program. But to get to the traditional camping spot, Crew 115 must venture a couple of miles off the trail. Don't try this at home without proper training and preparation.

SAFETY FIRST:

Before you plan a trip, learn the state laws for who can use snowmobiles, where you can use them, and how to become certified as an operator.

Check all your equipment before you start out.

Get the right clothing. Full-faced helmets are often required. Clothing must fit and protect against snow, water, and cold.

High-tech headwear, footwear, and gloves are recommended.

Source: *Boys' Life* magazine, January 2017, © 2017 Boy Scouts of America

GUIDE PAPER 1

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

The section called Fall Preparation helps support the central idea of the article in a couple of ways. Here are some of the ways that the section named Fall Preparation support the central idea. The way that the section Fall Preparation helps support the central idea is because it tells what they have to do in order to be able to go on the trip. Here are the things that they have to do in order to be able to go on the trip. One thing that they have to do in order to be able to go on the trip is in November and December the crew has a funndraiser. The money they earn goes toward the maintenance of all twentyfour of their snowmobiles. Another thing that they to be able to go on the trip is work on the snowmobiles. They call them woork parties and have them three times a week. the last thing hat they do before they can go on the trip is conduct exercises on a snow covered field. It's flat and wide and great for beginners and others that need to work on their skills. So, that is what they do to get ready and prepared for their fun trip.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the section “Fall Preparation” support a central idea of “Excerpt from *Snow Machine: Venture Farther and Faster into the Wild on a Snowmobile.*”

- *because it tells what they have to do in order to be able to go on the trip*

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

- *in November and December the crew has a funndraiser. The money they earn goes toward the maintenance of all twentyfour of their snowmobiles*
- *Another thing that they to be able to go on the trip is work on the snowmobiles. They call them woork parties and have them three times a week*
- *conduct exercises on a snow covered field. It's flat and wide and great for beginners and others that need to work on their skills*

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

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

The details in the section "Fall Preperation" support a central idea of the article because the section shows how the snowmobilers get their snowmobiles ready for riding. I know this because in the text it says, "In November and December, the crew hosts its most effective fundraiser: Christmas-tree sales. Proceeds help pay for the maintenance of their fleet of 24 snowmobiles." The text also says, " They call them work parties, and they have them three times a week." These details show that the crew hosts a fundraiser to raise money to help pay for the maintenace of 24 snowmobiles. Also how they work on there snowmobiles 3 times a week. In conclusion, The details in the section "Fall Preperation" support a central idea of the article because the section shows how the snowmobilers get their snowmobiles ready for riding and how they get the money for the maintanence.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the section “Fall Preparation” support a central idea of “Excerpt from *Snow Machine: Venture Farther and Faster into the Wild on a Snowmobile*.”

- *because the section shows how the snowmobilers get their snowmobiles ready for riding*

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

- *“In November and December, the crew hosts its most effective fundraiser: Christmas-tree sales. Proceeds help pay for the maintenance of their fleet of 24 snowmobiles.”*
- *“ They call them work parties, and they have them three times a week.”*

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

GUIDE PAPER 3

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

It supports the central idea by explaining what they do in preparation to get ready for snow camp. I know this because in the text it talks about how they sell Christmas trees for money to fix up their snow mobiles and they have them ready by late January or early February. This shows that the section "Fall Preparation" supports the central idea.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the section “Fall Preparation” support a central idea of “Excerpt from *Snow Machine: Venture Farther and Faster into the Wild on a Snowmobile.*”

- *by explaining what they do in preparation to get ready for snow camp*

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

- *how they sell Christmas trees for money to fix up their snow mobiles*
- *they have them ready by late January or early February*

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

GUIDE PAPER 4

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use **two** details from the article to support your response.

The article "Fall Preparation" Shows how early they start preparing, and HOW they prepare for Snowcamp in February. For example, "Snowcamp is in the middle of February, but prep work begins earlier."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the section “Fall Preparation” support a central idea of “Excerpt from *Snow Machine: Venture Farther and Faster into the Wild on a Snowmobile.*”

- *Shows how early they start preparing, and HOW they prepare for Snowcamp in February*

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

- *“Snowcamp is in the middle of February, but prep work begins earlier.”*

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

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

Fall Preparation supports te article because it tells when and how they get ready for the winter and start snowmobiling.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in the section “Fall Preparation” support a central idea of “Excerpt from *Snow Machine: Venture Farther and Faster into the Wild on a Snowmobile.*”

- *because it tells when and how they get ready for the winter and start snowmobiling*

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

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

GUIDE PAPER 6

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

It is telling you when the snowcamp and prep work starts for example it says, " Snowcamp is in the middle of february. But prep work starts months earlier." In November and December, the crew host christmas tree fundraiser.

Score Credit 1 (out of 2 credits)

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

- *It is telling you when the snowcamp and prep work starts for example it says, “ Snowcamp is in the middle of february. But prep work starts months earlier.” In November and December, the crew host christmas tree fundraiser*

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

GUIDE PAPER 7

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use two details from the article to support your response.

Fall Preparation supports a central idea of the article by having a very important effective fundraiser and having the same and the other articles.

Score Credit 0 (out of 2 credits)

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

- *Fall Preparation supports a central idea of the article by having a very important effective fundraiser and having the same and the other articles*

28

How do the details in the section “Fall Preparation” support a central idea of the article? Include your claim and use **two** details from the article to support your response.

that you can do snowmowbileing all winter and some times not in winter

Score Credit 0 (out of 2 credits)

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

- *that you can do snowmowbileing all winter and some times not in winter*

An “ode” is a lyrical poem that expresses praise or tribute. This ode is about raspados, which is the Spanish word for snow cones.

“Ode to Los Raspados” from *Neighborhood Odes*

by Gary Soto

Papá says

They were

A shiny dime

When he was

5 Little, but for me,

His daughter

With hair that swings

Like jump ropes,

They’re free:

10 Papá drives a truck

Of *helados* and

Snow cones, the

Music of arrival

Playing block

15 After block.

helados = Spanish word for ice cream

It's summer now.
The sun is bright
As a hot dime.
You need five
20 Shiny ones
For a snow cone:
Strawberry and root beer,
Grape that stains
The mouth with laughter,
25 Orange that's a tennis ball
Of snow
You could stab
with a red-striped straw.
We have
30 Green lime
And dark cola,
And we have
An umbrella of five colors.
When the truck stops,
35 The kids come running,
Some barefoot,
Some in T-shirts
That end at the
Cyclone knot
40 Of belly buttons
Some in swimming
Trunks and dripping
Water from a sprinkler
On a brown lawn.

45 I'm twelve going
On thirteen,
And I know what's what
When it comes to
Snow cones
50 Packed with the flat
Of a hand and laced
With a gurgle
Of sugary water.
I know the rounds
55 Of the neighborhood
I know the kids,
Gina and Ofélia,
Juan and Ananda,
Shorty and Sleepy,
60 All running
With dimes pressed
To their palms,
Salted from play
Or mowing the lawn.
65 When they walk away,
The dime of sun
Pays them back
With laughter
And the juice runs
70 To their elbows,
Sticky summer rain
That sweetens the street.

GUIDE PAPER 1

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

The setting is important to "Ode to Raspados" because it represents the hot summer in the neighborhood with a snow cone truck. Details explain that its really hot and a snow cone truck is coing and all the kids are running to get some in the hot weathr. Fo example in the text it states, " Papá drives a truck Of helados and Snow cones, the Music of arrival Playing block After block. It's summer now. The sun is bright As a hot dime." Another example in the text is it states , "An umbrella of five colors. When the truck stops, The kids come running, Some barefoot, Some in T-shirts That end at the Cyclone knot Of belly buttons." This shows why the setting is so importatnt to ths text.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

- *because it represents the hot summer in the neighborhood with a snow cone truck*

The response provides evidence of analysis.

- *its really hot and a snow cone truck is coing and all the kids are running to get some in the hot weathr*

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

- *“ Papá drives a truck Of helados and Snow cones, the Music of arrival Playing block After block. It's summer now. The sun is bright As a hot dime.”*
- *“An umbrella of five colors. When the truck stops, The kids come running, Some barefoot, Some in T-shirts That end at the Cyclone knot Of belly buttons.”*

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

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

The setting is important because it talks about those hot summer day of kids getting snowcones and having a fun time the text provides "the kids running some bare foot " for instance "when it come to snowcones packed with the flat of a hand and laced with gurgle of sugary water" this tells me that kids are playing laughing having a blast in the hot sun while eating snow cones.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

- *because it talks about those hot summer day of kids getting snowcones and having a fun time*

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

- *“the kids running some bare foot ”*
- *“when it come to snowcones packed with the flat of a hand and laced with gurgle of sugary water”*

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

GUIDE PAPER 3

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

the setting is important because without it it woul make no sense because it summer in the story. Two details from the peom are it's summer time also some in swimming trunks.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

- *because without it it woul make no sense because it summer in the story*

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

- *it's summer time*
- *some in swimming trunks*

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

GUIDE PAPER 4

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

The setting is important to this poem because since they state that it's summer, it is easier to visualize the scene of kids eating snow cones. For example, "Some in swimming trunks and dripping water from a sprinkler..." knowing that it's summer, it helps me imagine more what the kids feel and look like.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

- *because since they state that it's summer, it is easier to visualize the scene of kids eating snow cones*

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

- *“Some in swimming trunks and dripping water from a sprinkler...”*

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

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

The setting is important because if it were the middle of winter the snow cones would make no sense.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

- *because if it were the middle of winter the snow cones would make no sense*

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

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

GUIDE PAPER 6

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

The setting is important because it is talking about where the story is taking place. The story is mostly talking about the setting. It is also like it is summer because they are talking about snowcones a lot and ice cream.

Score Credit 1 (out of 2 credits)

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

- *it is summer because they are talking about snowcones a lot and ice cream*

The response does not provide a valid inference from the text to explain why the setting is important to “Ode to Los Raspados.”

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

GUIDE PAPER 7

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

all of the kids love snow cones they all come running to the snow cone shop with drippy wet shorts on. The juice running down theri elbows.

Score Credit 0 (out of 2 credits)

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

- *all of the kids love snow cones they all come running to the snow cone shop with drippy wet shorts on. The juice running down theri elbows*

36

Why is the setting important to “Ode to Los Raspados”? Include your claim and use two details from the poem to support your response.

it's important because they know everybody.

Score Credit 0 (out of 2 credits)

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

- *it's important because they know everybody*

GUIDE PAPER 1a

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

The speaker develops this idea by describing how amazing a summer afternoon is. He shows every summer afternoon an ice cream truck drives by and how all the kids line up to get one. I know this because in the text in paragraph 35-40, it says, “The kids come running,

Some barefoot,

Some in T-shirts

That end at the

Cyclone knot

Of belly buttons

Some in swimming

Trunks and dripping

Water from a sprinkler

On a brown lawn.” This shows that no matter where are what the kids were doing before, they still dart toward the truck. He also describes the joy that everyone gets once they eat the cone. I know this because in the text in paragraphs’ 65-70, it says, “When they walk away, the dime of the sun pays them back with laughter and the juice runs to their elbows, sticky summer rain that sweetens the street.” This shows that all the kids are happy and full of joy and laughter. Overall, this shows how a summer afternoon is so amazing.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the poem to explain how the speaker in “Ode to Los Raspados” develops the idea that summer afternoon are the two most beautiful words in the English language.

- *by describing how amazing a summer afternoon is [...] every summer afternoon an ice cream truck drives by and how all the kids line up to get one [...] He also describes the joy that everyone gets once they eat the cone*

The response provides evidence of analysis.

- *no matter where are what the kids were doing before, they still dart toward the truck*
- *all the kids are happy and full of joy and laughter*

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

- *“The kids come running, Some barefoot, Some in T-shirts That end at the Cyclone knot Of belly buttons Some in swimming Trunks and dripping Water from a sprinkler On a brown lawn.”*

GUIDE PAPER 1b

- *“When they walk away, the dime of the sun pays them back with laughter and the juice runs to their elbows, sticky summer rain that sweetens the street.”*

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

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

People love ice cream on a hot day. The speaker develop the idea that Summer afternoon are the two most beautiful word by showing us how people feel after a hot summer day when the ice cream truck come. The text say "An umbrella of five colors.

When the truck stops the kids come running Some barefoot Some in shirts

That end at the

Cyclone knot

Of belly buttons." This show that kid real like ice cream. The text says "Strawberry and root beer,

Grape that stains

The mouth with laughter orange that's a tennis ball

Of snow

You could stab

with a red-striped straw." This show that kid real like ice cream.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the poem to explain how the speaker in “Ode to Los Raspados” develops the idea that summer afternoon are the two most beautiful words in the English language.

- *by showing us how people feel after a hot summer day when the ice cream truck come*

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

- *“An umbrella of five colors. When the truck stops the kids come running Some barefoot Some in shirts That end at the Cyclone knot Of belly buttons.”*
- *“Strawberry and root beer, Grape that stains The mouth with laughter orange that's a tennis ball Of snow You could stab with a red-striped straw.”*

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

GUIDE PAPER 3

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

In the text summer afternoon are two of the most beautiful words is because its like its a warm period of times when people are hanging out and having fun. In the text it says that "The kids come running, Some barefoot, Some in T-shirts That end at the Cyclone knot Of belly buttons ." also, "Some in swimming Trunks and dripping Water from a sprinkler On a brown lawn."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the poem to explain how the speaker in “Ode to Los Raspados” develops the idea that summer afternoon are the two most beautiful words in the English language.

- *because its like its a warm period of times when people are hanging out and having fun*

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

- *“The kids come running, Some barefoot, Some in T-shirts That end at the Cyclone knot Of belly buttons .”*
- *“Some in swimming Trunks and dripping Water from a sprinkler On a brown lawn.”*

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

GUIDE PAPER 4

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

In the poem "Ode to Los Raspados" the speaker develops this idea by telling us why summer afternoons are good and nice. The text states "The mouth with laughter". This detail shows that the summer afternoon contains laughter which is a good thing. The text also states "That sweetens the street". This detail shows that it says sweetens the streets which actually means the people that are there have more energy and that is why it is nice and good.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the poem to explain how the speaker in “Ode to Los Raspados” develops the idea that summer afternoon are the two most beautiful words in the English language.

- *by telling us why summer afternoons are good and nice*

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

- *“The mouth with laughter”*

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

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

The Author devolops this idea by talking about how it's like in the summer afternoon and how her dad's ice cream helps cool down the hotness of summer

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the poem to explain how the speaker in “Ode to Los Raspados” develops the idea that summer afternoon are the two most beautiful words in the English language.

- *by talking about how it's like in the summer afternoon and how her dad's ice cream helps cool down the hotness of summer*

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

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

GUIDE PAPER 6

37

The author Henry James once said, “Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” In the poem “Ode to Los Raspados,” how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

The speaker develops this idea because in the poem it says " of belly buttons some in swimming trunks and dripping water from a sprinkler on a brown lawn. "

Score Credit 1 (out of 2 credits)

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

- “ *of belly buttons some in swimming trunks and dripping water from a sprinkler on a brown lawn.* ”

The response does not provide a valid inference from the poem to explain how the speaker in “*Ode to Los Raspados*” develops the idea that summer afternoon are the two most beautiful words in the English language.

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

GUIDE PAPER 7

37

The author Henry James once said, "Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language." In the poem "Ode to Los Raspados," how does the speaker develop this idea? Include your claim and use **two** details from the poem to support your response.

In english "ode" is a lyrical poem that expresses praise or tribute. This ode is about raspados, which is the Spanish word for snow cones. Helados = Spanish word for ice cream. Snow cones
Packed with the flat
Of a hand and laced of sugary water.

Score Credit 0 (out of 2 credits)

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

- *In english "ode" is a lyrical poem that expresses praise or tribute. This ode is about raspados, which is the Spanish word for snow cones. Helados = Spanish word for ice cream. Snow cones Packed with the flat Of a hand and laced of sugary water*

37

The author Henry James once said, "Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language." In the poem "Ode to Los Raspados," how does the speaker develop this idea? Include your claim and use two details from the poem to support your response.

the author wote word not sentances. The author put some spanic word to let the readers know some music and the author number the paragraph by 5's and the author goes with the the poem but change the subget.

Score Credit 0 (out of 2 credits)

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

- *the author wote word not sentances. The author put some spanic word to let the readers know some music and the author number the paragraph by 5's and the author goes with the the poem but change the subget*

Excerpt from *The Battle of the Snow Cones*

by Lupe Ruiz-Flores

1 It was so hot in Caliente, Texas, the flowers drooped, the grass withered and the townspeople gulped down gallons of lemonade all day long. Even the dog jumped into the swimming pool. Ten-year-old Elena poured a bucket of water over her head. Her mother fanned herself day and night, but couldn't stay cool.

2 Then Elena had an idea.

3 "I think an icy snow cone will cool the neighbors down in this heat," Elena told her mother, who was sitting next to her.

4 "What an excellent idea," Mamá said. . . .

5 Elena went ahead with her plan. Papá built a wooden booth for the snow cone stand using some old lumber he had stored in the shed. Elena helped paint it sky blue. Papá borrowed the ice shaver machine that he used in the concession stand during church festivals. He showed Elena how to use it to make crushed ice for the snow cones. Mamá ordered a big block of ice and set it in a huge cooler on a table inside the booth. . . .

6 Elena chose strawberry, lemon, bubble gum and grape-flavored syrup for the snow cones. She set up the bottles of syrup in a neat row across the front counter so everyone could see them. Papá nailed a big sign to the front of her stand. It read, "SNOW CONES—75 cents." On the same sign, Elena drew and colored an inviting picture of a snow cone.

7 That afternoon, children and grownups alike lined up to buy the frosty delights. The lines grew longer and longer. Elena saw Alma watching from across the street.

8 By the following morning, Alma, with the help of her parents, set up a snow cone stand in her own front yard. Alma decorated it with dozens of pink, purple and yellow crepe paper flowers. Elena saw her customers drifting over to Alma's festive stand.

9 Mine will be better, Elena thought, as she hung blue, green and orange tissue paper cutouts across the front of her stand.

10 “Oh, look at the *papel picado*,” one customer said, pointing to the colorful banner on Elena’s stand. Soon, lots of people strolled back to her stand. . . .

papel picado = colorful paper banner

11 The following week, Elena ordered more ice and more snow cone flavors. So did Alma. The iceman delivered bigger and bigger blocks of ice as the two girls furiously shaved ice, day in and day out, competing for customers. Then one day, Alma heard a loud WHRUMP coming from her ice machine. . . .

12 Then another WHRUMP came from across the street. . . .

13 Horrified, the two girls watched as the crushed ice overflowed, spilled out of the machines, knocked over their stands and toppled the bottles of syrup onto the ground. Lemon, strawberry, mango, lime, bubble-gum syrup and all the other flavors leaked out of the bottles and mixed with the ice, which slid down the street, creating an enormous mound of ice at the bottom of the hill. The line of customers disappeared as they gleefully slid down the icy slope.

14 “Now, see what you’ve done,” Alma said, scowling. “You drove all my customers away!”

15 “Me?” replied an angry Elena. “It was you who started all this. Instead of snow cones, we have a . . .”

16 “A giant rainbow snow cone,” Alma said, finishing Elena’s sentence. They both stared at the ribbons of color cascading down the dazzling ice mound. . . .

17 Elena pulled Alma out of the chair. “What are we waiting for?”

18 “You mean we’re still friends?”

19 “Sure we are,” replied Elena. “We’ll always be friends.”

20 Eager to join in the fun, they ran into the garage and emerged with cardboard sleds. They made their way up the snow cone hill with all the other children, waited their turn and then slid all the way down.

GUIDE PAPER 1

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

In "Excerpt from *The Battle of the Snow Cones*," the narrator helps the reader understand why Elena is upset with Alma by Alma trying to copy her. In paragraph 8, the text states, "By the following morning, Alma, with the help of her parents, set up a snow cone stand on her own front yard. This quote shows that Alma was jealous of Elena's work. So Alma tried to copy her. In paragraph 11, the text states, "The following week, Elena ordered more ice and more snow cone flavors. So did Alma". This quote shows that Alma wants to be better than her. And so that she can get all the attention. As you can see, Elena was upset with Alma.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the narrator in "Excerpt from *The Battle of the Snow Cones*" helps the reader understand why Elena is upset with Alma.

- *by Alma trying to copy her*

The response provides evidence of analysis.

- *Alma was jealous of Elena's work. So Alma tried to copy her*
- *Alma wants to be better than her. And so that she can get all the attention*

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

- *"By the following morning, Alma, with the help of her parents, set up a snow cone stand on her own front yard"*
- *"The following week, Elena ordered more ice and more snow cone flavors. So did Alma"*

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

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

Elena is upset with Alma because she was a competition to her snow cone stand and started stealing her customers. For example in paragraph 8 it says "By the following morning, Alma, with the help of her parents, set up a snow cone stand in her own front yard. Alma decorated it with dozens of pink, purple and yellow crepe paper flowers. Elena saw her customers drifting over to Alma's festive stand." This shows that Alma set up her stand close to Elena's so that she could steal her customers on purpose. Another example in paragraph 14 it says "Now, see what you've done," Alma said, scowling. "You drove all my customers away!" This shows that Alma is blaming Elena for losing her customers when the customers went down they slid down the icy and syrupy slope.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the narrator in "Excerpt from *The Battle of the Snow Cones*" helps the reader understand why Elena is upset with Alma.

- *because she was a competition to her snow cone stand and started stealing her customers*

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

- *"By the following morning, Alma, with the help of her parents, set up a snow cone stand in her own front yard. Alma decorated it with dozens of pink, purple and yellow crepe paper flowers. Elena saw her customers drifting over to Alma's festive stand."*
- *"Now, see what you've done," Alma said, scowling. "You drove all my customers away!"*

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

GUIDE PAPER 3

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

The narrator helps the reader understand why Elena was upset with Alma by giving a vivid image of how Elena would do something then Alma would copy her. By the next morning Alma had a snow cone stand in her yard. Then Elena ordered more ice and flavors than Alma did the same.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the narrator in “Excerpt from *The Battle of the Snow Cones*” helps the reader understand why Elena is upset with Alma.

- *by giving a vivid image of how Elena would do something then Alma would copy her*

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

- *By the next morning Alma had a snow cone stand in her yard*
- *Elena ordered more ice and flavors than Alma did the same*

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

GUIDE PAPER 4

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

Elena is upset with Alma because Alma started a snow cone stand right next to Elena's snow cone stand. I know this because they argue over who scared their customers away, and how they are competing for customers.

Score Credit 1 (out of 2 credits)

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

- *Alma started a snow cone stand right next to Elena's snow cone stand*
- *they argue over who scared their customers away*
- *they are competing for customers*

The response does not provide a valid inference from the text to explain how the narrator in "Excerpt from *The Battle of the Snow Cones*" helps the reader understand why Elena is upset with Alma.

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

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

The narrator helps the reader understand why Elena is upset with Alma by Elena saying it was you who started all of this

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the narrator in “Excerpt from *The Battle of the Snow Cones*” helps the reader understand why Elena is upset with Alma.

- *by Elena saying it was you who started all of this*

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

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

GUIDE PAPER 6

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

Elna is mad whith Alma because alna stol all the custermers from elnas ice cream stand /snowcone stand and they had a fude agenst each other and then there ice shaver both broke and thay became friends agen at the end

Score Credit 1 (out of 2 credits)

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

- *Elna is mad whith Alma because alna stol all the custermers from elnas ice cream stand /snowcone stand and they had a fude agenst each other and then there ice shaver both broke and thay became friends agen at the end*

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

GUIDE PAPER 7

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

theres are so many favors like.

- 1.mango
- 2.lime
3. bubble gum
- 4.lemon
- 5.strawberry

Score Credit 0 (out of 2 credits)

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

- *theres are so many favors like. 1.mango 2.lime 3. bubble gum 4.lemon 5.strawberry*

38

In *The Battle of the Snow Cones*, how does the narrator help the reader understand why Elena is upset with Alma? Include your claim and use two details from the story to support your response.

it gives detail about the text about how elena is upset about alma

Score Credit 0 (out of 2 credits)

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

- *it gives detail about the text about how elena is upset about alma*

Possible Exemplary Response:

A theme shared by “*Ode to Los Raspados*” and “*The Battle of the Snow Cones*” is that summer treats bring people together and create happy memories. Both the poem and the story show how snow cones are more than just a sweet snack—they help build friendships and fun in the neighborhood.

In “*Ode to Los Raspados*,” the speaker describes how kids run to the snow cone truck, saying, “The kids come running, / Some barefoot, / Some in T-shirts,” showing how excited they are to get a treat in the summer heat. The poem also says, “The juice runs / To their elbows, / Sticky summer rain / That sweetens the street,” which shows how the melting snow cones make summer feel special and joyful. In “*The Battle of the Snow Cones*,” two girls, Elena and Alma, start off competing to sell the best snow cones from the best-looking stand. After Alma constructed her snow cone stand, Elena did a refresh on her stand as shown in the story: “Oh, look at the *papel picado*,” one customer said, pointing to the colorful banner on Elena’s stand. Soon, lots of people strolled back to her stand.” However, they learn to work together. “Elena pulled Alma out of the chair. ‘What are we waiting for?’ ‘You mean we’re still friends?’ ‘Sure we are,’ replied Elena. ‘We’ll always be friends.’”

The theme is developed in a similar way in both the poem and the story by showing how snow cones bring people together. In the poem, the snow cone truck brings kids from all over the neighborhood to one place, where they laugh and play. In the story, Elena and Alma start out trying to win, but they realize that working together is better. Both texts use snow cones to show how summer fun can lead to friendship and teamwork.

Both the poem and the story show that snow cones are part of summer fun and help people connect. Whether it is kids laughing and playing in the poem or two rivals learning to share in the story, snow cones bring smiles and friendship. These treats help make summer afternoons the best part of the year.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

Small things are usually seen as nothing more than what they are. Although, they can lead to more. Something as casual as selling snow cones can have a bigger effect. This is demonstrated in "Ode to the Los Raspados" and "The Battle of the Snow Cones". Snow cones lead to both joy and competition in these texts. These texts have a common theme of how small things can be impactful which they develop in alike ways.

Firstly, the theme of the poem or ode is that small things can be impactful. For instance, a truck that sells snow cones attracted every kid in the neighborhood. All of them came together for something small as a snow cone. Additionally, the snow cones, however regular they were, made the kids' days. The kids bought them after play or work to relax and enjoy them. All in all, the theme of the poem is that small things can be impactful.

To continue, the theme of the story is that small things can be impactful. For example, Elena making a snow cone stand caused another girl, Alma, to make her own to compete. Simply making one stand caused another to be created. To add on, because the girls made snow cone stands, a mountain of snow was created after their materials were toppled over, making a snow hill for the whole neighborhood. As you can see, the theme of the story is that small things can be impactful.

Lastly, both texts develop the theme similarly using a mass of people and a happy ending. For instance, the poem describes a mass of kids eating snow cones. They also had fun. In addition, the story shows all people old and young in the neighborhood getting snow cones. At the end they all got to sled on some snow as well, which is a joyful activity. In conclusion, both texts develop the theme by using a mass of people and a happy ending.

To wrap it up, both stories have the same theme of how small things are impactful and develop it in alike ways. Snow cones led to joy in the poem and in the story they led to a snow hill. Everything leads to something else.

GUIDE PAPER 1b

Score Credit 4 (out of 4 credits)

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

- *Small things are usually seen as nothing more than what they are. Although, they can lead to more. Something as casual as selling snow cones can have a bigger effect. This is demonstrated in “Ode to the Los Raspados” and “The Battle of the Snow Cones”. Snow cones lead to both joy and competition in these texts. These texts have a common theme of how small things can be impactful which they develop in alike ways*

The response demonstrates insightful comprehension and analysis of the texts.

- *the theme of the poem or ode is that small things can be impactful*
- *All of them came together for something small as a snow cone*
- *the snow cones, however regular they were, made the kids’ days*
- *the theme of the story is that small things can be impactful*
- *Simply making one stand caused another to be created*
- *both texts develop the theme similarly using a mass of people and a happy ending*

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

- *a truck that sells snow cones attracted every kid in the neighborhood*
- *The kids bought them after play or work to relax and enjoy them*
- *Elena making a snow cone stand caused another girl, Alma, to make her own to compete*
- *because the girls made snow cone stands, a mountain of snow was created after their materials were toppled over; making a snow hill for the whole neighborhood*
- *a mass of kids eating snow cones*
- *all people old and young in the neighborhood getting snow cones. At the end they all got to sled on some snow as well, which is a joyful activity*

The response exhibits clear, purposeful organization.

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

- *Although*
- *This is demonstrated*
- *Firstly*
- *For instance*
- *Additionally*
- *All in all*
- *To continue*
- *To add on*

GUIDE PAPER 1c

- *Lastly*
- *In addition*
- *At the end*
- *To wrap it up*

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

- *impactful*
- *however regular they were*
- *mountain of snow*
- *mass of people*

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

- *To wrap it up, both stories have the same theme of how small things are impactful and develop it in alike ways. Snow cones led to joy in the poem and in the story they led to a snow hill. Everything leads to something else*

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

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

A theme shared by "Ode to Los Raspados" and "Excerpt from The Battle of the Snow Cones" is to always make the best out of a bad situation.

The theme is to always make the best out of a bad situation because in " Excerpt from The Battle of Snow Cones", Elena and Almas snow cone buisness was a diaster but instead of letting it ruin their moods, they went up the snow cone hill with cardboard sleds and slid down and they had fun. In the text of "Excerpt from The Battle of Snow Cones" the text states, " Horrified, the two girls watched as the crushed ice overflowed, spilled out of the machines, knocked over their stands and toppled the bottles of syrup onto the ground. Lemon, strawberry, mango, lime, bubble-gum syrup and all the other flavors leaked out of the bottles and mixed with the ice, which slid down the street, creating an enormous mound of ice at the bottom of the hill. The line of customers disappeared as they gleefully slid down the icy slope". Then, later on in paragraph 20, the text states "Eager to join in the fun, they ran into the garage and emerged with cardboard sleds. They made their way up the snow cone hill with all the other children, waited their turn and then slid all the way down.", this shows how Elena and Alma made the best out of a bad situation

Then in "Ode to Los Raspados" It was a very hot day in the summer, and everyone was trying to cool themselves down, but they couldnt so, they made snowcones. In the text it states, " It's summer now. The sun is bright- as a hot dime." Then in paragraph 20 it says, " You need five

Shiny ones

For a snow cone:

Strawberry and root beer,

Grape that stains"

This shows how they also made the best out of a bad situation.

This is how both "Ode to Los Raspados" and " Excerpt from The Battle of the Snow Cones" ,both made the best out of a bad situation.

Score Credit 4 (out of 4 credits)

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

- *A theme shared by “Ode to Los Raspados” and “Excerpt from The Battle of the Snow Cones” is to always make the best out of a bad situation*

The response demonstrates insightful comprehension and analysis of the texts.

- *The theme is to always make the best out of a bad situation because in “ Excerpt from The Battle of Snow Cones”, Elena and Almas snow cone buisness was a diaster but instead of letting it ruin their moods, they went up the snow cone hill with cardboard sleds and slid down and they had fun*
- *It was a very hot day in the summer, and everyone was trying to cool themselves down, but they couldnt so, they made snowcones*
- *This shows how they also made the best out of a bad situation*

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

- *“ Horrified, the two girls watched as the crushed ice overflowed, spilled out of the machines, knocked over their stands and toppled the bottles of syrup onto the ground. Lemon, strawberry, mango, lime, bubble-gum syrup and all the other flavors leaked out of the bottles and mixed with the ice, which slid down the street, creating an enormous mound of ice at the bottom of the hill. The line of customers disappeared as they gleefully slid down the icy slope”*
- *“Eager to join in the fun, they ran into the garage and emerged with cardboard sleds. They made their way up the snow cone hill with all the other children, waited their turn and then slid all the way down.”*
- *“ It’s summer now. The sun is bright- as a hot dime.”*
- *“ You need five Shiny ones For a snow cone: Strawberry and root beer, Grape that stains”*

The response exhibits clear, purposeful organization.

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

- *because in “ Excerpt from The Battle of Snow Cones”*
- *the text states*
- *Then*
- *later on in paragraph 20*
- *this shows how*

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.

- *This is how both “Ode to Los Raspados” and “ Excerpt from The Battle of the Snow Cones” ,both made the best out of a bad situation*

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

- *buisness*
- *diaster*
- *couldnt*
- *snowcones*

GUIDE PAPER 3a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

A theme shared by "Ode to Los Raspados" and "Excerpt from The Battle of the Snow Cones" is be helpful to one another. In the poem the children pay Papá for snow cones and it could be helpful in his personal life. In the story, the girls were competitive against one another. If they had worked together, they wouldn't have went through the frustrating process of their ice machines overflowing. One detail of helping on another from the poem is in lines 10 through 12, "Papá drives a truck of helados and snow cones," this could be helping the children in the town cool town. In the end of the story, paragraphs 3 and 7, "I think an icy snow cone will cool the neighbors down in this heat," This is Elena thinking not only of herself but of the other people in the town. In paragraph 7 it says, "That afternoon, children and grownups alike lined up to buy the frosty delights. The lines grew longer and longer." This explains how people like her snow cones and decorations and are glad she is thinking of them in the dreaded heat.

Score Credit 4 (out of 4 credits)

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

- *A theme shared by "Ode to Los Raspados" and "Excerpt from The Battle of the Snow Cones" is be helpful to one another*

The response demonstrates insightful comprehension and analysis of the texts.

- *A theme shared [...] is be helpful to one another*
- *it could be helpful in his personal life*
- *If they had worked together, they wouldn't have went through the frustrating process of their ice machines overflowing*
- *this could be helping the children in the town cool town*
- *This is Elena thinking not only of herself but of the other people in the town*
- *This explains how people like her snow cones and decorations and are glad she is thinking of them in the dreaded heat*

GUIDE PAPER 3b

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

- *the children pay Papá for snow cones*
- *the girls were competitive against one another*
- *“Papá drives a truck of helados and snow cones,”*
- *“I think an icy snow cone will cool the neighbors down in this heat,”*
- *“That afternoon, children and grownups alike lined up to buy the frosty delights. The lines grew longer and longer.”*

The response exhibits clear organization.

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

- *In the poem*
- *In the story*
- *One detail*
- *in lines 10 through 12*
- *In the end of the story*
- *paragraphs 3 and 7*

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

- *frustrating process*
- *dreaded heat*

The response does not provide a concluding statement.

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

GUIDE PAPER 4a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

There is a theme that is shared by "Ode to Los Raspados" and "Excerpt from The Battle of the Snow Cones". The development of this theme is similar in the poem and the story. Many similarities are within the two themes, and they can be supported with text evidence from both, the story "Excerpt from The Battle of the Snow Cones", and the poem "Ode to Los Raspados".

In the poem "Ode to Los Raspados" the theme is that with your family and friends you can do anything. In the poem it states " I know the rounds Of the neighborhood I know the kids, Gina and Ofelia, Juan and Anada, Shorty and Sleepy, All running With dimes pressed To their palms, Salted from play Or mowing the lawn." Another supporting detail is " Papa says They were A shiny dime When he was Little, but for me, His daughter With hair that swings Like jump ropes, They're free; Papa drives a truck Of helados and Snow cones, the Music of arrival Playing block After block." As you can tell, with Papa's snow cones everyone has laughter and happiness included in their days.

In the story " Excerpt from The Battle of the Snow Cones" it shares the same theme. I can support this with details from the text for example, it states " Horrified, the two girls watched as the crushed ice overflowed, spilled out of the machines, knocked over their stands and toppled the bottles of syrup onto the ground." It then states " The line of customers disappeared as they gleefully slid down the icy slope." Paragraph 14 and 16 states "Now see what you've done, Alma said, scowling. You drove all my customers away!" and "Instead of snow cones, we have a..." "A giant rainbow snow cone, Alma said, finishing Elena's sentence. They both started at the ribbons of color cascading down the dazzling ice mound..." After Elena said this, they both got to work. Paragraph 20 states " They made their way up the snow cone hill with all the other children, waited their turn and then slid all the way down." Therefore, with both Elena and Alma working together, they created something out of nothing.

GUIDE PAPER 4b

Clearly, both the story and the poem, " Excerpt from The Battle of the Snow Cones" and "Ode to Los Raspados" share the same theme. The development with them are similar because they both show that with the help of your family and friends you can get through your problems. In the poem Papa makes snow cones and he cools everyone down in the hot summer weather. Likewise, Elena and Alma solved a problem, because instead of fighting about not being able to make their snow cones anymore, they made a "snow cone hill" and all of the children (their customers) came back. In conclusion, the theme that was shared by the poem and the story was all about family and friends, and how they can help you.

Score Credit 3 (out of 4 credits)

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

- *There is a theme that is shared by "Ode to Los Raspados" and "Excerpt from The Battle of the Snow Cones". The development of this theme is similar in the poem and the story. Many similarities are within the two themes, and they can be supported with text evidence from both, the story "Excerpt from The Battle of the Snow Cones", and the poem "Ode to Los Raspados"*

The response demonstrates insightful comprehension and analysis of the texts.

- *the theme is that with your family and friends you can do anything*
- *As you can tell, with Papa's snow cones everyone has laughter and happiness included in their days*
- *they both got to work*
- *with both Elena and Alma working together, they created something out of nothing*
- *they both show that with the help of your family and friends you can get through your problems*
- *Papa makes snow cones and he cools everyone down in the hot summer weather*
- *Elena and Alma solved a problem, because instead of fighting about not being able to make their snow cones anymore, they made a "snow cone hill" and all of the children (their customers) came back*

The response develops the topic with relevant details from the texts.

- *" I know the rounds Of the neighborhood I know the kids, Gina and Ofelia, Juan and Anada, Shorty and Sleepy, All running With dimes pressed To their palms, Salted from play Or mowing the lawn."*
- *" Papa says They were A shiny dime When he was Little, but for me, His daughter With hair that swings Like jump ropes, They're free; Papa drives a truck Of helados and Snow cones, the Music of arrival Playing block After block."*
- *" Horrified, the two girls watched as the crushed ice overflowed, spilled out of the machines, knocked over their stands and toppled the bottles of syrup onto the ground."*

GUIDE PAPER 4c

- “ *The line of customers disappeared as they gleefully slid down the icy slope.* ”
- “*Now see what you’ve done, Alma said, scowling. You drove all my customers away!*”
- “*Instead of snow cones, we have a...*” “*A giant rainbow snow cone, Alma said, finishing Elena’s sentence. They both started at the ribbons of color cascading down the dazzling ice mound...*”
- “ *They made their way up the snow cone hill with all the other children, waited their turn and then slid all the way down.* ”

The response exhibits clear organization.

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

- *and*
- *In the poem “Ode to Los Raspados”*
- *In the poem it states*
- *Another supporting detail is*
- *As you can tell*
- *In the story “ Excerpt from The Battle of the Snow Cones ”*
- *the text for example, it states*
- *It then states*
- *Paragraph 14 and 16 states*
- *After Elena said this*
- *Therefore*
- *Clearly, both the story and the poem*
- *because*
- *Likewise*
- *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, the theme that was shared by the poem and the story was all about family and friends, and how they can help you*

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

- *Paragraph 14 and 16 states*
- *scowling*
- *ribbons*
- *The development [...] are similar*

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

In the texts "Excerpt from The Battle of the Snow Cones" and "Ode to Los Raspados" from *Neighborhood Odes* they both share a theme and both are developed similarly. This essay will talk about a theme shared by both the poem and story and how they are developed similarly.

A theme shared by both stories are be grateful for what you have. The poem states "It's summer now". This detail shows that we can infer it wasn't summer before and now they it is so they are grateful they have snow cones and it is summer now which shows they are grateful for what they have. The story states they tried to beat each other and they both lost there stands. This detail shows that they were not grateful for what they had and was greedy for the customers they lost there stands so it shows the theme to be grateful for what you have.

The theme develops similarly because they both involve snow cones. The poem states how the children run up to the truck and pay for snow cones because it is summer. This detail shows that the theme developed by a person selling snow cones and how it only appears in the summer. The story states the crushed ice over filled and there stands toppled over. This detail shows that they were eager to have more customers that they lost there stand due to it and it involved snow cones which shows the theme was also developed by snow cones.

In conclusion the theme of both stories is to be grateful for what you have. Also they were developed similarly because they involve snow cones.

Score Credit 3 (out of 4 credits)

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

- *In the texts "Excerpt from The Battle of the Snow Cones" and "Ode to Los Raspados" from Neighborhood Odes" they both share a theme and both are developed similarly. This essay will talk about a theme shared by both the poem and story and how they are developed similarly*

The response demonstrates insightful comprehension and analysis of the texts.

- *A theme shared by both stories are be grateful for what you have*
- *we can infer it wasn't summer before and now they it is so they are grateful they have snow cones and it is summer now which shows they are grateful for what they have*

- *they were not grateful for what they had and was greedy for the customers they lost there stands so it shows the theme to be grateful for what you have*
- *the theme developed by a person selling snow cones and how it only appears in the summer*
- *they were eager to have more customers that they lost there stand due to it and it involved snow cones which shows the theme was also developed by snowmcones*

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

- *“It’s summer now”*
- *they tried to beat eachother and they both lost there stands*
- *the children run up to the truck and pay for snow cones because it is summer*
- *the crushed ice over filled and there stands toppled over*

The response exhibits clear organization.

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

- *both*
- *and*
- *The poem states*
- *This detal shows*
- *The story states*
- *because*
- *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 the theme of both storys is to be grateful for whatyou have. Also they were developed similarly because they invlove snow cones*

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

- *detal*
- *now they it is*
- *gratful*
- *eachother*
- *there stands*
- *onlys*
- *snowmcones*
- *storys*
- *invlove*

GUIDE PAPER 6a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

I think a theme that can be shared by both "Excerpt from The Battle of the Snow Cones" and "Ode to Los Raspados" from Neighborhood Odes" is Working together can be better than working alone. I think this because in "Excerpt from The Battle of the Snow Cones" it states "I think an icy snow cone will cool the neighbors down in this heat" and in the story "Ode to Los Raspados" from Neighborhood Odes" it states papá drives a truck

Of helados and

Snow cones. Another reason i think this is a good theme for the storys "Excerpt from The Battle of the Snow Cones" and "Ode to Los Raspados" from Neighborhood Odes" in "Excerpt from The Battle of the Snow Cones" it states "Papá built a wooden booth for the snow cone stand using some old lumber he had stored in the shed. Elena helped paint it sky blue. Papá borrowed the ice shaver machine that he used in the concession stand during church festivals. He showed Elena how to use it to make crushed ice for the snow cones. Mamá ordered a big block of ice and set it in a huge cooler on a table inside the booth". A reason from the story "Ode to Los Raspados" from Neighborhood Odes" it states "It's summer now.

The sun is bright

As a hot dime.

You need five

Shiny ones

For a snow cone:

Strawberry and root beer,

Grape that stains

The mouth with laughter,

Orange that's a tennis ball

Of snow" This is why i think the theme fits with this story "Excerpt from The Battle of the Snow Cones" and the story "Ode to Los Raspados" from Neighborhood Odes"

GUIDE PAPER 6b

Score Credit 3 (out of 4 credits)

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

- *I think a theme that can be shared by both “Excerpt from The Battle of the Snow Cones” and “Ode to Los Raspados” from Neighborhood Odes” is Working together can be better than working alone*

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

- *Working together can be better than working alone*

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

- *“I think an icy snow cone will cool the neighbors down in this heat”*
- *papá drives a truck Of helados and Snow cones*
- *“Papá built a wooden booth for the snow cone stand using some old lumber he had stored in the shed. Elena helped paint it sky blue. Papá borrowed the ice shaver machine that he used in the concession stand during church festivals. He showed Elena how to use it to make crushed ice for the snow cones. Mamá ordered a big block of ice and set it in a huge cooler on a table inside the booth”*
- *“It’s summer now. The sun is bright As a hot dime. You need five Shiny ones For a snow cone: Strawberry and root beer, Grape that stains The mouth with laughter, Orange that’s a tennis ball Of snow”*

The response exhibits clear organization.

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

- *and*
- *I think this because in “Excerpt from The Battle of the Snow Cones” it states*
- *in the story “Ode to Los Raspados” from Neighborhood Odes” it states*
- *Another reason*

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.

- *This is why i think the theme fits with this story “Excerpt from The Battle of the Snow Cones” and the story “Ode to Los Raspados” from Neighborhood Odes”*

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

- *storys*
- *Capitalization*
- *Punctuation*

GUIDE PAPER 7a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

One theme shared by "Ode to Los Raspados" and "The Battle of the Snow Cones", is that summer afternoons are fun. The development of this theme is similar because they both use snow cones as a way to develop the theme and the story/poem. For example, in "The Battle of the Snow Cones", it says "Lemon, strawberry, mango, lime, bubble-gum syrup and all the other flavors leaked out of the bottles and mized with the ice, which slid down the street, creating an enormous mound of ice at the bottom of the hill. The line of customers disappeared as they gleefully slid down the icy slope." This shows how a theme is developed that summer afternoons are fun because since the snow cones ice spilled, people got of go sledding and have fun on the snow cone hill. Another example, is that, in "Ode to Los Raspados" it says, "When the truck stops, the kids come running, some barefoto, some in T-shirts that end at the Cyclone knot of belly buttons." This shows that the summer afternoon is fun and the snow cones are attracting them. My third example, is that, in "The Battle of the Snow cones," it says Eager to join in the fun, they ran into the garage and emerged with cardboard sleds. They made their way up the snow cone hill with all the other childre, waited their turn and then slid all the way down." This shows that the two girls are having fun on a summer afternoon by sledding. My last example, is that, in Ode to Los Raspados," it says When they walk away, the dime of the sun pays them back with laughter and the juice runs to their elbows, stircky summer rain the sweetens the street." This show that the kids are having fun licking the snow cones and laughing on a summer afternoon. In conclusion, these are the ways how I know a theme of the story and the peom and how it's developed.

Score Credit 2 (out of 4 credits)

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

- *One theme shared by "Ode to Los Raspados" and "The Battle of the Snow Cones", is that summer afternoons are fun. The development of this theme is similar because they both use snow cones as a way to develop the theme and the story/poem*

GUIDE PAPER 7b

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

- *a theme is developed that summer afternoons are fun because since the snow cones ice spilled, people got of go sledding and have fun on the snow cone hill*
- *summer afternoon is fun and the snow cones are attracting them*
- *the two girls are having fun on a summer afternoon by sledding*
- *the kids are having fun licking the snow cones and laughing on a summer afternoon*

The response partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant.

- *“Lemon, strawberry, mango, lime, bubble-gum syrup and all the other flavors leaked out of the bottles and mized with the ice, which slid down the street, creating an enormous mound of ice at the bottom of the hill. The line of customers disappeared as they gleefully slid down the icy slope.”*
- *“When the truck stops, the kids come running, some barefoto, some in T-shirts that end at the Cyclone knot of belly buttons.”*
- *Eager to join in the fun, they ran into the garage and emerged with cardboard sleds. They made their way up the snow cone hill with all the other childre, waited their turn and then slid all the way down.”*
- *When they walk away, the dime of the sun pays them back with laughter and the juice runs to their elbows, stircky summer rain the sweetens the street.”*

The response exhibits some attempt at organization.

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

- *For example, in “The Battle of the Snow Cones”, it says*
- *This shows*
- *Another example, is that, in “Ode to Los Raspados” it says*
- *My third example*
- *My last example*
- *In conclusion*

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

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

- *In conclusion, these are the ways how I know a theme of the story and the peom and how it’s developed*

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

- *mized*
- *barefoto*

GUIDE PAPER 7c

- *childre*
- *stircky*
- *This show that*
- *peom*
- Punctuation

What is a theme shared by “Ode to Los Raspados” and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

I think that the theme is don't look on the negative side of things. I think this because in the passage "The Battle of the Snow Cones." The two girls were competing but once they "worked together" to make a snow cone hill they became friends and Alma looked on the positive side while Elena didn't. In the passage "Ode to Los Raspados" the author turned a tiny little scene into a very detailed poem. This shows that both passages look on the positive side of things and not the negative side.

Score Credit 2 (out of 4 credits)

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

- *I think that the theme is don't look on the negative side of things*

The response demonstrates a literal comprehension of the texts.

- *don't look on the negative side of things*
- *Alma looked on the positive side while Elena didn't*
- *the author turned a tiny little scene into a very detailed poem*

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

- *The two girls were competing but once they "worked together" to make a snow cone hill they became friends*

The response exhibits some attempt at organization.

The response inconsistently links ideas using words and phrases.

- *because in the passage "The Battle of the Snow Cones."*
- *In the passage "Ode to Los Raspados"*

- *This shows*
- *both*

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

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

- *This shows that both passages look on the positive side of things and not the negative side*

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

- *becasue*
- *postive*

GUIDE PAPER 9a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

the theme shared by both the poem and the story is that anything can bring us together. this them is simialr because in both the storie and the poem bring people together." when the truck stops the kids come running for snow cones". "when we built are stand everybody came for a snow cone".

Score Credit 2 (out of 4 credits)

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

- *the theme shared by both the poem and the story is that anything can bring us together*

The response demonstrates a literal comprehension of the texts.

- *anything can bring us together*
- *this them is simialr because in both the storie and the poem bring people together*

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

- *"when the truck stops the kids come running for snow cones"*
- *"when we built are stand everybody came for a snow cone"*

The response exhibits little attempt at organization.

The response inconsistently links ideas using words and phrases.

- *both*
- *because*

The response does not provide a concluding statement.

GUIDE PAPER 9b

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

- *this them*
- *simialr*
- *storie*
- *built are stand*
- Capitalization

GUIDE PAPER 10a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

A theme shared by these stories is that they are both about snow cones. One detail from Excerpt from *The Battles of the Snow Cones* in article three says, "I think an icy snow cone will cool the neighbors down in this heat," Elena told her mother, who was sitting next to her." One detail from "Ode to Los Raspados" from *Neighborhood Odes* says, "Papa drives a truck Of helados and Snow cones, the Music of arrival Playing block After block." Another common theme shared by these stories is they Both take place in a neighborhood. One way I know this is in Excerpt from *The battle of the Snow Cones* in article 3 it says, "I think an icy snow cone will cool down the neighbors in this heat." In the sentence it uses a key word, "Neighbors". In the Title, "Ode to Los Raspados" from *Neighborhood Odes*. The word neighborhood Odes mean that it most likely takes place in a neighborhood

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.

- *A theme shared by these stories is that they are both about snow cones*

The response demonstrates little understanding of the texts.

- *Another common theme shared by these stories is they Both take place in a neighborhood*
- *In the sentence it uses a key word, "Neighbors"*
- *The word neighborhood Odes mean that it most likely takes place in a neighborhood*

The response partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant.

- *"I think an icy snow cone will cool the neighbors down in this heat," Elena told her mother, who was sitting next to her."*
- *"Papa drives a truck Of helados and Snow cones, the Music of arrival Playing block After block."*
- *"I think an icy snow cone will cool down the neighbors in this heat."*
- *"Ode to Los Raspados" from Neighborhood Odes*

GUIDE PAPER 10b

The response exhibits some attempt at organization.

The response inconsistently links ideas using words and phrases.

- *One detail [...] says*
- *Another*
- *Both*
- *One way I know this*
- *In the sentence*
- *In the Title*

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

The response does not provide a concluding statement.

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

- *Rospados*
- Capitalization

What is a theme shared by “Ode to Los Raspados” and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

The theme these Two stroies have alkie is that they both Have a summer setting and they both have a Hispanic backstory.They both also talk about Snow Cones.

This story is simalr to the theme of the other story is that they both take place in summer and they bothe talk about snow cones. For Example,"It was so hot in Catliente,Texas. And the other story says,"Its summer now". So both of these sories start off with a summer theme.

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 theme these Two stroies have alkie is that they both Have a summer setting and they both have a Hispanic backstory.They both also talk about Snow Cones*

The response demonstrates little understanding of the texts.

- *the theme of the other story is that they both take place in summer and they bothe talk about snow cones*

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

- *“It was so hot in Catliente,Texas*
- *“Its summer now”*

The response exhibits little attempt at organization.

The response inconsistently links ideas using words and phrases.

- *both*
- *also*
- *This story*

- *other story*
- *For Example*
- *And*
- *So*

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

- *This story*
- *other story*

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

- *So both of these stories start off with a summer theme*

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

- *stroies*
- *alkie*
- *simalr*
- *bothe*
- *Its summer*
- Capitalization

GUIDE PAPER 12a

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

THE theme shared by ode to los raspados and excerpt from the battle of cones are dont get to competitive and not everything is about winning. The development of this theme similsar to this poem and the story is the storys

Score Credit 1 (out of 4 credits)

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

- *THE theme shared by ode to los raspados and excerpt from the battle of cones are dont get to competitive and not everything is about winning*

The response demonstrates little understanding of the texts.

- *The development of this theme similsar to this poem and the story is the storys*

The response provides no evidence.

The response exhibits no evidence of organization.

The response lacks the use of linking words and phrases.

- *and*

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

The response does not provide a concluding statement.

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

- *excerprt*

GUIDE PAPER 12b

- *THE theme [...] are*
- *dont*
- *to competitive*
- *similsar*
- *storys*
- Capitalization

GUIDE PAPER 13

39

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

The theme that these texts share is that they both say that the seasons are an amazing part of the year. In the first text they say that summer is a great season. In the second text they say that winter is a wonderful time that cools everyone from the summer. According to the texts "Its the summer now, The sun is bright". According to the texts " The winter cool everyone from the heat of the summer.

The Theme developmet happens in one text because in the first text it is revealed because it talks about seasons which is the them the second text does this as well. These are similar because they both tell the theme by talkin a lot about the season. This is how they explained the theme similiary.

Score Credit 0 (out of 4 credits)

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

- *The theme that these texts share is that they both say that the seasons are an amazing part of the yaer in the first text they say that summer is a great season. In the second text they say that winter is a wonderful time that cools everyone from the summer. According to the texts " Its the summer now, The sun is bright". According to the texts " The winter cool everyone from the heat of the summer. The Theme developmet happens in one text because in the first text it is revealed because it talks about seasons which is the them the second text does this as well. These are similar becuase they both tell the theme by talkin a lot about the season. This is how they explained the theme similiary*

What is a theme shared by "Ode to Los Raspados" and *The Battle of the Snow Cones*? How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of this theme is similar in the poem and the story
- use details from **both** the poem and the story to support your response

They both share the theme of summer and 1 item that's about the whole story. It's development is the 1 item and showing up more and more in the story.

Score Credit 0 (out of 4 credits)

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

- *They both share the theme of summer and 1 item that's about the whole story. It's development is the 1 item and showing up more and more in the story*



Grade 5
English Language Arts Writing

Scoring Leader Materials
2026 Training Set