



***New York State
Testing Program***

2026

**English Language Arts Test
Writing**

Grade 6

Scoring Leader Materials

Training Set



Note to Scorers

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

Example: Stem of the question. [2]

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2-Credit Constructed-Response Rubric

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

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

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

New York State Grades 6–8 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 is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

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

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

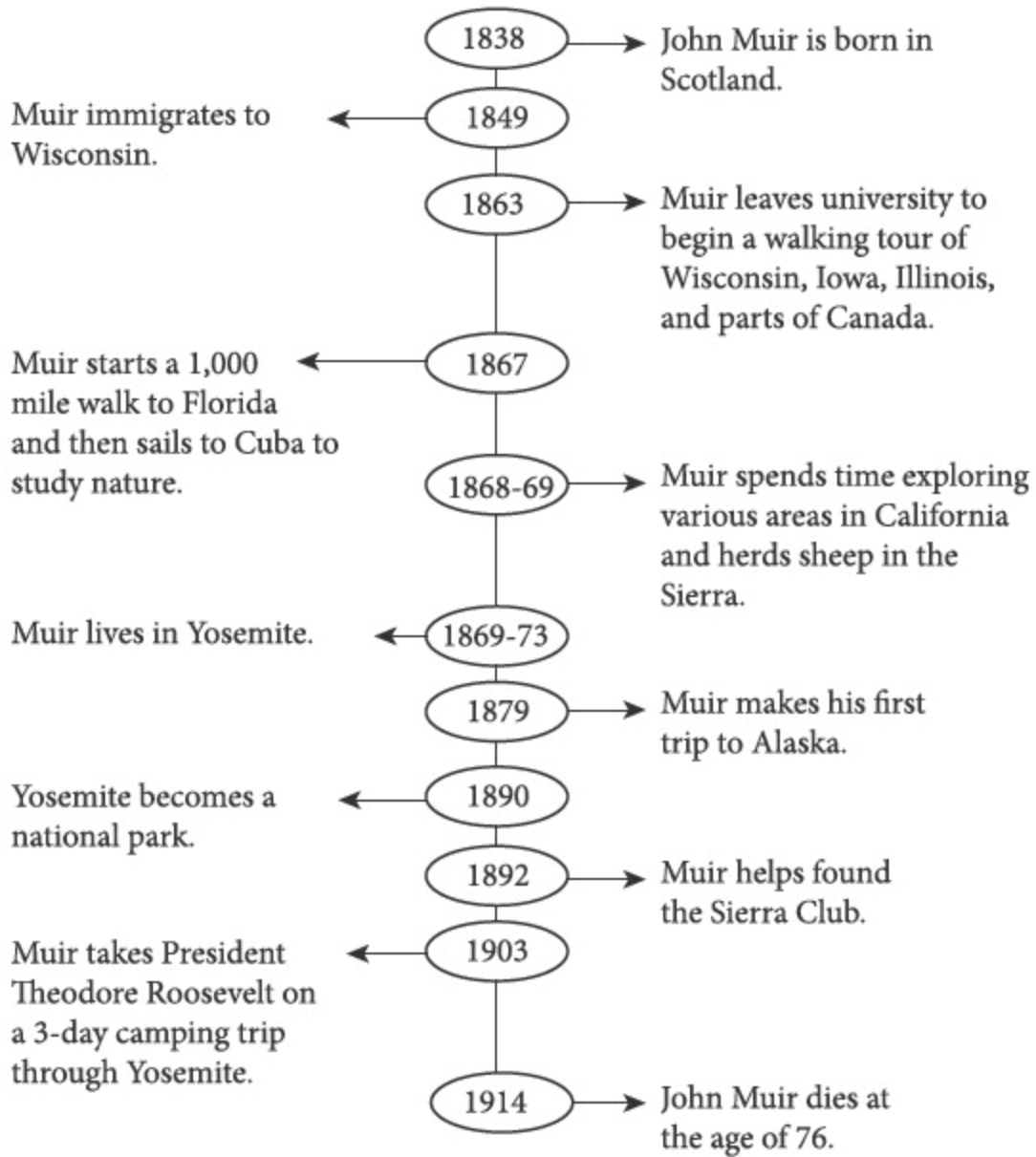
Excerpt from “Man on a Mission”

by Carollyne Hutter

- 1 Every year, about 4 million people from around the world travel to California to see the stunning beauty of Yosemite National Park. The park exists thanks to the efforts of a single man who spent decades fighting to preserve wilderness areas: John Muir. Today, Muir is referred to as “Father of Our National Parks” and is famous as one of America’s first environmentalists. His love of nature and his writings inspired others to take action and protect our nation’s natural places.
- 2 Muir was born on April 21, 1838, in Dunbar, Scotland. When he was 11, his family moved to a small farm in Wisconsin. He worked 16 hours a day on the farm, but he had a tremendous hunger for knowledge. “I loved to read, and I wanted to learn about everything,” he explained. He often read books before he began his chores.
- 3 Although Muir’s formal education ended with his family’s move to Wisconsin, he enrolled in classes at the University of Wisconsin when he was 23 years old. After 2½ years, he became restless and decided to explore the world and study nature instead of staying to graduate. In 1864, he went to Canada for a couple of years and then to Indianapolis, Indiana. While he was working at a carriage factory there in 1867, an accident injured his right eye. He was blind and in pain for weeks. He feared that he would never again see the natural world that he loved.
- 4 In time, Muir’s sight came back. When it did, he decided to devote himself to the study of nature. He left the factory and set off on a 1,000 mile walk to Florida to study plants. The next year, Muir sailed to Cuba and then to San Francisco. From there, he headed eastward to see the wilderness of the Sierra Nevada. He explored Yosemite Valley, located within that mountain range. It was a place that few people visited in those days, and Muir fell in love with its beauty.
- 5 For the rest of his life, Muir was happiest when he was hiking and camping in the mountains. Often, he carried “only a tin cup, a handful of tea, a loaf of bread,” and a journal. He began to offer guided tours in Yosemite in 1870, and in 1871, the *New York Tribune* published his first article about the site’s glaciers.

- 6 Muir spent years studying the area's plants and glaciers. He marveled at Yosemite's majestic waterfalls, massive granite cliffs, and giant sequoia trees. He continued writing about what he saw and learned, and he also gave lectures. His newspaper articles gave him a large audience interested in learning about his experiences.
- 7 In the mid-1800s, railroad, lumber, and mining companies wanted to own or develop any land in the West that might offer a profit. Muir was determined to protect the wilderness he loved from being permanently destroyed by those large industries. . . .
- 8 Muir worked with politicians to make Yosemite and other places be protected by the federal government rather than a state government. On October 1, 1890, Muir and his supporters won a big battle. The US Congress established Yosemite National Park. It was the second national park in the United States—Yellowstone had been carved out of the Wyoming Territory in 1872. Then, in May 1892, Muir and others set up the Sierra Club, an organization of citizens who wanted to protect the entire Sierra Nevada region. Muir was its first president. . . .
- 9 Muir spent the rest of his life exploring nature, writing about it, and fighting to save wilderness areas. His knowledge and his passion about nature made him an influential voice. He did not win every battle, however. He fought for 12 years to save Hetch Hetchy Valley in Yosemite, but in 1913 Congress allowed the site to be dammed to create a reservoir. As one historian later put it, the destruction of that beautiful valley went down in history as “the worst disaster ever to come to any national park.” Yet it is often held up as an example of the importance of preserving natural areas. Today, John Muir's spirit lives on through his writings, the work of the Sierra Club, and the various natural sites that are named for him.

TIMELINE OF JOHN MUIR'S LIFE



EXEMPLARY RESPONSE

28

How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

Possible Exemplary Response:

The timeline at the end of “Man on a Mission” helps show how John Muir worked hard to protect nature throughout his life. One important event in the timeline is when “the US Congress established Yosemite National Park” in 1890. This shows how Muir’s efforts helped save a beautiful place. Another key moment is in 1892 when “Muir and others set up the Sierra Club,” which helped protect even more wilderness. These quotes help support the central idea of the article—that John Muir never gave up and made a big difference in saving nature.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

The timeline at the end of “Man on a Mission” helps develop a central idea that John Muir loved nature by showing his influence and actions done for nature throughout his life. One detail from the article states, “Muir help found the Sierra Club.” Muir helped found the Sierra Club and became president and the Sierra Club is dedicated to protect the land of nature, and Muir influenced people to join the protection of nature. Another detail from the article states, “Muir starts a 1000 mile walk to Florida and Cuba to study nature.” Muir showed that he loved nature by studying it and taking the time to understand nature, walking over a total of 1000 miles all over the world, proving he loved nature through his actions.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the timeline at the end of “Man on a Mission” helps to develop a central idea.

- *by showing his influence and actions done for nature throughout his life*

The response provides evidence of analysis.

- *Muir showed that he loved nature by studying it and taking the time to understand nature, walking over a total of 1000 miles all over the world, proving he loved nature through his actions*

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

- *“Muir help found the Sierra Club.”*
- *became president*
- *Muir influenced people to join the protection of nature*
- *“Muir starts a 1000 mile walk to Florida and Cuba to study nature.”*

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

28

How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

The timeline at the end of "Man on a Mission" helps develop a central idea of the article by showing a timeline of events that happened to John Muir and when. The text states Muir and others set up the Sierra Club, an organization of citizens who wanted to protect the entire Sierra Nevada region. Muir was its first president. . . ." The text demonstrates how John Muir made a club called the Sierra Club, to protect the entire Sierra Nevada region, and this also shows it on the timeline. The text states "Muir worked with politicians to make Yosemite and other places be protected by the federal government rather than a state government. On October 1, 1890, Muir and his supporters won a big battle. The US Congress established Yosemite National Park. It was the second national park in the United States— Yellowstone had been carved out of the Wyoming Territory in 1872." The text demonstrates how Muir won a big battle and the US Congress established Yosemite National Park, this also shows on the timeline. Generally, in passages, the authors will put timelines to show an overview of the events.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the timeline at the end of “Man on a Mission” helps to develop a central idea.

- *by showing a timeline of events that happened to John Muir and when*

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

- *Muir and others set up the Sierra Club, an organization of citizens who wanted to protect the entire Sierra Nevada region. Muir was its first president. . . .”*
- *“ Muir worked with politicians to make Yosemite and other places be protected by the federal government rather than a state government. On October 1, 1890, Muir and his supporters won a big battle. The US Congress established Yosemite National Park. It was the second national park in the United States—Yellowstone had been carved out of the Wyoming Territory in 1872.”*

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

GUIDE PAPER 3

28

How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

The time line at the end helps develop the central idea of the article because. It shows what happened in his life like how in 1892 "Muir helped found the sierra club"and also in 1903 "Muir takes president Theodore Roosevelt on a 3 day camping trip".

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the timeline at the end of “Man on a Mission” helps to develop a central idea.

- *It shows what happened in his life*

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

- *in 1892 “Muir helped found the sierra club”*
- *in 1903 “Muir takes president Theodore Roosevelt on a 3 day camping trip”*

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

GUIDE PAPER 4

28 How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

The timeline at the end of "Man on a Mission" helps develop a central idea of the article by giving a brief summary of it, while giving a bit of extra information. The timeline states that in 1903, John took the current president of that time on a camping trip, however it does not state that in the article. As you can see, the timeline gives a bit more information. It summarizes the article by restating everything that the story says, but making it short and only putting in the most important parts. As you can see, the timeline at the end of this article summarizes the story and gives a few more interesting facts.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the timeline at the end of “Man on a Mission” helps to develop a central idea.

- *by giving a brief summary of it, while giving a bit of extra information*

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

- *in 1903, John took the current president of that time on a camping trip*

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

28 How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

It shows the steps he takes to become a wildlife preserver.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the timeline at the end of “Man on a Mission” helps to develop a central idea.

- *It shows the steps he takes to become a wildlife preserver*

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 does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

He tried to save natinol parks That makes him on a mission

His other mission was to travel the world

Score Credit 1 (out of 2 credits)

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

- *He tried to save natinol parks That makes him on a mission His other mission was to travel the world*

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

GUIDE PAPER 7

28 How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

He fought for 12 years to help save Hetch Hetchy Valley.
In 1913 congress allowed the site to be dammed to create a resvoir.

Score Credit 0 (out of 2 credits)

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

- *He fought for 12 years to help save Hetch Hetchy Valley. In 1913 congress allowed the site to be dammed to create a resvoir*

28 How does the timeline at the end of “Man on a Mission” help develop a central idea of the article? Include your claim and use **two** details from the article to support your response.

the timeline at the end of the story by "man on a mission" is that he "exploring nature writing about is and fighting to save wilderness areas" and also another thing about the story "nature made him an influential voice.

Score Credit 0 (out of 2 credits)

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

- *the timeline at the end of the story by “man on a mission” is that he “exploring nature writing about is and fighting to save wilderness areas” and also another thing about the story “nature made him an influential voice*

Excerpt from *Pig Tales*

by Kate Tym

1 Sharon Black had never considered herself an impulsive¹ person until the day she fell in love with a pot-bellied pig! It was 1996 and she'd been doing some reading around the subject of being a pot-bellied pig owner and had very much taken to the idea. She persuaded her somewhat skeptical² husband to drive her over to Oklahoma City and a date with fate was set.

2 When she arrived at the house that had three pigs for sale, Sharon knew she wasn't going to leave without one . . . they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one.

3 Peaches was amazing: she picked up on things so quickly. She was completely house-trained within a few days and soon figured out that the fridge door was the best one to learn how to open! She could get at it with her snout and it soon became clear that anything openable was going to have to be fitted with child-proof locks for as long as Peaches was around!

4 Peaches and Sharon have a wonderful time together. As long as Peaches is rested and well fed she's as happy as anything. She loves the pillows on Sharon's couch and if one of them happens to be on the floor she runs up and grabs it with her snout and tosses it up in the air. Then, when it lands on the floor she falls over on it and plays dead; she rolls her eyes up in her head and becomes totally still . . . until someone laughs, then she jumps straight back up and starts the whole routine all over again. She'll keep doing it for ages and ages and then, as soon as she's had enough, she lies down and has a nap.

5 Sharon says Peaches is very much like a child and she even hires babysitters for her as there's just too much mischief she could get up to while Sharon's out. She follows Sharon from room to room, curls up to watch TV with her and even sleeps in Sharon's bed!

6 One day when Sharon had to leave the house in an emergency, she put Peaches to bed and drew the blinds hoping she would think it was night time and take a quick nap but when Sharon returned home she found Peaches, in the middle of the floor . . . "sobbing!" Peaches was so glad to see Sharon back that she jumped up and smothered her in piggy-love!

7 Peaches loves her weekly bath and her favorite snacks for special times are white seedless grapes and apple juice and . . . Pepsi—but only if she manages to get her snout on someone's open can and slurp it down really fast before she gets caught!

8 Sharon says that Peaches has brought so much joy to her life that she can't even put it into words. There is never a dull moment with Peaches around and their relationship is a perfect partnership as Peaches only gives back the love she gets given by having a very special place in a very special household.

¹**impulsive:** acting without thinking

²**skeptical:** unwilling to go along with an idea or action because of worries or doubts

EXEMPLARY RESPONSE

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

Possible Exemplary Response:

In "Excerpt from *Pig Tales*," the information in paragraph 2 connects with paragraph 8 by showing how Sharon knew at first sight that Peaches was the pig for her and then later showing that Sharon made the right choice when Sharon describes her life with Peaches. Paragraph 2 states, "And when she looked at Peaches, the only girl in the bunch, she knew she was the one." This shows how Sharon already bonded Peaches after having only met her. Paragraph 8 states, "Sharon said that Peaches has brought so much joy to her life that she can't even put it into words." This demonstrates how Sharon indeed made the right choice and loves Peaches very much.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

The information in Paragraph 2 connects to the information in paragraph 8 by in paragraph 2, she knew that Peaches was the right one and paragraph proves that she was right. In Paragraph 2 it said, "when she looked at peaches, the only girl in the bunch, she knew she was the one"(Paragraph 2). Sharon had a feeling that peaches would be the best one and decided to get peaches. In paragraph 8, it says "peaches has brought so much joy to her life"(Paragraph 8) and "their relationship is a perfect partnership"(Paragraph 8). Peaches and Sharon have a great relationship and gives them so much joy. It shows how her decision in paragraph 2 was right. Therefore, paragraph 2 shows how Sharon knew Peaches was the one and got peaches. Paragraph 8 shows how peaches was the right one and Sharn made the right decision by talking about their relationship and how she brings a lot of joy.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of "Excerpt from *Pig Tales*."

- *in paragraph 2, she knew that Peaches was the right one and paragraph proves that she was right*

The response provides evidence of analysis.

- *Sharon had a feeling that peaches would be the best one and decided to get peaches*
- *peaches was the right one and Sharn made the right descision by talking about their relationship and how she brings a lot of joy*

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

- *"when she looked at peaches, the only girl in the bunch, she knew she was the one"*
- *"peaches has brought so much joy to her life"*
- *"their relationship is a perfect partnership"*

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

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

the information in paragraph 2 connects to the information in paragraph 8 since paragraph 2 shows the beginning of sharon and peaches relationship and then paragraph 8 shows how that relationship grew. in paragraph 2 it says "they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one." and then in paragraph 8 it says "here is never a dull moment with Peaches around and their relationship is a perfect partnership" which shows how the 2 had grown closer over time.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of "Excerpt from *Pig Tales*."

- *since paragraph 2 shows the beginning of sharon and peaches relationship and then paragraph 8 shows how that relationship grew*

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

- *"they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one."*
- *"here is never a dull moment with Peaches around and their relationship is a perfect partnership"*

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

GUIDE PAPER 3

36

In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

Both of the paragraphs mention how much she loves Peaches. In the text says, "When she looked at Peaches, she knew she was the one."The text also says, "Peaches has brought so much joy into her life that she can't even put it into words."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of "Excerpt from *Pig Tales*."

- *Both of the paragraphs mention how much she loves Peaches*

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

- *"When she looked at Peaches, she knew she was the one."*
- *"Peaches has brought so much joy into her life that she can't even put it into words."*

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

GUIDE PAPER 4

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

R- In the passage information from paragrph 2 connects with imformation from paragrpah 8 by explaining how since she laid eyes on Peaches she thought she was special.

A-Sharon knew she wouldnt leave without a pig and being that Peaches was the only girl it really caught her eyes.

C-

E-

C-

E-

R-

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of “Excerpt from *Pig Tales*.”

- *by explaining how since she laid eyes on Peaches she thought she was special*

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

- *Sharon knew she wouldnt leave without a pig and being that Peaches was the only girl it really caught her eyes*

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

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

When she arrived at the house that had three pigs for sale, Sharon knew she wasn't going to leave without one . . . they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one. this shows that she cares about them and that she supports the pigs...

Score Credit 1 (out of 2 credits)

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

- *When she arrived at the house that had three pigs for sale, Sharon knew she wasn't going to leave without one . . . they were all so cute*
- *when she looked at Peaches, the only girl in the bunch, she knew she was the one*

The response does not provide a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of “Excerpt from *Pig Tales*.”

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

GUIDE PAPER 6

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

The information in paragraph 2 connects to the information in paragraph 8. In paragraph 2 describes how Sharon got Peaches and how she picked her

Score Credit 1 (out of 2 credits)

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

- *describes how Sharon got Peaches and how she picked her*

The response does not provide a valid inference from the text to explain how the information in paragraph 2 connects with the information in paragraph 8 of “Excerpt from *Pig Tales*.”

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

GUIDE PAPER 7

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

the information in paragraph 2 connect with the information in paragraph 8 is because she seems left out of everything and it seems like she doesn't have much friends because in the text it says for chapter 2 says and I know that because in chapter 2 to tell she was happy is what I saw was.

Score Credit 0 (out of 2 credits)

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

- *the information in paragraph 2 connect with the information in paragraph 8 is because she seems left out of everything and it seems like she doesn't have much friends because in the text it says for chapter 2 says and I know that because in chapter 2 to tell she was happy is what I saw was*

36 In *Pig Tales*, how does the information in paragraph 2 connect with the information in paragraph 8? Include your claim and use **two** details from the story to support your response.

They go to geather because they both talk about they both talk
About a pig and she was happy in both of them

Score Credit 0 (out of 2 credits)

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

- *They go to geather because they both talk about they both talk About a pig and she was happy in both of them*

EXEMPLARY RESPONSE

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

Possible Exemplary Response:

Some people think that pigs make great pets, and the author of “Except from *Pig Tales*” develops this idea by showing how Peaches is both smart and loving. In paragraph 2, Peaches “was completely house-trained within a few days and soon figured out that the fridge door was the best one to learn how to open!” This shows that pigs can be clever and easy to train. In paragraph 6, when Sharon came home after leaving in an emergency, she found Peaches “sobbing!” and then Peaches “jumped up and smothered her in piggy-love.” This shows that pigs can be very affectionate and form strong bonds with their owners.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

The author develops the idea that pigs make great pets by showing us the loveing and funny thinkg a pig could do. For example in paragraph 4 it says "As long as Peaches is rested and well fed she's as happy as anything...plays dead; she rolls her eyes up in her head and becomes totally still . . . until someone laughs, then she jumps straight back up and starts the whole routine all over again." this is showing how peaches is happy and a joy to be around. also on paragraph 8 it said "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words. There is never a dull moment with Peaches around" this is showing that peaches is so loveing and alway brings up you mood just like anyother pet would.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of "Excerpt from *Pig Tales*" develops the idea that some people think pigs make great pets.

- *by showing us the loveing and funny thinkg a pig could do*

The response provides evidence of analysis.

- *this is showing how peaches is happy and a joy to be around*
- *showing that peaches is so loveing and alway brings up you mood just like anyother pet would*

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

- *"As long as Peaches is rested and well fed she's as happy as anything...plays dead; she rolls her eyes up in her head and becomes totally still . . . until someone laughs, then she jumps straight back up and starts the whole routine all over again."*
- *"Sharon says that Peaches has brought so much joy to her life that she can't even put it into words. There is never a dull moment with Peaches around"*

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

- 37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

people think pigs are great pets the way the author develops this idea because they are so loveable and very well trained. Reason one is "As long Peaches is rested and well fed she's happy as anyhting. She loves the pillows on Sharon's couch if one of them happens to be beone the floor she runs up and grabs it with her snout tosses it up in the air. Then, when it lands on the floor she falls over on it and plays dead; she rolls her eyes in the back of her head and becomes tottaly silly . . . until someone laughs the she jumps back up and starts the whole routine all over agin. She'll keep doing it for ages and ages and then, as soon she had enough, she lies down and has a nap". That helps out my claim because she so playful and she loves playing to make pepole laugh showing thats shoing she loves them. my second reason why is." Peaches was amazing: she picked up on things so quickly. She was completely house-trained within a few days and soon figured out that the fridge door was he best one to learn how to open! She could get at it wiht her snout and it soon became clear that anything openable was going to haveto be fitted with child-proof locks for as long as Peaches was around!". That helps my claim because how smart she is they had to put kid-proof locks on everything.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “Excerpt from *Pig Tales*” develops the idea that some people think pigs make great pets.

- *because they are so loveable and very well trained*

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

- *“As long Peaches is rested and well fed she’s happy as anyhting. She loves the pillows on Sharon’s couch if one of them happens to be beone the floor she runs up and grabs it with her snout tosses it up in the air. Then, when it lands on the floor she falls over on it and plays dead; she rolls her eyes in the back of her head and becomes tottaly silly . . . until someone laughs the she jumps back up and starts the whole routine all over agin. She’ll keep doing it for ages and ages and then, as soon she had enough, she lies down and has a nap”*
- *“Peaches was amazing: she picked up on things so quickly. She was completely house-trained within a few days and soon figured out that the fridge door was he best one to learn how to open! She could get at it wiht her snout and it soon became clear that anything openable was going to haveto be fitted with child-proof locks for as long as Peaches was around!”*

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

GUIDE PAPER 3

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

The author develop's this idea by using positive information about Peaches such as "As long as Peaches is rested and well fed she's as happy as anything", and "Peaches was amazing: she picked up on things so quickly."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “Excerpt from *Pig Tales*” develops the idea that some people think pigs make great pets.

- *by using positive information about Peaches*

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

- “*As long as Peaches is rested and well fed she’s as happy as anything*”
- “*Peaches was amazing: she picked up on things so quickly.*”

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

GUIDE PAPER 4

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

The author develop the idea by describing how it is like to have a pig.
In the text it say "peaches andd sharon have a wondful time together.as long as peaches is rested and well and fed she's happy as anything".

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of “Excerpt from *Pig Tales*” develops the idea that some people think pigs make great pets.

- *by describing how it is like to have a pig*

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

- *“peaches andd sharon have a wondful time together.as long as peaches is rested and well and fed she's happy as anything”*

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

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

She develops this idea with the fact that the author says how Sharon thought "There is never a dull moment with peaches around" from p8 sentence 2 and "She was completely house-trained within a few days" p3 sentence 2.

Score Credit 1 (out of 2 credits)

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

- *"There is never a dull moment with peaches around"*
- *"She was completely house-trained within a few days"*

The response does not provide a valid inference from the text to explain how the author of "Excerpt from *Pig Tales*" develops the idea that some people think pigs make great pets.

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

GUIDE PAPER 6

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

sharon says that peaches has brought so much joy life thal. only girl bunch ,she knew she was the one. to oklahoma city and a date with fate was set.

Score Credit 1 (out of 2 credits)

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

- *sharon says that peaches has brought so much joy*

The response does not provide a valid inference from the text to explain how the author of “Excerpt from *Pig Tales*” develops the idea that some people think pigs make great pets.

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

GUIDE PAPER 7

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

I think that the athour developes the idea because this story is about a girl who gets a pet pug and cares for it.And also I think that the author is trying to show that pigs can be pets from the artical.

Score Credit 0 (out of 2 credits)

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

- *I think that the athour developes the idea because this story is about a girl who gets a pet pug and cares for it.And also I think that the author is trying to show that pigs can be pets from the artical*

37 Some people think that pigs make great pets. How does the author develop this idea in *Pig Tales*? Include your claim and use **two** details from the story to support your response.

They menchound how she was not going to leave with out a big. another detail is how she fell in love at first ight.

Score Credit 0 (out of 2 credits)

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

- *They menchound how she was not going to leave with out a big. another detail is how she fell in love at first ight*

We Keep a Pig in the Parlor

by Suzanne Bloom

Some people keep pigs in a pigpen,
Or out in a field roaming free.
We keep a pig in the parlor.
He sleeps on the settee.¹

5 He used to live in the pig barn,
And sit looking out at the field,
Till a plan took shape
For a great escape,
“I want to be free,” he squealed.

10 He fairly flew out of the window,
With a run and a jump and a grunt.
He came down in the mud
With a squishy, soft thud,
It was quite an incredible stunt.

15 He wandered way out to the pasture
In search of some company.
“I just want a friend to spend time with,”
He said, grinning sheepishly.²

We pitched him back in the pig barn,
20 Tail over snout over heels.
 A pen made of pine
 Is just fine for a swine,
No matter how loudly he squeals.

Outside he heard quizzical quacking
25 And finding a large enough crack
 Between two loose boards
 That rattled like gourds,³
He squeezed himself out of that shack.

The zucchini and peas looked so tempting
30 And the broccoli grew in great clumps.
His tummy felt ever so empty.
He ate everything but the stumps.

You know, pig, you're driving me crazy.
Why are you doing this stuff?
35 The garden and barn are a terrible mess.
Enough is enough is enough!

He looked at me sadly and mumbled,
"I'm sorry I've been such a pest."

Then he snorted and said,
40 "I detest a straw bed,
Corn that's unpopped
Supper called slop.
Mud on my face,
that ramshackle⁴ place.
45 It makes me disgruntled,⁵ at best.

Besides," he said, "I'm so lonesome,"
And he rested his head on my knee.
As I hugged him I had an idea.
"Piggy, cheer up. Follow me."

50 So, we keep our pig in the parlor;
He sleeps on the settee.
We watch TV,
Have popcorn and tea
As cozy as we can be.

¹**settee:** sofa

²**sheepishly:** in an embarrassed way

³**gourds:** the shells of dried fruit with seeds inside

⁴**ramshackle:** broken down

⁵**disgruntled:** unhappy, upset

EXEMPLARY RESPONSE

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

Possible Exemplary Response:

The phrase “incredible stunt” in line 14 of “*We Keep a Pig in the Parlor*” suggests that the pig is bold, energetic, and full of personality. The poem says he “fairly flew out of the window, / With a run and a jump and a grunt,” which shows that the pig didn’t just escape—he did it with dramatic flair. Then, “He came down in the mud / With a squishy, soft thud,” which adds humor and shows that his actions were surprising and a little wild. These details help the reader see the pig as more than just a farm animal—he’s adventurous and determined to live life his own way.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1a

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

The phrase "incredible stunt" in line 14 of "We Keep a Pig in the Parlor" suggests that the pig would do anything for some sense of belonging, friendship, and freedom, even if it requires a stunt like the one described in the poem. For example, to demonstrate the depiction of this impressive stunt, Suzanne Bloom, the author of this poem, writes that, "He [the pig] fairly flew out of the window . . . It was quite an incredible stunt." (lines 10-14). We can see that with some context, the pig wanted to have freedom. Therefore, the pig's unbelievable determination definitely helped him achieve this freedom, hence stating that the pig is desperate for the new amount of respect that he expects for someone to give to him. Additionally, to demonstrate how all of this allowed the pig to have his desired freedom, Bloom also writes that the pig "detested a straw bed" and was "so lonesome," hence convincing the owner to "keep [the] pig in the parlor." (lines 40-50). As the poem develops, it is easy to see that since the pig performed that "incredible stunt," as depicted in line 14, when the owner finds him, it is clear that the owner finds out that the pig wants belonging and friendship more than anything else in the world. This allows the owner to give the pig some more freedom in the parlor, marking the end of the poem. In conclusion, the "incredible stunt" demonstrates how desperate the pig is to get these two senses of belonging and friendship, hence allowing him to get his ultimate freedom.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of “*We Keep a Pig in the Parlor*.”

- *the pig would do anything for some sense of belonging, friendship, and freedom*

The response provides evidence of analysis.

- *We can see that with some context, the pig wanted to have freedom. Therefore, the pig’s unbelievable determination definitely helped him achieve this freedom, hence stating that the pig is desperate for the new amount of respect that he expects for someone to give to him*
- *to demonstrate how all of this allowed the pig to have his desired freedom*
- *it is clear that the owner finds out that the pig wants belonging and friendship more than anything else in the world. This allows the owner to give the pig some more freedom in the parlor*

GUIDE PAPER 1b

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

- *“He [the pig] fairly flew out of the window . . . It was quite an incredible stunt.”*
- *“detested a straw bed”*
- *“so lonesome,”*
- *convincing the owner to “keep [the] pig in the parlor.”*

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

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

This suggests that the pig is very lively and full of energy. I know this because on line 10 the text says "He fairly flew out of the window, With a run and a jump and a grunt." This shows that the pig is lively and full of energy. another detail is on line 28 the text says "He squeezed himself out of that shack." This shows that the pig is very lively and full of energy.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of “*We Keep a Pig in the Parlor.*”

- *This suggests that the pig is very lively and full of energy*

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

- *“He fairly flew out of the window, With a run and a jump and a grunt.”*
- *“He squeezed himself out of that shack.”*

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

GUIDE PAPER 3

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

the frase in the parlor incredibale stunt it means how impresive movement that the pig did to be free in the text it says "he came down in the mud with squishy soft thud it was an incredible stunt" this detail shows that the pig thought it was an amazing stunt that he did. another detail is " "he fairly flew out the window with a run and a jump and a grunt " this shows that he though that his trick was inpresive.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of “*We Keep a Pig in the Parlor.*”

- *the frase ment that the pig thought the trick he did was inpresive*

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

- *“he came down in the mud with squishy soft thud it was an incredible stunt”*
- *“ “he fairly flew out the window with a run and a jump and a grunt ”*

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

GUIDE PAPER 4

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

The phrase “incredible stunt” in line 14 of “We Keep a Pig in the Parlor” suggests about the pig that the pig was so exited to be free. In line 9 it states “ I want to be free,” he squealed. This shows that the Pig wants to leave his barn. This reveals that the Pig is so bored and devastated to b locked up in the barn. In line 14 it states “ It was a quite an incredible stunt” This shows that the pig was very exited to come out and run/jump. The reveals that the pig had so many energy to play around outside for the first time. In conclusion the phrase “incredible stunt” in line 14 of “We Keep a Pig in the Parlor” suggests about the pig that the pig was so exited to be free.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of “*We Keep a Pig in the Parlor.*”

- *the pig was so exited to be free*

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

- “ *I want to be free,*” *he squealed*

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

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

That it was a good and a shocking trick he did.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of “*We Keep a Pig in the Parlor.*”

- *it was a good and a shocking trick he did*

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** What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

"He fairly flew out of the window,
With a run and a jump and a grunt.
He came down in the mud
With a squishy, soft thud,
It was quite an incredible stunt."

Score Credit 1 (out of 2 credits)

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

- *“He fairly flew out of the window, With a run and a jump and a grunt. He came down in the mud With a squishy, soft thud, It was quite an incredible stunt.”*

The response does not provide a valid inference from the text to explain what the phrase “incredible stunt” suggests about the pig in line 14 of *“We Keep a Pig in the Parlor.”*

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

GUIDE PAPER 7

- 38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

"incredible stunt". It means to do stunt and you can do it if you want to its a good talent you can have fun but it could be dangrous you ca do it with a bike fire scooters etc.

Score Credit 0 (out of 2 credits)

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

- “*incredible stunt*”. It means to do stunt and you can do it if you want to its a good talent you can have fun but it could be dangrous you ca do it with a bike fire scooters etc.

38 What does the phrase “incredible stunt” in line 14 of *We Keep a Pig in the Parlor* suggest about the pig? Include your claim and use **two** details from the poem to support your response.

they ceep him there so he can sleep thar and play and he does not eat all the food in house
and he can not escape

Score Credit 0 (out of 2 credits)

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

- *they ceep him there so he can sleep thar and play and he does not eat all the food in house and he can not escape*

EXEMPLARY RESPONSE

39

The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

Possible Exemplary Response:

In both “Excerpt from *Pig Tales*” by Kate Tym and “*We Keep a Pig in the Parlor*” by Suzanne Bloom, the pigs have strong relationships with their owners. These relationships are filled with love, humor, and challenges. While both pigs are treated like part of the family, the way each owner responds to the pig’s behavior is a little different. These relationships help move the plot forward by showing how the pigs change the lives of the people around them.

In “Excerpt from *Pig Tales*,” Sharon treats Peaches like her child. She says Peaches is “very much like a child” and even hires babysitters for her. Peaches follows Sharon around the house, watches TV with her, and sleeps in her bed. Their close bond is shown when Sharon returns home and finds Peaches “sobbing!” because she missed her. This emotional connection helps move the story forward by showing how Peaches becomes a central part of Sharon’s life and brings her much joy.

In “*We Keep a Pig in the Parlor*,” the pig also has a strong bond with the narrator, but it starts with trouble. The pig escapes from the barn in what the narrator calls an “incredible stunt,” and causes chaos in the garden. At first, the narrator is frustrated and says, “Enough is enough is enough!” But when the pig says, “I’m so lonesome,” and rests his head on the narrator’s knee, the mood changes. The narrator hugs him and says, “Piggy, cheer up. Follow me.” This moment shows how the plot takes a turn as their relationship grows from frustration to understanding, and it leads to the pig becoming part of the family, sleeping on the settee and watching TV.

Both relationships are similar because the pigs are treated like family members and are loved deeply. However, they are different in how they begin. Sharon’s relationship with Peaches is loving from the start, while the narrator in the poem learns to love the pig after dealing with his mischief. In both cases, the bond between pig and owner helps move the plot forward—from adoption to acceptance, and from chaos to companionship.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39

The pigs in "Excerpt from *Pig Tales*" and "We Keep a Pig in the Parlor" both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from both the story and the poem to support your response. [4]

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from both the story and the poem to support your response

Having ~~connections~~ relationships are always the best way to advance. "Excerpt from *Pig Tales*" by Kate Tynnis is about a pig named Peaches living and sharing a bond with Sharon Black. "We Keep a Pig in the Parlor" by Suzanne Bloom is about a pig being disgruntled because the pig is ~~trapped~~ inside but wants a friend, so the pig does bad things to escape but ends up becoming friends with the owner. The pigs in "Excerpt from *Pig Tales*" and "We Keep a Pig in a Parlor" share similarities and differences ~~relationships~~ that help advance the plot. The pigs in "Excerpt from *Pig Tales*" and "We Keep a Pig in a Parlor" share similarities. One example ~~is~~ ^{in "We Keep a Pig in a Parlor"} "We watch TV, / Have popcorn

GUIDE PAPER 1b

and tea / As com as we can be (5). This proves that the owner and pig have a good relationship that they can both share. Another text evidence according to "Except from Pig Tales" is, "Peach has brought so much joy to her life that she cant even put it into words" (8). This clearly shows the love between pig and woman, they have had so much fun together that they cant even put it to words, just like the pig and human from "We Keep a Pig in a Parlor". Overall, friendship makes one's life better.

The pigs and owners from "Except from Pig Tales" and "We Keep a Pig in a Parlor" share differences. According to "Except from Pig Tales" it states "she was completely house-trained within a few days and soon figured out that the fridge door was the best one to learn how to open!" (3). This statement proves that this pig is well trained and behaved unlike the pig in "We Keep a Pig in a Parlor" who even tries to escape. Another piece of evidence

GUIDE PAPER 1c

according to "We keep a pig in a parlor" is "Some people keep pig in a pigpen, / Or out in a field roaming free / We keep a pig in a parlor. / He sleeps on the settee" (0). This piece of evidence proves that this pig owner does not treat their pig right, and keeps them in a bad area, unlike the pig in "Except from Pig Tales" who sleeps on the owner's bed, huge difference! Overall, always treat friends like your's life depends on it!

The owners and pigs in "We keep a pig in a parlor" and "Except from Pig Tales" have relationships that help advance the plot. One piece of evidence according to "we keep a pig in a parlor" is, when the conflict was resolved "we watch TV, / Have popcorn and tea / as cozy as we can be" (50). This proves that because of the pig and human being able to become friends, changed the plot, if they hadn't become friends the problem wouldn't be solved. Another piece of evidence according to "Except from Pig Tales" is, "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words" (8). This text evidence proves without the love of Sharon given to her pig, the whole plot would be different, this wouldn't even be an excerpt. Overall, friendship is powerful.

GUIDE PAPER 1d

Score Credit 4 (out of 4 credits)

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

- *Having companionships are always the best way to advance. "Excerpt from Pig Tales" by Kate Tymis is about a pig named Peaches living and sharing a bond with Sharon Black. "We Keep a Pig in the parlor" by Suzanne Bloom is about a pig being disgruntled because the pig is trapped inside but wants a friend, so the pig does bad things to escape but ends up becoming friends with the owner. The pigs and owners in "Excerpt from Pig Tales" and "We keep a Pig in a Parlor" share similarities and differences relationships that help advance the plot*

The response demonstrates insightful analysis of the texts.

- *the owner and pig have a good relationship that they can both share*
- *the love between pig and human*
- *they have had so much fun together that they cant even put it to words*
- *friendships make one's life better*
- *this pig is well trained and behaved unlike the pig in "We keep a Pig in a Parlor" who even tries to escape*
- *that this pig owner does not treat their pig right, and keeps them in a bad area unlike the pig in "Excerpt from Pig Tales" who sleeps on the owners bed a huge difference*
- *always treat friends like one's life depends on it*
- *This proves that because of the pig and the human being able to become friends, changed the plot, if they hadn't become friends the problem wouldn't be solved*
- *without the love of Sharon given to her pig, the whole plot would be different. They wouldn't even be an excerpt*

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

- *"We watch TV./ Have popcorn and tea / As cozy as we can be"*
- *"Peaches has brought so much joy to her life that she cant even put it into words"*
- *"she was completely house trained within a few days and soon figured out that the fridge door was the best one to learn how to open"*
- *"Some people keep pigs in a pig pen, / or out in a field roaming free / We keep a pig in a parlor. / He sleeps on the settee"*
- *when the conflict was resolved "we watch TV. / Have popcorn and tea/ as cozy as we can be!"*
- *"Sharon says that Peaches has brought so much joy to her life that she cant even put into words"*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *One example in "We keep a pig in a parlor"*
- *This proves that*
- *Another text evidence according to "Excerpt from Pig Tales"*
- *This clearly shows*
- *just like the pig and human from "We keep a pig in a Parlor"*
- *Overall*

GUIDE PAPER 1e

- *According to “Excerpt from Pig Tales” it states*
- *This statement proves that [...] unlike*
- *This piece of evidence proved that*
- *One piece of evidence according to “We keep a Pig in a Parlor”*
- *Another piece of evidence*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

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

- *Overall, friendship is powerful*

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

- *similarities*
- *cant*
- *owners bed*
- Capitalization

39

The pigs in "Excerpt from *Pig Tales*" and "We Keep a Pig in the Parlor" both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response. [4]

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

The relationships between the pigs and the owners in "Excerpt from *Pig Tales*" and "We Keep a Pig in the Parlor" are both very healthy and wholesome. Both owners are dear friends with their pigs. In "Excerpt from *Pig Tales*", Peaches, the pig, missed her owner dearly and was happy to see her return. "Peaches was so glad to see Sharon back that she jumped up and smothered her in piggy love" (paragraph 6). In "We Keep a Pig in the Parlor", in order to comfort their pig, the owner hugs them. "And he rested his head on my knee. As I hugged him I had an idea." (paragraph 11). But at the same time, these relationships are different. In "Excerpt from *Pig Tales*", Sharon is actively amused by Peaches's antics and doesn't punish her. But in "We Keep a Pig in the

"Parlor", the owner gets constantly fed up by their pig's antics and has them moved. "You know, pig, you're driving me crazy. Why are you doing this stuff? The garden and barn are a terrible mess. Enough is enough is enough" (lines 33-36).

The special relationships the owners have with their pigs help advance the plot in both the story and the poem by comparing the relationships at the start to the end. In "Excerpt from Pig Tales", the lovable relationship between Sharon and Peaches advances the plot through strengthening their relationship. Before, she chose Peaches as her pig because she was adorable and female. But at the end, Sharon says, "...their relationship is a perfect partnership as Peaches only gives back the love she gets given by having a very special place in a very special household" (paragraph 8).

As for "We Keep a Pig in the Parlor", their relationship advances the plot by being strengthened as well. At the start, they keep him in a pen and are constantly mad at the pig. But in the end, he now enjoys the life in the owner's house, their "parlor". "So, we keep our pig in the parlor; he sleeps on the settee. [...] As cozy as we can be" (lines 50, 51, 54). In conclusion, the relationships between the pigs and owners are very special, yet similar at the same time.

Score Credit 4 (out of 4 credits)

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

- *The relationships between the pigs and the owners in "Excerpt from Pig Tales" and "We Keep a Pig in the Parlor" are both very healthy and wholesome. Both owners are dear friends with their pigs*

The response demonstrates insightful analysis of the texts.

- *Both owners are dear friends with their pigs*
- *Peaches, the pig, missed her owner dearly and was happy to see her return*
- *in order to comfort their pig, the owner hugs them*
- *Sharon is actively amused by Peaches's antics and does not punish her. But in "We Keep a Pig in the Parlor", the owner gets constantly fed up by their pig's antics and has them moved*
- *The special relationships the owners have with their pigs help advance the plot in both the story and the poem by comparing the relationships at the start to the end [...] the lovable relationship between Sharon and Peaches advances the plot through strengthening their relationship [...] she chose Peaches as her pig because she was adorable and female*
- *their relationship advances the plot by being strengthened as well. At the start, they keep him in a pen and are constantly mad at the pig. But in the end, he now enjoys the life in the owner's house, their "parlor"*

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

- *"Peaches was so glad to see Sharon back that she jumped up and smothered her in piggy love"*
- *"And he rested his head on my knee. As I hugged him I had an idea."*
- *"You know pig, you're driving me crazy. Why are you doing this stuff? The garden and barn are a terrible mess. Enough is enough is enough"*
- *"...their relationship is a perfect partnership as Peaches only gives back the love she gets given by having a very special place in a very special household"*
- *"So, we keep our pig in the parlor; he sleeps on the settee. [...] As cozy as we can be"*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *In "Excerpt from Pig Tales*
- *But at the same time*
- *both the story and the poem*
- *by comparing*
- *Before [...] But at the end*
- *As for "We Keep a Pig in the Parlor"*
- *At the start [...] But in the end*
- *In conclusion*
- *at the same time*

The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice.

- *amused by Peaches's antics*

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

- *In conclusion, the relationships between the pigs and owners are very special, yet similar at the same time*

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

GUIDE PAPER 3a

39

The pigs in "Excerpt from *Pig Tales*" and "We Keep a Pig in the Parlor" both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response. [4]

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In "Excerpt from *Pig Tales*" and "We Keep a Pig in the Parlor," both stories develop and describe the great love between owner and pet, in this case owner and pig. Both passages though, describe this love differently, but both focus on the topic. In this essay, I will explain similarities and differences and explain how relationships in both passages help to advance in the plot of the story/poem.

Both "Excerpt from *Pig Tales*" and "We keep a pig in the parlor," express owner-pet relationships. By this I mean, in each reading, a great love is depicted between an owner and their

GUIDE PAPER 3b

para. "Excerpt from Pig Tales states 'There is none a cell moment with Peaches around and their relationship is a perfect partnership as Peaches only gives back the love she gets given by having very special place in a very special home.' This detail describes how Peaches and shares have a very special and loving relationship with each other, describing the owner-pet relationship. "We Keep a Pig in the Parlor." states "So, we keep our pig in the parlor; He sleeps on the settee. We watch TV, Have popcorn and tea As cozy as we can be." This detail uses the words "As cozy as we can be" to describe the relationship with the owner and pet, owner seems that both the owner and pet are cozy together, showing they love have a special bond.

Though both "Excerpt from Pig Tales" and "We Keep a pig in the Parlor;" seem to have lots in common, they also have their differences. In "Excerpt from Pig Tales, Peaches is willingly adopted and happiness runs all the way through, while in

GUIDE PAPER 3c

"We Keep a Pig in the Parlor, the pig bet runs away, and meets up with the owner, and happiness starts there." "We Keep a Pig in the Parlor" states "Besides" he, said, "I'm so handsome" and he ~~nodded~~ his head on my knee. As I hugged him I had an idea. "Piggie, cheer up. Follow me." So, we keep our pig in the parlor, he sleeps on the settee. We watch TV, have popcorn and tea. As crazy as we can be." This detail shows how the pig acts off negatively, and once owners and pet meet, there is a flow of happiness. "Except from Pig Tales" states "Peacocks and Shamen have a wonderful time together. As long as Peacocks is ~~not~~ well fed she's as happy as any they." This detail shows that in "Except from Pig Tales", happiness runs all the way throughout the entire story.

In "Except from Pig Tales" and "We Keep a Pig in the Parlor", both stories develop an owner-pet relationship as soon as they meet, and from there, it runs through the end of the passages. In "Except from Pig Tales", the text states "And when she looked at Peacocks, the only girl in the bush, she knew she was the one." This shows that as soon as Shamen and Peacocks' eyes met, they knew they were meant for each other. In "We Keep a Pig in the Parlor" the text states "Piggie, cheer up. Follow me." So we keep our pig in the parlor, he sleeps on the settee. We watch TV, have popcorn and tea. As crazy as we can be." This detail too develops the story, as soon as owner and pet met, there was instant happiness.

In conclusion, both, "We Keep a Pig in the Parlor" and "Except from: Pig Tales". Both tell the story of an owner-pet relationship, but describe it differently. In the end though, there is great love between one, and one's pig.

GUIDE PAPER 3d

Score Credit 4 (out of 4 credits)

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

- *In “Excerpt from Pig Tales and “We Keep a Pig in the Parlor, both stories develop and describe the great love between owner and pet, in this case owner and pig. Both passages though, describe this love deffertly, but both focus on the topic. In this essay, I will explain similarities and differences and explain how relationships in both passages help to advance the plot of the story /poem*

The response demonstrates insightful analysis of the texts.

- *in each reading a great love is depicted between an owner and their pig*
- *Peaches and Sharon have a very special and loving relationship with each other describing the owner-pet relationship*
- *This detail uses the words “As cozy as can be,” to describe the relationship with the owner and the pet “we” shows that both the owner and the pet are cozy together, showing they have a special bond*
- *Peaches is willingly adopted and happiness was all the way through, while in “We Keep a Pig in the Parlor, the pig first runs away and meets up with the owner and happiness starts there*
- *the pig starts off negative and once owner and pet meet, there is a flood of happiness*
- *happiness runs all the way throughout the entire story*
- *both stories develop an owner- pet relationship as soon as they meet and from there it runs through the end of the passages*
- *as soon as Sharon and Peaches’ eyes met, they knew they were meant for each other*
- *as soon as owner and pet met there was instant happiness*

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

- *“There never a dull moment with Peaches around and their relationship is a perfect partnership as Peaches only gives back the love she gets giving by having a very special place in a very special home.”*
- *“so, we keep our pig in the parlor; he sleeps on the settee. We watch TV, Have popcorn and tea As cozy as can be.”*
- *“Besides” he, said, “I’m so lonesome,” he laid his head on my knee. As I hugged him I had an idea. “Piggy, cheer up. Follow me.”*
- *“Peaches and Sharon have a wonderful time together. As long as Peaches is rested and well fed she’s as happy as anything.”*
- *“And when she looked at Peaches, the only girl in the bunch, she knew she was the one.”*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *Both “Exerpt from Pig Tales and “We Keep a Pig in the Parlor*
- *By this I mean*
- *“Exerpt from Pig Tales states*
- *This detail describes*
- *Though both*
- *In “Exurpt from Pig Tales [...] while in “We Keep a Pig in the Parlor*
- *This detail shows*

GUIDE PAPER 3e

- *both stories develop*
- *This shows*
- *the text states*
- *This detail too develops*
- *In conclusion*
- *In the end though*

The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice.

- *owner-pet relationships*
- *depicted*
- *flood of happiness*

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

- *In conclusion, both, “We have a pig in the Parlor” and Exerpt from: Pig Tales. Both tell the story of a story owner- pet relationship, but describe it differtly. In the end though, there is great love between one, and one’s pig*

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

- *deffertly*
- *Exerpt*
- Capitalization
- Punctuation

GUIDE PAPER 4a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

The pigs in Tym's and Bloom's stories describes the experience of taking in a pig in seeking for a friend, however the way that their relationships go is drastically different. Because of this difference, it causes a phenomenal relationship to develop in Tym's excerpt, while it causes a problematic but also caring relationship in Bloom's excerpt. This can be seen in Tym's excerpt, when Sharon is entirely satisfied and pleased with her pig (Peaches).

For instance, in Tym's excerpt, when Sharon describes her experience with Peaches, "Peaches and Sharon have a wonderful time together...happy as anything." Sharon describes her experience as this wonderful journey that makes both of them "happy as anything". Tym uses words such as "a wonderful time together", to describe their phenomenal and exceptional relationship. Another instance, in Tym's excerpt, when Sharon describes the happiness that Peaches has brought to her, "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words." Sharon gets so overwhelmed with happiness and joy, that Tym describes this experience as "she can't even put it into words". Tym uses words such as "brought so much joy to her life", to express their great and phenomenal relationship. However, this relationship between the narrator and the pig becomes much more problematic.

GUIDE PAPER 4b

For instance, in Bloom's excerpt, when the narrator describes her experience with her pig, "You know, pig, you're driving me crazy...It makes me disgruntled." The narrator describes this problematic relationship as it disturbs and causes great stress and severe issues that anger the narrator. Bloom uses words such as "makes me disgruntled", to demonstrate their severe problematic relationship. However, despite this, the narrator takes this experience and describes how he had become caring towards the pig. Another instance, in Bloom's excerpt, when the narrator reflects on this experience, "Piggy, cheer up. Follow me'...He sleeps on the settee...cozy as we can be." The narrator takes this experience to reflect to bond to make a phenomenal relationship, rather than a problematic relationship. Bloom uses words such as "Piggy, cheer up", to demonstrate the narrator developing a caring and loving relationship by bonding with the pig.

Both excerpts go over how the narrator bonds with the pig, however they do this both in explicitly different ways. In Tym's article, the narrator successfully bonds with the pig, making a phenomenal relationship, while in Bloom's article, the narrator fails to do so. However the narrator reflects on this, which changes the plot to severely advance making character development but also a successful relationship at both the end of the story and poem.

Score Credit 3 (out of 4 credits)

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

- *The pigs in Tym's and Bloom's stories describes the experience of taking in a pig in seeking for a friend, however the way that their relationships go is drastically different. Because of this difference, it causes a phenomenal relationship to develop in Tym's excerpt, while it causes a problematic but also caring relationship in Bloom's excerpt*

The response demonstrates grade-appropriate analysis of the texts.

- *Sharon is entirely satisfied and pleased with her pig (Peaches)*
- *Sharon describes her experience as this wonderful journey that makes both of them "happy as anything"*
- *words such as "a wonderful time together", to describe their phenomenal and exceptional relationship*
- *Sharon gets so overwhelmed with happiness and joy*
- *The narrator describes this problematic relationship as it disturbs and causes great stress and severe issues that anger the narrator*
- *words such as "makes me disgruntled", to demonstrate their severe problematic relationship*
- *The narrator takes this experience to reflect to bond to make a phenomenal relationship, rather than a problematic relationship*
- *the narrator reflects on this, which changes the plot to severely advance making character development but also a successful relationship at both the end of the story and poem*

GUIDE PAPER 4c

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

- *“Peaches and Sharon have a wonderful time together...happy as anything.”*
- *“Sharon says that Peaches has brought so much joy to her life that she can’t even put it into words.”*
- *“You know, pig, you’re driving me crazy...It makes me disgruntled.”*
- *“‘Piggy, cheer up. Follow me’...He sleeps on the settee...cozy as we can be.”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *however*
- *Because of this difference*
- *while it causes*
- *but also*
- *For instance, in Tym’s excerpt*
- *Another instance*
- *The narrator takes this experience*
- *to demonstrate*
- *Both excerpts*
- *in Bloom’s article*
- *but also*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

- *taking in a pig in seeking for a friend*
- *their phenomenal and exceptional relationship*
- *it disturbs and causes great stress and severe issues that anger*
- *severe problematic relationship*
- *takes this experience to reflect to bond to make a phenomenal relationship*
- *the narrator reflects on this, which changes the plot to severely advance making character development*

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

- *Both excerpts go over how the narrator bonds with the pig, however they do this both in explicitly different ways. In Tym’s article, the narrator successfully bonds with the pig, making a phenomenal relationship, while in Bloom’s article, the narrator fails to do so*

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

- *stories describes*
- *he had becam*
- *the big*

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

The pigs in excerpts from "Pig Tales", and "We Keep a Pig in the Parlor" both have pigs that have relationships with their owners. A similarity between the relationships or the pig's relationships is that they are spoiled. The pig from "We Keep a Pig in the Parlor" sits on a settee and eats popcorn and tea and watches TV. I found this in line 51. His owners just like him do that therefore making him spoiled. The pig from "Pig Tales" also has a spoiled relationship because the pig's owners let the pig eat snacks and drink Pepsi. I found this in paragraph seven. The pig doesn't have to work for the food therefore making that pig spoiled just like the other pig from "We Keep a Pig in the Parlor". A difference between the relationships of each pig is that the pig from "We Keep a Pig in the Parlor" is lonely while the pig from "Pig Tales" is very social. I know this because in "We Keep a Pig in the Parlor", line 46, the pig "says", "I'm so lonesome." On the other hand I know that the pig from "Pig Tales" is very social because in paragraph four the author talks about how the pig plays games with her owners therefore being social. The relationship of the pig from "We Keep a Pig in the Parlor" helps move the plot forward because the pig is lonely and because of that he tries to escape and then he eventually joins his humans and moves into their household therefore moving the plot. The pig from "Pig Tales" moves the plot forward by being cute and bringing joy to the owners' heart. This is how these relationships help advance the plot in each of the stories and the similarities and differences between the pig's different relationships.

Score Credit 3 (out of 4 credits)

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

- *The pigs in excerpts from "Pig Tales", and "We Keep a Pig in the Parlor" both have pigs that have relationships with their owners*

The response demonstrates grade-appropriate analysis of the texts.

- *A similarity between the relationships or the pig's relationships is that they are spoiled*
- *The pig doesn't have to work for the food therefore making that pig spoiled just like the other pig*
- *A difference between the relationships of each pig is that the pig from "We Keep a Pig in the Parlor" is lonely while the pig from "Pig Tales" is very social*
- *The relationship of the pig from "We Keep a Pig in the Parlor" helps move the plot forward because the pig is lonely and because of that he tries to escape and then he eventually joins his humans and moves into their household therefore moving the plot. The pig from "Pig Tales" moves the plot forward by being cute and bringing joy to the owners heart*

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

- *sits on a settee and eats popcorn and tea and watches TV*
- *the pig's owners let the pig eat snacks and drink pepsi*
- *pig "says", "I'm so lonesome."*
- *the pig plays games with her owners therefore being social*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *and*
- *both*
- *A similarity between*
- *from "We Keep a Pig in the Parlor"*
- *while*
- *I know this because*
- *On the other hand*
- *in paragraph four the author talks about*
- *This is how*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

- *social*

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

- *This is how these relationships help advance the plot in each of the stories and the similarities and differences between the pig's different relationships*

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

- *there owners*
- *similarate*
- *therfore*
- *becasue*
- *diffrence*
- *relationsships*
- *socail*
- *konw*
- *withe her*
- *loney*
- *trys*
- *eventally*
- *the owners heart*
- *storys*
- *simlarteis and diffrences beteewn*

GUIDE PAPER 6a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

"Excerpt from Pig Tales" and "We Keep a Pig in the Parlor" have very similar relationships with there owners but also very different. One way, these pigs have similar relationships with there owners is

"We watch TV, Have popcorn and tea As cozy as we can be" and "curls up to watch TV with her and even sleeps in Sharon's bed!" This proves that they have similar relationships with there owners because it's showing how they love to bond through comfort.

One way, these pigs have different relationships with there owners is "I want to be free," and "One day when Sharon had to leave the house... Sharon returned home she found Peaches, in the middle of the floor . . . "sobbing!" This proves that they have different relationships with there owners because one pig wants to escape from there owner and the other can't bare when there owner leaves.

These relationships the pigs have with there owners help you connect with the characters more and truly understand how different people and animals can be.

In conclusion, both of these stories have very similar relationships with there owners but also very different. Without these little bumps in the road these stories truly wouldn't be the same.

Score Credit 3 (out of 4 credits)

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

- *"Excerpt from Pig Tales" and "We Keep a Pig in the Parlor" have very similar relationships with there owners but also very different*

GUIDE PAPER 6b

The response demonstrates grade-appropriate analysis of the texts.

- *One way, these pigs have similar relationships with their owners is [...] showing how they love to bond through comfort*
- *One way, these pigs have different relationships with their owners is [...] because one pig wants to escape from their owner and the other can't bare when their owner leaves*
- *These relationships the pigs have with their owners help you connect with the characters more and truly understand how different people and animals can be*

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

- *"We watch TV, Have popcorn and tea As cozy as we can be"*
- *"curls up to watch TV with her and even sleeps in Sharon's bed!"*
- *"I want to be free,"*
- *"One day when Sharon had to leave the house... Sharon returned home she found Peaches, in the middle of the floor . . . "sobbing!"*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *One way*
- *and*
- *This proves*
- *because*
- *In conclusion*
- *but*
- *without*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

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

- *In conclusion, both of these stories have very similar relationships with their owners but also very different. Without these little bumps in the road these stories truly wouldn't be the same*

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

- *their owners*
- *can't bare*

GUIDE PAPER 7a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

"Excerpt from *Pig Tales*" and "*We Keep a Pig in the Parlor*" both have relationships with their owners that are similar and different. They are similar because it states, "So, we keep our pig in the parlor;

He sleeps on the settee.

We watch TV,

Have popcorn and tea

As cozy as we can be," and "Peaches and Sharon have a wonderful time together. As long as Peaches is rested and well fed she's as happy as anything. She loves the pillows on Sharon's couch and if one of them happens to be on the floor she runs up and grabs it with her snout and tosses it up in the air." This shows us how the relationship between the two are similar, they both have a happy relationship with a pig. They are different because it also states,

"Some people keep pigs in a pigpen,

Or out in a field roaming free.

We keep a pig in the parlor.

He sleeps on the settee.¹

He used to live in the pig barn,

And sit looking out at the field,

Till a plan took shape

For a great escape,

"I want to be free," he squealed. He fairly flew out of the window,

With a run and a jump and a grunt.

He came down in the mud

With a squishy, soft thud,

GUIDE PAPER 7b

It was quite an incredible stunt," and " When she arrived at the house that had three pigs for sale, Sharon knew she wasn't going to leave without one . . . they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one.

Peaches was amazing: she picked up on things so quickly." This shows us how origin background of the pigs are different since one was in a barn and the other one was in another state.

These relationships help to advance the plot in both the story and the poem because both of the lot ended in a house. For example, "on says that Peaches has brought so much joy to her life that she can't even put it into words. There is never a dull moment with Peaches around and their relationship is a perfect partnership as Peaches only gives back the love she gets given by having a very special place in a very special household," and " So, we keep our pig in the parlor;

He sleeps on the settee.

We watch TV,

Have popcorn and tea

As cozy as we can be. " This shows us how the story plot change during the reading.

Score Credit 2 (out of 4 credits)

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

- *"Excerpt from Pig Tales" and "We Keep a Pig in the Parlor" both have relationships with their owners that are similar and different*

The response demonstrates a literal comprehension of the texts.

- *the relationship between the two are similar, ghey both have a happy relationship with a pig*
- *origin backround of the pigs are different since one was in a barn and the other one was in another state*
- *These relationships help to advance the plot in both the story and the poem because both of the lot ended in a house*
- *how the story plot chaange during the reading*

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

- *"So, we keep our pig in the parlor; He sleeps on the settee. We watch TV, Have popcorn and tea As cozy as we can be,"*
- *"Peaches and Sharon have a wonderful time together. As long as Peaches is rested and well fed she's as happy as anything. She loves the pillows on Sharon's couch and if one of them happens to be on the floor she runs up and grabs it with her snout and tosses it up in the air."*

GUIDE PAPER 7c

- *“Some people keep pigs in a pigpen, Or out in a field roaming free. We Keep a Pig in the Parlor. He sleeps on the settee. He used to live in the pig barn, And sit looking out at the field, Till a plan took shape For a great escape, “I want to be free,” he squealed. He fairly flew out of the window, With a run and a jump and a grunt. He came down in the mud With a squishy, soft thud, It was quite an incredible stunt,*
- *“ When she arrived at the house that had three pigs for sale, Sharon knew she wasn’t going to leave without one . . . they were all so cute. And when she looked at Peaches, the only girl in the bunch, she knew she was the one. Peaches was amazing: she picked up on things so quickly.”*
- *“on says that Peaches has brought so much joy to her life that she can’t even put it into words. There is never a dull moment with Peaches around and their relationship is a perfect partnership as Peaches only gives back the love she gets given by having a very special place in a very special household,”*
- *“ So, we keep our pig in the parlor He sleeps on the settee. We watch TV, Have popcorn and tea As cozy as we can be. ”*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *both*
- *because it states*
- *and*
- *This shows us how*
- *also*
- *For example*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

The response does not provide a concluding statement.

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

- *ghey*
- *backround*
- *chaange*

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In both the story and the poem, they have multiple similarities and differences. In the poem it states " You know, pig, you're driving me crazy. Why are you doing this stuff? The garden and barn are a terrible mess. Enough is enough is enough!" This shows that the pig and its owner are in an argument and the owner is mad at the pig because the pig is "driving him crazy". In the text of the story it states "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words." The difference between the two is that the poem is about how the pig is driving the owner crazy and then the story is about how the pig is an amazing thing that came into Sharon's life. In the poem it also states "Piggy, cheer up. Follow me. So, we keep our pig in the parlor; He sleeps on the settee. We watch TV, Have popcorn and tea As cozy as we can be. In the story it repeatedly states that "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words." This similarity is based on how the owner of the pig in the poem is becoming very close with the pig and starts bonding and in the story Sharon has a lot of love for Peaches which makes them similar. In both the poem and the story, they both help the poem and the story's plot advance because in the poem it starts off with the pig being alone and being treated differently and the pig had to sleep outside in the barn meanwhile in the story the pig Peaches got to sleep with its owner all cozied up in their bed. The pig in the poem had squealed saying "I want to be free,". The pig had been very lonely outside in the barn all alone. The story and the poem both ended up in a happy friendship with the owners and their pigs.

Score Credit 2 (out of 4 credits)

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

- *In both the story and the poem, they have multiple similarities and differences*

The response demonstrates a literal comprehension of the texts.

- *the pig and its owner are in an argument and the owner is mad at the pig because the pig is "driving him crazy"*

- *The difference between the two is that the poem is about how the pig is driving the owner crazy and then the story is about how the pig is an amazing thing that came into Sharon's life*
- *This similarity is based on how the owner of the pig in the poem is becoming very close with the pig and starts bonding and in the story Sharon has a lot of love for Peaches which makes them similar. In both the poem and the story, they both help the poem and the story's plot advance because in the poem it starts off with the pig being alone and being treated differently and the pig had to sleep outside in the barn meanwhile in the story the pig Peaches got to sleep with its owner all cozied up in their bed*
- *The pig had been very lonely outside in the barn all alone*

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

- *"You know, pig, you're driving me crazy. Why are you doing this stuff? The garden and barn are a terrible mess. Enough is enough is enough!"*
- *"Sharon says that Peaches has brought so much joy to her life that she can't even put it into words."*
- *"Piggy, cheer up. Follow me. So, we keep our pig in the parlor; He sleeps on the settee. We watch TV, Have popcorn and tea As cozy as we can be"*
- *"Sharon says that Peaches has brought so much joy to her life that she can't even put it into words."*
- *The pig in the poem had squealed saying "I want to be free,"*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *In both the story and the poem*
- *In the poem it states*
- *This shows that*
- *In the text of the story it states*
- *The difference between*
- *also*
- *In the story it repeatedly states*
- *both*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

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

- *The story and the poem both ended up in a happy friendship with the owners and their pigs*

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

- *thpig*
- *a argument*
- *drivig*
- *sharons life*
- *sette*
- *i the poem*
- *storys*
- Capitalization
- Punctuation

GUIDE PAPER 9a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In the story, Peaches and Sharon's relationship is very close and fun, while in the poem, the relationship between the owner and the pig is not as close and nice as the story. The relationships in both the story and the poem help advance the plots because new things keep happening with Peaches and Sharon in the story, and in the poem it is telling us how they came to be owner and pet. In the story, paragraph four has a bunch of different things that have happened to the two of them together. For example, it says, "She loves the pillows on Sharon's couch and if one of them happens to be on the floor she runs up and grabs it with her snout and tosses it up in the air," showing one of the fun things they do together. In the poem it just keeps telling us how they met and the progress in their pet/owner relationship.

Score Credit 2 (out of 4 credits)

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

- *In the story, Peaches and Sharon's relationship is very close and fun, while in the poem, the relationship between the owner and the pig is not as close and nice as the story*

The response demonstrates a literal comprehension of the texts.

- *Peaches and Sharon's relationship is very close and fun [...] the relationship between the owner and the pig is not as close and nice as the story*
- *The relationships in both the story and the poem help advance the plots because new things keep happening with Peaches and Sharon in the story, and in the poem it is telling us how they came to be owner and pet*
- *showing one of the fun things they do together*
- *it just keeps telling us how they met and the progress in their pet/owner relationship*

GUIDE PAPER 9b

The response partially develops the topic of the essay with the use of some textual evidence, uses relevant evidence with inconsistency.

- *“She loves the pillows on Sharon’s couch and if one of them happens to be on the floor she runs up and grabs it with her snout and tosses it up in the air,”*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *In the story*
- *while in the poem*
- *both*
- *because*
- *For example, it says*
- *showing*

The response lacks a formal style, using language that is imprecise for the texts and task.

- *nice*
- *new things keep happening*
- *a bunch of different things*
- *it just keeps telling us*

The response does not provide a concluding statement.

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

- *te plots*
- *how the came*

GUIDE PAPER 10a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In both stories the pigs in the stories are very similar.

The pig in "Pig Tales" was smart. The pig in "We Keep a Pig in the Parlor", was also smart enough to escape his old pen. Both pigs in the stories live with their owners in the house. Both pigs were loney they both needed their owners with them. This helps show how good of an relationship the pigs have with their owners. Both owners never have a dull moment with their pigs. Both pigs are treated like children. Both pigs are loved by their owners. Both pigs have a special place in the household.

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.

- *In both stories the pigs in the stories are very similar*

The response demonstrates little understanding of the texts.

- *Both pigs in the stories live with their owners in the house. Both pigs were loney they both needed their owners with them. This helps show how good of an relationship the pigs have with their owners. Both owners never have a dull moment with their pigs. Both pigs are treated like children. Both pigs are loved by their owners. Both pigs have a special place in the household*

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

- *was also smart enough to escape his old pen*

The response exhibits little attempt at organization.

The response lacks a formal style, using language that is imprecise for the texts and task.

The response does not provide a concluding statement.

GUIDE PAPER 10b

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

- *loney*
- *an relationship*

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

The similarity's are that both books had pigs and a owner that loved the pigs. It said in the text, "As I hugged him I had an idea.

"Piggy, cheer up". And "Sharon says that Peaches has brought so much joy to her life that she can't even put it into words". So this shows both owners liked their pets. The diffrences in the book are the point of view the books are in the book *We Keep a Pig in the Parlor* is in the pigs point of veiw while in *Pig Tales* a narratior is telling the story.

Score Credit 1 (out of 4 credits)

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

- *The similarity's are [...] The diffrences*

The response demonstrates little understanding of the texts.

- *The similarity's are that both books had pigs and a owner that loved the pigs*
- *this shows both owners liked their pets*
- *The diffrences in the book are the point of view the books are in the book *We Keep a Pig in the Parlor* is in the pigs point of veiw while in *Pig Tales* a narratior is telling the story*

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

- *"As I hugged him I had an idea. "Piggy, cheer up"*
- *"Sharon says that Peaches has brought so much joy to her life that she can't even put it into words"*

The response exhibits little attempt at organization.

- *both*
- *It said in the text*

- *And*
- *So this shows*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

The response does not provide a concluding statement.

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

- *similarity's*
- *a owner*
- *diffrences*
- *veiw*
- *narrator*

GUIDE PAPER 12a

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In The Poem The Owner At First Did Not Accept The Pig In His Parlor And In The Story Sharon Accepted The Pig Right Away In The Poem The Owner Looks Like He Did Not Bring The Pig Home And Did Not Gave The Pig Attention And In The Story Sharong Gave The Pig Baths Let Her Sleep In Her Bed And Played With Her.

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.

- *In The Poem The Owner [...] And In The Story Sharon*

The response demonstrates little understanding of the texts.

- *In The Poem The Owner At First Did Not Accept The Pig In His Parlor And In The Story Sharon Accepted The Pig Right Away*
- *In The Poem The Owner Looks Like He Did Not Bring The Pig Home And Did Not Gave The Pig Attention*

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

- *Sharong Gave The Pig Baths Let Her Sleep In Her Bed And Played With Her*

The response lacks a formal style, using language that is imprecise for the texts and task.

The response exhibits no evidence of organization.

The response does not provide a concluding statement.

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

- *Sharong*
- Capitalization

GUIDE PAPER 13

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In " Excerpt from pig Tales " they keep there pig and there very own house. But in " We keep a pig in a parlor " they keep there pig in a parlor! Also in " Expert from pig tales " the pig loves to play woth toys and anything like that. But in " We keep a pig in the parlor " that pig really likes tv, tea, and realaxing.

Score Credit 0 (out of 4 credits)

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

- In " Excerpt from pig Tales " they keep there pig and there very own house. But in " We keep a pig in a parlor " they keep there pig in a parlor! Also in " Expert from pig tales " the pig loves to play woth toys and anything like that. But in " We keep a pig in the parlor " that pig really likes tv, tea, and realaxing

39 The pigs in *Pig Tales* and *We Keep a Pig in the Parlor* both have relationships with their owners. What is similar and different about these relationships? How do these relationships help to advance the plot in both the story and the poem? Use details from **both** the story and the poem to support your response.

In your response, be sure to

- describe what is similar and different about the relationships between the pigs and their owners in both the story and the poem
- explain how these relationships help to advance the plot in both the story and the poem
- use details from **both** the story and the poem to support your response

In "We keep a Pig in the Parlor" the pig is not happy. In "Pig tales" the pig is happy. "Pig tales" is a article about why pigs are good pets so they show the pig happy. In "We keep a Pig in the Parlor" the poem is showing what it is like to be a pig in captivity.

Score Credit 0 (out of 4 credits)

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

- *In "We keep a Pig in the Parlor" the pig is not happy. In "Pig tales" the pig is happy. "Pig tales" is a article about why pigs are good pets so they show the pig happy. In "We keep a Pig in the Parlor" the poem is showing what it is like to be a pig in captivity*



Grade 6
English Language Arts Writing
Scoring Leader Materials
2026 Training Set