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***New York State  
Testing Program***

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**2026**

**English Language Arts Test  
Writing**

**Grade 8**

**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]

### **Copyright Information**

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## 2-Credit Constructed-Response Rubric

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

- 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:
<b>CONTENT AND ANALYSIS:</b> 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
<b>COMMAND OF EVIDENCE:</b> 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
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> 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
<b>CONTROL OF CONVENTIONS:</b> 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).

*Torix, whose full name is Vercingetorix, lives in Britain during the time of Roman rule. When Roman soldiers are mean to Torix, he is helped by the fort's commander, a Roman legate, or leader, named Gaius Valerius Atellus.*

## Excerpt from “Vercingetorix, King Over Warriors”

*by Diana Allor*

- 1           It was just before the dinner hour, and the bustle of the square was winding down. As he let his mind play over the events of the day, Torix couldn't help but ponder his grandfather's admonition<sup>1</sup> from the morning. The antidote to<sup>2</sup> fifty enemies? How about 5,000 enemies! Yet, the Romans weren't all bad, it's true. Torix thought back to the shocking and horrifying encounter with Gaius Valerius Atellus that afternoon. The legate! He remembered the annoyed look he gave those soldiers, Torix's tormentors. And his kind, almost sad words as he put Torix back on his feet. He had seen the legate before, of course, although never so closely! The fort's commander often rested in the heat of the afternoon under an awning in this very square, playing *duodecim scripta*, a dice game, with a friend. Torix wondered how he had come to have such a festering wound on his leg when there was a hospital right in the fort. . . .
- 2           The next day, Torix placed a sealed crock, some unwashed wool, and a length of linen bandage in a small burlap sack. Grandfather looked at him quizzically but asked no questions. “You must have good reason, my son,” he said. “Yes, good reason. You take what you need, I'll ask not.”
- 3           “Thank you, Grandfather!” Torix responded, smiling broadly and rushing forward to give his grandfather a quick hug from behind before dashing out of the shop toward the town square.
- 4           Just as he had hoped, there sat the legate at a small table playing dice, his three-legged dog asleep at his feet. The legate was focused on the game, absentmindedly rubbing his bad leg. . . .
- 5           Without changing his posture the legate alternated his gaze between the quaking boy and burlap sack before he finally reached out and took what the boy offered. He examined the contents and looked back at Torix. “You're the boy from the wharf yesterday, aren't you?” he said, still scowling. . . . “And what am I to do with these things?” he asked, the irritation in his voice growing.
- 6           “It's honey and wool, sir. I noticed your leg was bothering you yesterday. It will help heal the infection.”

7           At this, the legate's face softened. He considered for a moment, and said, "I see." He looked back at the boy standing before him. "Thank you, child," he said sincerely, all traces of irritation gone. "I do thank you." . . .

8           Torix knelt down, removed the hobnailed *caliga*, the Roman boot, from the legate's foot, and slowly unwound the dirty bandage. The angry red wound on the front of his lower leg was large and deep and had begun to fester.

9           Torix soaked the clean cloth in the water and squeezed it out over the wound several times. Then he used the cloth to gently clean all around the open sore, getting as close to the edges as possible without causing pain. He tried to imitate what he had seen his grandfather do a hundred times. Once he had cleaned the wound, he took the wool from the bag and dipped it into the crock, saturating it with honey. When the wool plug was almost dripping, he laid it over the wound. Holding it in place, he used the clean strips of bandage to secure it, wrapping the strips tautly, but not too tight, around the injured leg. Then he put the *caliga* back on the legate's foot and looked up at him hopefully. The legate's face bore the soft expression of a young boy being cared for by a doting mother.

10          "The honey will help clear the infection, but this dressing will have to be changed every day. Maybe you can come to my grandfather's shop tomorrow?" Torix offered.

11          Remembering himself, the legate regained his authoritative bearing, "Yes, yes, of course. Down Dere Street, you say?" . . .

12          True to his word, Legate Gaius Valerius Atellus, with his faithful companion, the three-legged Tribus, visited Grandfather and Torix the next day—and the next, and the next. For three months, he and Tribus were familiar sights on Dere Street, visiting daily and enjoying the attention of the local shop owners. Surely the Roman doctor had returned from the north, Torix thought, yet the legate never mentioned going to the fort hospital. He had Magnus, the cobbler, make him a new pair of boots for the coming winter. He chatted daily with Flavius, the retired soldier who now sold pottery next door. And Ebbe always had a fresh sweet bun or loaf of barley bread for him along with a hot cup of tea. On many days he lingered longer than was strictly necessary in Grandfather's homey little shop, sipping tea and regaling Grandfather and Torix with stories of his many adventures. Although he would blush to admit it, he especially loved the rapt attention of the boy sitting at his feet, hanging on his every word. Finally, however, under the careful ministrations<sup>3</sup> of Grandfather, the legate's wound healed completely. There was no more need for his daily visits. On the day Grandfather pronounced the leg completely strong again, the legate had an announcement of his own. . . .

13          "Torix," he said, "the fort is no place for a three-legged dog. Besides that, I am often required to travel on horseback away from the fort. The journeys are too much for poor Tribus. I need someone I trust to care for him. Do you think you could do that for me?" . . .

14 With Tribus by his side, life in Eboracum took a decidedly better turn for Torix. From that day forward, wherever he walked, Tribus, the distinctive, three-legged beacon of the legate's presence, led the way. Like a trumpeter heralding the presence of a king, Tribus alerted townsfolk and soldiers alike: "Heads up! Look smart! Here comes, not the legate, but his very special friend!"

15 The soldiers were now much less eager to tease Torix or play a cruel joke. Instead, they jumped at the opportunity to carry heavy water buckets for him, or haul shipments from the wharf back to his grandfather's shop, or even give him rides across town on their horses. When Torix thanked them, the soldiers would reply, "Pleased to help, young Torix," or "Anytime, little friend," or "Always at your service!" Truly, Torix had become *Vercingetorix, King Over Warriors*. He had found the antidote to 5,000 enemies, just as his grandfather had said—through just one friend.

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<sup>1</sup>**admonition:** advice

<sup>2</sup>**antidote to:** cure for

<sup>3</sup>**ministrations:** actions or services intended to help



# GUIDE PAPER 1

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

The author demonstrates the fact that in Ancient Rome society was valued by strength and authority because in the story the legate has the most authority than the soldiers. Like it says "The legate! He remembered the annoyed look he gave those soldiers, Torix's tormentors. And his kind, almost sad words as he put Torix back on his feet. He had seen the legate before, of course, although never so closely!" The soldiers get surprised that the legate is there, so that's why Torix decided that by being freinds with the legate he would have some respect. It also says "He had Magnus, the cobbler, make him a new pair of boots for the coming winter. He chatted daily with Flavius, the retired soldier who now sold pottery next door. And Ebbe always had a fresh sweet bun or loaf of barley bread for him along with a hot cup of tea." Everybody knew that the legate have authority so they gave the legate things like the boots, the bread and chatted with the retired soldier that know makes pottery.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

- *because in the story the legate has the most authority than the soldiers*

The response provides evidence of analysis.

- *The soldiers get surprised that the legate is there, so that's why Torix decided that by being freinds with the legate he would have some respect*

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

- *“The legate! He remembered the annoyed look he gave those soldiers, Torix's tormentors. And his kind, almost sad words as he put Torix back on his feet. He had seen the legate before, of course, although never so closely!”*
- *“He had Magnus, the cobbler, make him a new pair of boots for the coming winter. He chatted daily with Flavius, the retired soldier who now sold pottery next door. And Ebbe always had a fresh sweet bun or loaf of barley bread for him along with a hot cup of tea.”*

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

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use two details from the story to support your response.

The author demonstrates this idea by showing how Torix bravely helped Giaus and in reward he gave him respect and his three-legged dog. The writer states, “It’s honey and wool, sir. I noticed your leg was bothering you yesterday. It will help heal the infection.” And then the author writes, “I need someone I trust to care for him. Do you think you could do that for me?” This shows how Torix helping Giaus made Giaus believe in him . Giaus valued Torix's authority.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

- *by showing how Torix bravely helped Giaus and in reward he gave him respect and his three-legged dog*

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

- *“It’s honey and wool, sir. I noticed your leg was bothering you yesterday. It will help heal the infection.”*
- *“I need someone I trust to care for him. Do you think you could do that for me?”*

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

## GUIDE PAPER 3

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

Well ne piece of evidence is that in the entire reading torix is seen as weak. But then when he becomes friends with Gaius he is seen as a high member of authority. Another piece of evidence is that in paragraph 15 it shows the soldiers were now almost scared to be mean to torix. After he became friends with the leader he was seen as a "higher up of authority"

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

- *After he became friends with the leader he was seen as a “higher up of authority”*

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

- *in the entire reading torix is seen as weak. But then when he becomes friends with Gaius he is seen as a high member of authority*
- *the soldiers were now almost scared to be mean to torix*

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

## GUIDE PAPER 4

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

The author showed that Ancient Roman society valued strength and authority by showing how the soldiers respected Torix after he became friends with Gaius. One example of this is when it said ““Heads up! Look smart! Here comes, not the legate, but his very special friend!”” This shows that the soldiers now respect him because of his friendship with Gaius.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

- *by showing how the soldiers respected Torix after he became friends with Gaius*

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

- ““Heads up! Look smart! Here comes, not the legate, but his very special friend!””

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

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

"The legate! He remembered the annoyed look he gave those soldiers, Torix's tormentors."

"nstead, they jumped at the opportunity to carry heavy water buckets for him, or haul shipments from the wharf back to his grandfather's shop, or even give him rides across town on their horses."

### Score Credit 1 (out of 2 credits)

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

- *“The legate! He remembered the annoyed look he gave those soldiers, Torix’s tormentors.”*
- *“nstead, they jumped at the opportunity to carry heavy water buckets for him, or haul shipments from the wharf back to his grandfather’s shop, or even give him rides across town on their horses.”*

The response does not provide a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

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

## GUIDE PAPER 6

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

he soldiers were now much less eager to tease Torix or play a cruel joke. Instead, they jumped at the opportunity to carry heavy water buckets for him, or haul shipments from the wharf back to his grandfather’s shop, or even give him rides across town

### Score Credit 1 (out of 2 credits)

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

- *he soldiers were now much less eager to tease Torix or play a cruel joke. Instead, they jumped at the opportunity to carry heavy water buckets for him, or haul shipments from the wharf back to his grandfather’s shop, or even give him rides across town*

The response does not provide a valid inference from the text “Excerpt from *Vercingetorix, King Over Warriors*” to demonstrate the idea that ancient Roman society valued strength and authority.

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

## GUIDE PAPER 7

28 Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

Thats kings are stronger than worriors.

### Score Credit 0 (out of 2 credits)

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

- *Thats kings are stronger than worriors*

**28** Ancient Roman society valued strength and authority. In “Vercingetorix, King Over Warriors,” how does the author demonstrate this idea? Include your claim and use **two** details from the story to support your response.

The way the author demonstrates is by telling the story as best as he can. and two supporting details is “You must have good reason, my son,” he said. “Yes, good reason. You take what you need, I’ll ask not.” and The legate was focused on the game, absentmindedly rubbing his bad leg.

**Score Credit 0 (out of 2 credits)**

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

- *The way the author demonstrates is by telling the story as best as he can. and two supporting details is “You must have good reason, my son,” he said. “Yes, good reason. You take what you need, I’ll ask not.” and The legate was focused on the game, absentmindedly rubbing his bad leg*

# Excerpt from *The Sugar Season*

by Douglas Whynott

- 1        Sugarhouses are located in some of the most beautiful places. They sit by groves of maple trees, sugar orchards some people call them or, more commonly, sugarbushes. Maples are among the most magnificent trees on earth, in a plant form known as the giver of life. We know this ever so truly now, in that trees extract carbon from the air and produce oxygen. I, for one, love to go into the forest and breathe the cool oxygenated air. Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow. The wood of the sugar maple, also called rock maple, is extremely hard and produces those striations<sup>1</sup> called bird's eye maple and tiger maple. During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside. And maple trees produce that soft green light in the summer season. Of course they most famously blaze spectacularly in the fall. Sugarhouses are there, by these places, by these trees. Sugarhouses help define those landscapes and the cultures built around them.
- 2        In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam. The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap. Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled.
- 3        I have wondered if there is the equivalent of the sugarhouse in any other form of agriculture. Apple orchards have their farm stands, and I know of some orchards where farm stands have grown into stores or where, in the fall, many people come to pick apples. But any other agricultures with the architectures of sugarhouses? Bruce Bascom said that within an hour's drive of his place in southwestern New Hampshire there are a thousand sugarhouses. He claims there are 20,000 maple sugarmakers in the United States, so if you subtract those who make syrup on a small scale in their kitchens or in backyards, there may be 15,000 sugarhouses in the United States. And many more in Canada, where much more syrup is made.

4           The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners. Some are swaybacked and mossy old sheds handed down through the generations. Some are as smartly carpentered as new barns. Others are plumber's dreams of pipes and steam. Some are restaurants and sugarhouses in one, where people go for pancakes and to watch the syrup being made. Some are small personal museums with collections of buckets, shoulder yokes, and sugar molds. Bruce told me of one in Quebec with a piano, a dining room, and chef, and quarters for workers during the sugar season.

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**'striations:** markings



# GUIDE PAPER 1

43 What is the effect of the author's word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The author's word choices in paragraph 2 of "Excerpt from the Sugar Season", creates an effect where the reader finds themselves imagining a very homey and warm place. The author describes sugarhouses and the surrounding environment around them, which makes the reader imagine what a sugarhouse is like. "The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap" (2). The depictions of an unpaved road and woodpiles gives a sense of being close to nature. "Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled" (2). Snow is associated with cold and harshness, but the addition of a fire burning makes it sound very comfortable. The author uses depictions of a sugarhouse with specific word choice to make the reader imagine how good being around a sugar house would be like.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to describe the effect of the author's word choices in paragraph 2 of "Excerpt from *The Sugar Season*."

- *creates an effect where the reader finds themselves imagining a very homey and warm place*

The response provides evidence of analysis.

- *The author describes sugarhouses and the surrounding environment around them, which makes the reader imagine what a sugarhouse is like*
- *The depictions of an unpaved road and woodpiles gives a sense of being close to nature*
- *Snow is associated with cold and harshness, but the addition of a fire burning makes it sound very comfortable*

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

- *"The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap"*
- *"Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled"*

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

43 What is the effect of the author's word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The effect of the authors word choice in paragraph 2 makes you image the place mample syrup is made. For example, "a sugarhouse is a cottage-sized building with a smokestack for a wood fire". This is telling you about how a sugarhouse and how it looks and what it has. Another example is, "The sugarhouse sits alongside a road, maybe an unpaved country road". This makes you image a little sugarhouse next to a road maybe in the middle of nowhere. That is why the effect of the authors word choice in paragraph 2 makes you image the place mample syrup is made.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to describe the effect of the author's word choices in paragraph 2 of "Excerpt from *The Sugar Season*."

- *makes you image the place mample syrup is made*

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

- *"a sugarhouse is a cottage-sized building with a smokestack for a wood fire"*
- *"The sugarhouse sits alongside a road, maybe an unpaved country road"*

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

## GUIDE PAPER 3

43 What is the effect of the author's word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The effect of the author's words in paragraph 2 is that he is drawing the reader in the story by stating all the details about a sugar house even if they are unnecessary. "The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby." and "Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap." These quotes are stating how the author described the house by a very visual way and even though the details are not required it can make you visualize what it is.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to describe the effect of the author's word choices in paragraph 2 of "Excerpt from *The Sugar Season*."

- *he is drawing the reader in the story by stating all the details about a sugar house*

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

- *"The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby."*
- *"Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap."*

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

## GUIDE PAPER 4

**43** What is the effect of the author’s word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The effect of the author’s word choices in paragraph 2 of “Excerpt from The Sugar Season” are to inform the reader of sugar houses. One of the word choices are "cottage-sized building" this wording describes the sugar house. This is why the effect of the author’s word choices in paragraph 2 of “Excerpt from The Sugar Season” are to inform the reader of sugar houses.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to describe the effect of the author’s word choices in paragraph 2 of “Excerpt from *The Sugar Season*.”

- *are to inform the reader of sugar houses*

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

- *“cottage-sized building”*

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

43 What is the effect of the author’s word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The authors word choice tells you more detail and make the person reading this more in the moment. It also hooks the reader and makes them feel there.

**Score Credit 1 (out of 2 credits)**

This response provides a valid inference from the text to describe the effect of the author’s word choices in paragraph 2 of “Excerpt from *The Sugar Season*.”

- *tells you more detail and make the person reading this more in the moment. It also hooks the reader and makes them feel there*

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

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

## GUIDE PAPER 6

43 What is the effect of the author’s word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The authors word choice in paragraph 2 is about people and maple syrup. Its talking about "a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam." They are using horses to pull the wagon with maple syrup inside."Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap." The animals are helping the humans. Lastly the door to thr syrup is always open no matter what. Even when its raining, snowing or when its cold, warm, freezing it doesnt matter because its inside a factory and when its done people are ready to take a sample to check if its ok.

### 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.

- *“a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam.”*
- *“Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap.”*

The response does not provide a valid inference from the text to describe the effect of the author’s word choices in paragraph 2 of “Excerpt from *The Sugar Season*.”

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

## GUIDE PAPER 7

43 What is the effect of the author's word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

It vibrant becuae i now it is and i can tell by reading paragraph 1.

### Score Credit 0 (out of 2 credits)

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

- *It vibrant becuae i now it is and i can tell by reading paragraph 1*

43 What is the effect of the author's word choices in paragraph 2 of *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

Maple trees prosess carbon during photosynthesis,making carbohydates that they later covert to suger when the warm weather comes and the sap beins to flow.any other agricltures with the architectures of sugerhouse Bruce bascom said that an hour's drive of his place in southwestern New hampshire there are a thousand sugerhouses.

**Score Credit 0 (out of 2 credits)**

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

- *Maple trees prosess carbon during photosynthesis,making carbohydates that they later covert to suger when the warm weather comes and the sap beins to flow.any other agricltures with the architectures of sugerhouse Bruce bascom said that an hour's drive of his place in southwestern New hampshire there are a thousand sugerhouses*



# GUIDE PAPER 1

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The belief that people should design things to be both beautiful and useful is reflected in "Excerpt from *The Sugar Season*" by talking about how the sugarhouses can look very different depending on how the owner wants it to look. In the article, it says, "Sugarhouses are located in some of the most beautiful places." Sugarhouses are useful for making different maple products, and have beautiful scenery. Also in the article, it says, "Bruce told me of one in Quebec with a piano, a dining room, and chef, and quarters for workers during the sugar season." This sugarhouse is beautifully filled with music and smells of food. It is useful as a restaurant too.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in "Excerpt from *The Sugar Season*."

- *by talking about how the sugarhouses can look very different depending on how the owner wants it to look*

The response provides evidence of analysis.

- *Sugarhouses are useful for making different maple products, and have beautiful scenery*
- *It is useful as a restaurant too*

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

- *"Sugarhouses are located in some of the most beautiful places."*
- *"Bruce told me of one in Quebec with a piano, a dining room, and chef, and quarters for workers during the sugar season."*

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

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use two details from the article to support your response.

The English artist William Morris believed that people should design things to be both beautiful and useful. This idea is reflected in "Excerpt from the Sugar Season" by giving an example with Maple Trees. Maple trees are in fact very beautiful trees, that provide us with maple sap which is used for maple syrup. According to the text it states "The wood of the sugar maple, also called rock maple, is extremely hard and produces those straitions called bird's eye maple and tiger maple. The text also states that "During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow-the maple is one of those rare trees that have air inside. In addition William Morris believed that people should design things to be both beautiful and useful so he gave an example with the maple tree and how its not just a beautiful tree but it also provides us with sap that is then used to make syrup.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in "Excerpt from *The Sugar Season*."

- *by giving an example with Maple Trees [...] and how its not just a beautiful tree but it also provides us with sap that is then used to make syrup*

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

- *"The wood of the sugar maple, also called rock maple, is extremely hard and produces those straitions called bird's eye maple and tiger maple*
- *"During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow-the maple is one of those rare trees that have air inside*

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

## GUIDE PAPER 3

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

William Morris believes designs should be beautiful and useful. This is reflected in the article by in paragraph one it said "Sugarhouses are located in some of the most beautiful places, they sit by groves of maple trees, sugar orchards."

It also says "Sugarhouses are there, by these places, by these trees. Sugarhouses help define these landscapes and cultures built around them."

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in "Excerpt from *The Sugar Season*."

- *by in paragraph one it said*

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

- *"Sugarhouses are located in some of the most beautiful places, they sit by groves of maple trees, sugar orchards."*
- *"Sugarhouses are there, by these places, by these trees. Sugarhouses help define these landscapes and cultures built around them."*

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

## GUIDE PAPER 4

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

This idea that people should design things to be both beautiful and useful is reflected in "Excerpt from The Sugar Season". First, the text says, "In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam". This supports the claim because these things are useful but are made to look beautiful. Also, the text states "Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap".

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in "Excerpt from *The Sugar Season*."

- *these things are useful but are made to look beautiful*

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

- *"In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam"*

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

44

The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

The way she thinks that things are both beautiful and useful is by saying that the suger houses bring together a maple farm with its beauty and usefulness

**Score Credit 1 (out of 2 credits)**

This response provides a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in “Excerpt from *The Sugar Season*.”

- *by saying that the suger houses bring together a maple farm with its beauty and usefulness*

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

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

This idea reflects to the excerpt because in the story it states that "Some are restaurants and sugarhouses in one, where people go for pancakes and to watch the syrup being made." it also states that "The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners."

### 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.

- *"Some are restaurants and sugarhouses in one, where people go for pancakes and to watch the syrup being made."*
- *"The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners."*

The response does not provide a valid inference from the text that describes how the idea that people should design things to be beautiful and useful is reflected in "Excerpt from *The Sugar Season*."

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

## GUIDE PAPER 7

44

The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use **two** details from the article to support your response.

So people can buy the product so you can get more money. So people can be more interested to buy that product.

### Score Credit 0 (out of 2 credits)

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

- *So people can buy the product so you can get more money. So people can be more interested to buy that product*

44 The English artist William Morris believed that people should design things to be both beautiful and useful. How is this idea reflected in *The Sugar Season*? Include your claim and use two details from the article to support your response.

he is tryin to say is.dont do something you dont want to do in your life.if you want to do something that intrests you,go for and work hard to achieve that goal.in paragraph people that sit by grooves and other trees are sugar bushes.thats something they like to do.and in paragraph 2 they talk about people developing the syrup or things that comes from the trees.in that paragraph it shows that people are working hard to make something like a ,masterpiece

**Score Credit 0 (out of 2 credits)**

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

- *he is tryin to say is.dont do something you dont want to do in your life.if you want to do something that intrests you,go for and work hard to achieve that goal.in paragraph people that sit by grooves and other trees are sugar bushes.thats something they like to do.and in paragraph 2 they talk about people developing the syrup or things that comes from the trees.in that paragraph it shows that people are working hard to make something like a ,masterpiece*

# Excerpt from *The Harvester*

by Gene Stratton-Porter

- 1        The Harvester walked through deep leaves and snow covering the road that only a forester<sup>1</sup> could have distinguished. Over his shoulder he carried a mattock,<sup>2</sup> and in the wagon were his clippers and an ax. Behind him came Betsy<sup>3</sup> drawing the sap buckets and big evaporating kettles. Through the wood ranged Belshazzar, the craziest dog in all creation. He always went wild at sap time. Here was none of the monotony of trapping for skins around the lake. This marked the first full day in the woods for the season. He ranged as he pleased and came for a pat or a look of confidence when he grew lonely, while the Harvester worked.
- 2        At camp the man unhitched Betsy and tied her to the wagon and for several hours distributed buckets. Then he hung the kettles and gathered wood for the fire. At noon he returned to the cabin for lunch and brought back a load of empty syrup cans, and barrels in which to collect the sap. While the buckets filled at the dripping trees, he dug roots in the sassafras<sup>4</sup> thicket to fill orders and supply the demand of Onabasha<sup>5</sup> for tea. Several times he stopped to cut an especially fine tree. . . .
- 3        He apologized to the first one he felled.<sup>6</sup> “But it certainly must be legitimate for a man to take enough of his trees to build a home. And no other house is possible for a creature of the woods but a cabin, is there? The birds use of the material they find here; surely I have the right to do the same. Seems as if nothing else would serve, at least for me. I was born and reared here, I’ve always loved you; of course, I can’t use anything else for my home.” . . .
- 4        He chopped steadily until the tree crashed over, and then, noticing a rapidly filling bucket, he struck the ax in the wood and began gathering sap. When he had made the round, he drove to the camp, filled the kettles, and lighted the fire. While it started he cut and scraped sassafras roots, and made clippings of tag alder,<sup>7</sup> spice brush and white willow into big bundles that were ready to have the bark removed during the night watch, and then cured in the dry-house.

5 He went home at evening to feed the poultry and replenish the ever-burning fire of the engine and to keep the cabin warm enough that food would not freeze. With an oilcloth and blankets he returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times. Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch. But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays.

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<sup>1</sup>**forester:** someone who cares for trees in a forest

<sup>2</sup>**mattock:** tool similar to a pick-axe

<sup>3</sup>**Betsy:** name of the Harvester's horse

<sup>4</sup>**sassafras:** tree with bark that is used for perfume and medicine

<sup>5</sup>**Onabasha:** a town that is close to where the Harvester lives

<sup>6</sup>**felled:** cut down a tree

<sup>7</sup>**tag alder:** tree used for food and medicine



# GUIDE PAPER 1

45 In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

The author shows that living off the land is difficult by explaining the hard day that the harvester goes through just to stay alive. In the article, it says, "While it started he cut and scraped sassafras roots, and made clippings of tag alder, spice brush and white willow into big bundles that were ready to have the bark removed during the night watch, and then cured in the dry-house." The harvester was working hard just to get the sap ready, not even selling it yet. Also in the article, it says, " With an oilcloth and blankets he returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times." Even though the harvester had been working all day, he still had to stay up with the sap to get it ready.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Harvester*" to explain how the author shows that living off the land is difficult.

- *by explaining the hard day that the harvester goes through just to stay alive*

The response provides evidence of analysis.

- *The harvester was working hard just to get the sap ready, not even selling it yet*
- *Even though the harvester had been working all day, he still had to stay up with the sap to get it ready*

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

- *"While it started he cut and scraped sassafras roots, and made clippings of tag alder, spice brush and white willow into big bundles that were ready to have the bark removed during the night watch, and then cured in the dry-house."*
- *" With an oilcloth and blankets he returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times."*

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

45

In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

The author shows how living of the land is difficult by showing how diffuclt it is is to work constanly. The text says "He chopped steadily until the tree crashed over." This shows how he has to work non-stop. The author states "But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays." This shows that he never stopped working and he always had something to work on or do.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Harvester*" to explain how the author shows that living off the land is difficult.

- *by showing how diffuclt it is is to work constanly*

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

- *"He chopped steadily until the tree crashed over."*
- *"But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays."*

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

## GUIDE PAPER 3

45

In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

The author says that living off the land is difficult because you have to make and sell your own things to live. For example in the text it states " But it certainly must be legitimate for a man to take enough of his trees to build a home". Another example is "While the buckets filled at the dripping trees, he dug roots in the sassafras thicket to fill orders and supply the demand of Onabasha".

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Harvester*" to explain how the author shows that living off the land is difficult.

- *because you have to make and sell your own things to live*

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

- *" But it certainly must be legitimate for a man to take enough of his trees to build a home"*
- *"While the buckets filled at the dripping trees, he dug roots in the sassafras thicket to fill orders and supply the demand of Onabasha"*

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

## GUIDE PAPER 4

45

In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

The author shows living off land is hard by explaining how hard it is to go through the land. One detail in paragraph one says, "The harvester walked through deep leaves and snow covering road that only a forester could have distinguished." Another in paragraph where text says, "Through the wood ranged Belshazzar, the craziest dog in all creation."

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text "Excerpt from *The Harvester*" to explain how the author shows that living off the land is difficult.

- *by explaining how hard it is to go through the land*

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

- *"The harvester walked through deep leaves and snow covering road that only a forester could have distinguished."*

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

45 In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

It shows that living off the land is difficult because in paragraph 1 it states "The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished".

It also states in paragraph 4 "He chopped steadily until the tree crashed over..."

### Score Credit 1 (out of 2 credits)

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

- *"The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished"*
- *"He chopped steadily until the tree crashed over..."*

The response does not provide a valid inference from the text "Excerpt from *The Harvester*" to explain how the author shows that living off the land is difficult.

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

## GUIDE PAPER 6

45

In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

he cut down trees to build a home and he has no electronics

### Score Credit 1 (out of 2 credits)

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

- *he cut down trees to build a home*

The response does not provide a valid inference from the text “Excerpt from *The Harvester*” to explain how the author shows that living off the land is difficult.

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

## GUIDE PAPER 7

45

In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

He a framer and he need the money

### Score Credit 0 (out of 2 credits)

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

- *He a framer and he need the money*

45 In *The Harvester*, how does the author show that living off the land is difficult? Include your claim and use **two** details from the story to support your response.

That they're are crazy dogs in the woods and have to hunt for food in the woods and could get hurt.

**Score Credit 0 (out of 2 credits)**

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

- *That they're are crazy dogs in the woods and have to hunt for food in the woods and could get hurt*



commercially. Although they share a central idea, the texts develop their ideas differently. “Excerpt from *Sugar Season*” is an article that highlights the place sugar production holds in the culture of the maple woods, while the story “Excerpt from *The Harvester*” narrates a story about a single man’s experiences harvesting maple sap and boiling it down for syrup.

Douglas Whynott starts his article with a brief acknowledgement of the idyllic beauty surrounding sugarhouses, the locations sprinkled throughout sugar orchards that convert sap to syrup. Whynott states “Sugarhouses are located in some of the most beautiful places. They sit by groves of maple trees, sugar orchards some people call them or, more commonly, sugarbushes.” He continues “And maple trees produce that soft green light in the summer season. Of course they most famously blaze spectacularly in the fall. Sugarhouses are there, by these places, by these trees. Sugarhouses help define those landscapes and the cultures built around them.” His descriptions of a maple grove help the reader visualize the setting. This description tells us what nature provides, without getting into any human contribution.

Whynott also describes the scientific basis of the flowing sap we convert to syrup, saying “Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow. ... During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside.” This describes an amazing photochemical reaction where the trees take sunshine, convert it first to carbon, then carbohydrates, which the tree converts to sap as the weather warms. The tree, again, does all of this without human intervention.

So where do humans come in? Human intervention is needed to convert maple sap from the tree to maple syrup for your table. That process is described in great detail in “Excerpt from *The Harvester*,” which details a day in the life of one individual who harvests maple sap to produce maple syrup. The narrative starts as the harvester is walking through the woods with his horse, who was “drawing the sap buckets and big evaporating kettles,” some of the equipment needed to convert the sap into syrup. The story continues “for several hours [he] distributed buckets. Then he hung the kettles and gathered wood for the fire.” This labor-intensive process continues, as the harvester next “brought back a load of empty syrup cans, and barrels in which to collect the sap.”

After completing other tasks, “noticing a rapidly filling bucket, he struck the ax in the wood and began gathering sap. When he had made the round, he drove to the camp, filled the kettles, and lighted the fire.” Making syrup is clearly an arduous process. Finally, the harvester “returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times. Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch.” These descriptions of a day in the life of the harvester sound like an overwhelming amount of work that requires care and diligence to create the final product.

These details suggest that although, as described by Whynott, the maple tree has an almost mystical relationship to the sun and air to create a flow of sap, the human component as described by Stratton-Porter required in converting sap to maple syrup is hard and daunting work. This contrasts with the idyllic description of sugar houses described by Whynott. His description leaves out the work required and instead focuses on the idiosyncratic beauty: “The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners. Some are swaybacked and mossy old sheds handed down through the generations. Some are as smartly carpentered as new barns. Others are plumber’s dreams of pipes and steam.”

The two texts, “Excerpt from *Sugar Season*” by Douglas Whynott and “Excerpt from *The Harvester*” by Gene Stratton-Porter share a central idea that maple syrup is a product valued both culturally and commercially. Whynott develops his ideas through exploring the beauty of maple groves and their attendant sugarhouses, creating a painterly depiction that helps the reader visualize where syrup is manufactured. Stratton-Porter develops his ideas through detailing the hard, arduous work that goes into converting sap to syrup. The article makes the reader want to visit sugarhouses, while the story makes one thankful that someone else is willing to do the work to get maple syrup onto the table.

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Credits:**

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The article "Excerpt from The Sugar Season" by Douglas Whynott and the story "Excerpt from The Harvester" By Gene Stratton-Porter both have a large focus on the production of syrup. Although very different forms of writing, both pieces of writing express the intricate, yet underappreciated process that goes into the creation of maple syrup. Both authors cover the process of making maple syrup, and documents the honest, but hard work that goes into such a seemingly simple ingredient. In their own respective way, they cover how sap is collected, prepared, then cooked. Although the texts share a common idea, it is both presented, and developed in different ways. The primary difference that puts the texts apart is the form of literature they are. Due to the fact that "Excerpt from The Sugar Season" is an article, and "Excerpt from The Harvester" is a story the tactics that the authors use to convey their ideas are significantly different from each other.

Both authors present the central idea by informing the reader of how sap is made, but the way they do that is different. The Harvester presents and develops this central idea by showing the story of a man who harvests sap and cooks syrup. It shows how long it takes him and every part of the process. For example, "At camp the man unhitched Betsy and tied her to the wagon and for several hours distributed buckets. Then he hung the kettles and gathered wood for the fire. At noon he returned to the cabin for lunch and brought back a load of empty syrup cans, and barrels in which to collect the sap." This represents the beginning of the very long process of how maple syrup is made, and shows that just collecting the sap is a long task. This is significant because the way the author represents these ideas in the a narrative format which goes into the harvester's perspective of how he collects sap, then creates syrup. On the other hand, the article presents the central idea by informing the reader about maple trees and how sap works. For instance, "Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow. The wood of the sugar maple, also called rock maple, is extremely hard and produces those striations called bird's eye maple and tiger

## GUIDE PAPER 1b

maple. During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside." This shows how intricate the process of sap being made is, and shows how special the order of events leading up to maple syrup is so special. This is important because the explanation of how sap is made using details develops the article's main idea using straight facts. In summary, the author of the story presents the central idea by using a narrative format to inform the reader about the process of making syrup, while the author of the article explains facts to have the reader understand how special maple syrup really is.

The central idea of the article and story are developed very differently as the story uses a chronological order of events that happen in the story, and the article uses description and facts to let the reader understand early, then expand on why the creation of maple syrup is so special later in the article. According to the fourth paragraph of the article, "The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners. Some are swaybacked and mossy old sheds handed down through the generations. Some are as smartly carpentered as new barns. Others are plumber's dreams of pipes and steam. Some are restaurants and sugarhouses in one, where people go for pancakes and to watch the syrup being made. Some are small personal museums with collections of buckets, shoulder yokes, and sugar molds." This uses examples of sugarhouses to let the reader know how many forms that sugarhouses, used to make maple syrup, have and how diverse and special the creation of maple syrup is. These examples also are a showcase of the effort people put into making maple syrup as well. This matters because the author develops the idea about the processes involved with the development of syrup. The author initially sets a foundation of understanding with information, and expands on the speciality of the process. On the other hand, the author of the story develops their idea by using the chronological events of making maple syrup, through the eyes of a harvester. The fifth paragraph states, "With an oilcloth and blankets he returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times. Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch. But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays." This connects how the harvester spends significant amounts of time and effort to gather sap, then spends time cooking it, reinforcing how much effort the harvester puts into making maple syrup. In conclusion, the author of the article develops the central idea by showing examples of sugarhouses that represent effort and the diversity of maple syrup production, and the author of the story uses the experiences of the harvester to develop the central idea.

## GUIDE PAPER 1c

To finalize, the two texts "Excerpt from The Sugar Season" by Douglas Whynott and "Excerpt from The Harvester" by Gene Stratton-Porter are very different in formatting, but both represent the same ideas while presenting it in different ways. The Sugar Season presents and develops this central idea by giving the reader various types of information on sugarhouses, how they look, and the variety they possess. But on the other hand, The Harvester presents and develops the central idea using the events of the story to represent the effort it takes for someone to naturally prepare maple syrup. Showing and describing how the harvester gathers sap by hand, how long it takes, and the cooking that makes sap into syrup.

### 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 article "Excerpt from The Sugar Season" by Douglas Whynott and the story "Excerpt from The Harvester" by Gene Stratton-Porter both have a large focus on the production of syrup. Although very different forms of writing, both pieces of writing express the intricate, yet underappreciated process that goes into the creation of maple syrup. Both authors cover the process of making maple syrup, and documents the honest, but hard work that goes into such a seemingly simple ingredient. In their own respective way, they cover how sap is collected, prepared, then cooked. Although the texts share a common idea, it is both presented, and developed in different ways. The primary difference that puts the texts apart is the form of literature they are. Due to the fact that "Excerpt from The Sugar Season" is an article, and "Excerpt from The Harvester" is a story the tactics that the authors use to convey their ideas are significantly different from each other*

The response demonstrates insightful analysis of the texts.

- *Although the texts share a common idea, it is both presented, and developed in different ways. The primary difference that puts the texts apart is the form of literature they are*
- *This represents the beginning of the very long process of how maple syrup is made, and shows that just collecting the sap is a long task. This is significant because the way the author represents these ideas in the a narrative format which goes into the harvester's perspective of how he collects sap, then creates syrup*
- *This shows how intricate the process of sap being made is, and shows how special the order of events leading up to maple syrup is so special. This is important because the explanation of how sap is made using details develops the article's main idea using straight facts*
- *the story uses a chronological order of events that happen in the story, and the article uses description and facts to let the reader understand early, then expand on why the creation of maple syrup is so special later in the article*

## GUIDE PAPER 1d

- *uses examples of sugarhouses to let the reader know how many forms that sugarhouses, used to make maple syrup, have and how diverse and special the creation of maple syrup is*
- *the author develops the idea about the processes involved with the development of syrup. The author initially sets a foundation of understanding with information, and expands on the speciality of the process*
- *the author of the story develops their idea by using the chronological events of making maple syrup, through the eyes of a harvester*
- *the harvester spends significant amounts of time and effort to gather sap, then spends time cooking it, reinforcing how much effort the harvester puts into making maple syrup*
- *the two texts “Excerpt from The Sugar Season” by Douglas Whynott and “Excerpt from The Harvester” by Gene Stratton-Porter are very different in formatting, but both represent the same ideas while presenting it in different ways*

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

- *“At camp the man unhitched Betsy and tied her to the wagon and for several hours distributed buckets. Then he hung the kettles and gathered wood for the fire. At noon he returned to the cabin for lunch and brought back a load of empty syrup cans, and barrels in which to collect the sap.”*
- *“Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow. The wood of the sugar maple, also called rock maple, is extremely hard and produces those striations called bird’s eye maple and tiger maple. During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside.”*
- *“The image of the sugarhouse, smokestack, and steam is iconic, but sugarhouses are as varied as the imaginations of their owners. Some are swaybacked and mossy old sheds handed down through the generations. Some are as smartly carpentered as new barns. Others are plumber’s dreams of pipes and steam. Some are restaurants and sugarhouses in one, where people go for pancakes and to watch the syrup being made. Some are small personal museums with collections of buckets, shoulder yokes, and sugar molds.”*
- *“With an oilcloth and blankets he returned to camp and throughout the night tended the buckets and boiling sap, and worked or dozed by the fire between times. Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch. But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays.”*

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

- *Although*
- *Both authors*
- *yet*
- *but*

## GUIDE PAPER 1e

- *In their own respective way*
- *Due to the fact*
- *For example*
- *This represents*
- *This is significant*
- *On the other hand*
- *This shows*
- *This is important*
- *In summary*
- *According to*
- *This matters*
- *This connects*
- *In conclusion*
- *To finalize*

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

- *both pieces of writing express the intricate, yet underappreciated process that goes into the creation of maple syrup*
- *narrative format*
- *harvesters perspective*
- *intricate the process*
- *chronological order of events*
- *showcase*
- *reinforcing how much effort*

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

- *To finalize, the two texts “Excerpt from The Sugar Season” by Douglas Whynott and “Excerpt from The Harvester” by Gene Stratton-Porter are very different in formatting, but both represent the same ideas while presenting it in different ways. The Sugar Season presents and develops this central idea by giving the reader various types of information on sugarhouses, how they look, and the variety they possess. But on the other hand, The Harvester presents and develops the central idea using the events of the story to represent the effort it takes for someone to naturally prepare maple syrup. Showing and describing how the harvester gathers sap by hand, how long it takes, and the cooking that makes sap into syrup*

## GUIDE PAPER 1f

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

- *tacitcs*
- *mayple*
- *harvesters perspective*
- *proccess*
- *explanation*
- *iea*
- *inicially*
- *speciality*
- *makng*
- *posess*
- Punctuation

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

A central idea from both "The Sugar Season" and "The Harvester" is that man needs nature to survive and thrive in the world. This idea is developed differently in both texts as in "The Sugar Season" it's developed by the author explaining how there's an immense amount of sugarhouses in the United States, and how those sugarhouses uses nature to benefit civilians. "In The Harvester", the narrator is seen cutting down trees-using nature-to his benefit.

In "The Harvester", the narrator cuts down trees to make himself a house. This supports the central idea that man needs nature perfectly, and paragraph 3 supports the claim by stating, "But it certainly must be legitimate for a man to take enough of his trees to build a home.... I was born and reared here, I've always loved you; of course, I can't use anything else for my home." This evidence demonstrates his desire to use the wood from trees for a house, for his benefit, for his own personal gain. The central idea is heavily developed here. Moreover, in paragraph 5, the text states, "But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays." This reinforces the idea that the narrator uses nature for his own wellbeing. He takes twigs of willow and uses their bark for his own need.

In "The Sugar Season", the author, Whynott, is seen using the trees he describes for his own need, as supported by the central idea. The first instance of this is in paragraph 1, where the text states, "Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow." This shows how the maple tree's carbon created carbohydrates which man can convert into sugar using sap from trees. This whole process is for human's comfort and need, supporting the central idea that man really can't thrive without nature. To add on, in paragraph 3, the text quotes, "He claims there are 20,000 maple sugarmakers in the United States, so if you subtract those who make syrup on a small scale in their kitchens or in backyards, there may be 15,000 sugarhouses in the United States." This evidence shows how there are thousands of people who rely on nature, specifically trees, to make sugar. Sugar is commonly used all throughout the world, so really, these trees are supporting the entire globe. Human beings can't have something as simple as sugar without trees; and at the end of the day, human's can't live without nature.

#### 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.

- *A central idea from both "The Sugar Season" and "The Harvester" is that man needs nature to survive and thrive in the world. This idea is developed differently in both texts as in "The Sugar Season" it's developed by the author explaining how there's an immense amount of sugarhouses in the United States, and how those sugarhouses uses nature to benefit civilians. "In The Harvester", the narrator is seen cutting down trees-using nature-to his benefit.*

The response demonstrates insightful analysis of the texts.

- *This evidence demonstrates his desire to use the wood from trees for a house, for his benefit, for his own personal gain*
- *the narrator uses nature for his own wellbeing. He takes twigs of willow and uses their bark for his own need*
- *This shows how the maple tree's carbon created carbohydrates which man can convert into sugar using sap from trees*
- *This whole process is for human's comfort and need, supporting the central idea that man really can't thrive without nature*
- *there are thousands of people who rely on nature, specifically trees, to make sugar. Sugar is commonly used all throughout the world, so really, these trees are supporting the entire globe. Human beings can't have something as simple as sugar without trees; and at the end of the day, human's can't live without nature*

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

- *“But it certainly must be legitimate for a man to take enough of his trees to build a home.... I was born and reared here, I’ve always loved you; of course, I can’t use anything else for my home.”*
- *“But when the kettles were freshly filled the Harvester sat beside them and carefully split tender twigs of willow and slipped off the bark ready to be spread on the trays.”*
- *“Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow.”*
- *“He claims there are 20,000 maple sugarmakers in the United States, so if you subtract those who make syrup on a small scale in their kitchens or in backyards, there may be 15,000 sugarhouses in the United States.”*

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

- *This supports the central idea*
- *This evidence demonstrates*
- *Moreover*
- *This reinforces*
- *The first instance of this*
- *This shows*
- *To add on*
- *at the end of the day*

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

- *Man needs nature to survive and thrive*
- *for his benefit, for his own personal gain*
- *the maple tree’s carbon created carbohydrates which man can convert into sugar using sap from trees*
- *This whole process is for human’s comfort and need*

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

- *at the end of the day, human’s can’t live without nature*

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

- *amout*
- *sugarhouses uses nature*
- *human’s can’t live*
- Punctuation

## GUIDE PAPER 3a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea shared by “Excerpt from *The Sugar Season*” and “Excerpt from *The Harvester*” is their love for the trees. Each author present this central idea by making readers visualize the trees. The central idea developed differently in the article and the story because in the article, the author gives use information about sugarhouses and what they are, while in the story the author talks about what he does with the sassafras.

The central idea of “Excerpt from *The Sugar Season*” is that the author like to imagine things about sugarhouses. For example, “Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap.” The words, “possibly” and “maybe” shows that the author is asumming whats on a sugarhouse, which means the author isn't a hundred percent sure about whats on the sugarhouse. In addition, “There is a woodpile outside and maybe buckets hanging on trees nearby.” The words, “maybe” and “bbuckets hanging around” shows that the author is so interested by the sugarhouse that the author is picturing buckets hanging around on the trees.

The central idea of “Excerpt from *The Harvester*” is to show how passionate the harvester is about his job. For example, “He apologized to the first one he felled.” The words, “apologized” and “first one he felled” shows that the harvester is apologizing to th tree he is about to cut, which means he cares about the tree but it's his job. In addition, “I’ve always loved you; of course, I can’t use anything else for my home.” The words, “loved you” and “can’t use anything” shows how the harvester loves the tree alot and how he uses the tree to build his home and he wouldn't know what to do if the tree didn't exist.

## GUIDE PAPER 3b

The central idea is developed differently in the article and the story because in the article the author has no experience working in a sugarhouse while in the story the harvester works with the sassafras tree everyday. For example, "Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap." The words, "possibly" and "maybe" show that the author is trying to imagine how workers in a sugarhouse operate, which shows that the author has no experience working in a sugarhouse. In addition, "This marked the first full day in the woods for the season." The words, "Marked" and "season" shows that it's a routine for the harvester to show up in a town and distribute buckets.

Therefore, The central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is the shared similarities and differences in loving their trees.

### 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 central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is their love for the trees. Each author presents this central idea by making readers visualize the trees. The central idea developed differently in the article and the story because in the article, the author gives us information about sugarhouses and what they are, while in the story the author talks about what he does with the sassafras*

The response demonstrates insightful analysis of the texts.

- *the author is assuming what's on a sugarhouse, which means the author isn't a hundred percent sure about what's on the sugarhouse*
- *the author is so interested by the sugarhouse that the author is picturing buckets hanging around on the trees*
- *The central idea of "Excerpt from The Harvester" is to show how passionate the harvester is about his job*
- *the harvester is apologizing to the tree he is about to cut, which means he cares about the tree but it's his job*
- *the harvester loves the tree a lot and how he uses the tree to build his home and he wouldn't know what to do if the tree didn't exist*
- *in the article the author has no experience working in a sugarhouse while in the story the harvester works with the sassafras tree everyday*
- *the author is trying to imagine how workers in a sugarhouse operate, which shows that the author has no experience working in a sugarhouse*
- *it's a routine for the harvester to show up in a town and distribute buckets*

## GUIDE PAPER 3c

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

- *“Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap.”*
- *“There is a woodpile outside and maybe buckets hanging on trees nearby.”*
- *“He apologized to the first one he felled.”*
- *“I’ve always loved you; of course, I can’t use anything else for my home.”*
- *“Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap.”*
- *“This marked the first full day in the woods for the season.”*

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

- *While*
- *For example*
- *which means*
- *In addition*
- *shows that*
- *because*

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

- *visualize the trees*
- *imagine things*
- *a hundred percent sure*
- *picturing buckets hanging around on the trees*
- *passionate*
- *the author is trying to imagine how workers in a suagrhouse operate*

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

- *Thefore,The central idea shared by “Excerpt from The Sugar Season” and “Excerpt from The Harvester” is the share similarities and diferences in loving their trees*

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

- *Each author present*

## GUIDE PAPER 3d

- *gives use information*
- *talkes*
- *like to imagine*
- *asumming whats*
- *a hundred percent*
- *bbuckets*
- *th*
- *alot*
- *experince*
- *a suagrhouse*
- *hervester*
- *Thefore*
- *the share*
- *diferences*

## GUIDE PAPER 4a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea between "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is to use the resources we have available to us, however Gene Stratton-Porter of *The Harvester* approaches this in a more entertaining way compared to Douglas Whyntott's informational way in *The Sugar Season*. For example, in paragraph 2 & 3 of *The Harvester*, it states, "Several times he stopped to cut an especially fine tree. He apologized to the first one he felled. 'But it certainly must be legitimate for a man to take enough of his trees to build a home.'" In paragraph 2 & 3 of *The Sugar Season*, it states, "During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside... There is syrup ready to be sampled." These show how we should be using resources from nature, *The Harvester* uses a character that we learn about, in this case learning they use resources to build a house, and in *The Sugar Season* it tells us exactly how we can use the resources such as sap to make syrup and use it. Also from *The Harvester* in paragraph 2 it states, "While the buckets filled at the dripping trees, he dug roots in the sassafras thicket to fill orders and supply the demand of Onabasha for tea." In *The Sugar Season* it states in paragraph 1, "Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow." These show how the character of *The Harvester* is used to portray us using resources, and how the information of maple trees bring us to learn more about them, and help us understand them. Both "Excerpt from The Sugar Season" and "Excerpt from The Harvester" tell us to utilize our resources, however in either an information approach, or an entertaining approach.

### Score Credit 3 (out of 4 credits)

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

- *The central idea between "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is to use the resources we have available to us, however Gene Stratton-Porter of The Harvester approaches this in a more entertaining way compared to Douglas Whyntott's informational way in The Sugar Season*

## GUIDE PAPER 4b

The response demonstrates grade-appropriate analysis of the texts.

- *Gene Stratton-Porter of The Harvester approaches this in a more entertaining way compared to Douglas Whynott's informational way in The Sugar Season*
- *These show how we should be using resources from nature*
- *The Harvester uses a character that we learn about, in this case learning they use resources to build a house, and in The Sugar Season it tells us exactly how we can use the resources such as sap to make syrup and use it*
- *These show how the character of The Harvester is used to portray us using resources, and how the information of maple trees bring us to learn more about them, and help us understand them*

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

- *“Several times he stopped to cut an especially fine tree. He apologized to the first one he felled. ‘But it certainly must be legitimate for a man to take enough of his trees to build a home.’”*
- *“During the time when the sap runs, the maple tree produces gas internally, which pressurizes the tree and aids in the sap flow—the maple is one of those rare trees that have air inside... There is syrup ready to be sampled.”*
- *“While the buckets filled at the dripping trees, he dug roots in the sassafras thicket to fill orders and supply the demand of Onabasha for tea.”*
- *“Maple trees process carbon during photosynthesis, making carbohydrates that they later convert to sugar when the warm weather comes and the sap begins to flow.”*

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

- *however*
- *For example*
- *These show*
- *In this case*
- *Also*
- *both*

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

- *resources we have available to us*
- *resources from nature*
- *entertaining way*
- *informational way*
- *portray us using resources*
- *utilize our resources*

## GUIDE PAPER 4c

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

- *Both “Excerpt from The Sugar Season” and “Excerpt from The Harvester” tell us to utilize our resources, however in either an information approach, or an entertaining approach*

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

- *aproaches*

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is what life is like for a syrup harvester. Both excerpts share ideas about this trade that develop throughout each story.

In the story "Excerpt from The Sugar Season," the author shows the reader what a sugarhouse is like. The author gives describing details about these buildings. Some examples are, "The image of the sugarhouse, smokestack, and steam is iconic..." and "...a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam." Both of these details show how the idea of this excerpt, which is to explain sugarhouses of the sap and syrup industry, relates to the main idea of the other story.

In the story "Excerpt from The Harvester," the author shows the reader what a day in the life of a sap harvester is like. The author uses details like, "While the buckets filled at the dripping trees, he dug roots in the sassafras..." and "Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch." Both of these details support the central idea of both passages.

Both of these passages explain some aspect of the sap harvesting industry. One explains what sugarhouses are like and what they are used for, while another explains the work that sap harvesters have to do. Both focus on the same aspect and industry, but explain different parts of it.

In conclusion, the central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is what life is like for a syrup harvester. Both stories explain this trade and an aspect within it.

**Score Credit 3 (out of 4 credits)**

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

- *The central idea shared by “Excerpt from The Sugar Season” and “ Excerpt from The Harvester” is what life is like for a syrup harvester. Both excerpts share ideas about this trade that develop throughout each story*

The response demonstrates grade-appropriate analysis of the texts.

- *The author gives describing details about these buildings*
- *Both of these details show how the idea of this excerpt, which is to explain sugarhouses of the sap and syrup industry, relates to the main idea of the other story*
- *the author shows the reader what a day in the life of a sap harvester is like*
- *Both of these passages explain some aspect of the sap harvesting industry. One explains what sugarhouses are like and what they are used for, while another explains the work that sap harvesters have to do. Both focus on the same aspect and industry, but explain different parts of it*

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

- *“The image of the sugarhouse, smokestack, and steam is iconic...”*
- *“...a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam.”*
- *“While the buckets filled at the dripping trees, he dug roots in the sassafras...”*
- *“Toward the end of boiling, when the sap was becoming thick, it had to be watched with especial care so it would not scorch.”*

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

- *In the story*
- *Some examples are*
- *Both of these details show*
- *the author shows the reader*
- *Both of these passages explain*

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

- *The sap and syrup industry*

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

- *In conclusion, the central idea shared by “Excerpt from The Sugar Season” and “ Excerpt from The Harvester” is what life is like for a syrup harvester. Both stories explain this trade and an aspect within it*

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

- *describing details*

## GUIDE PAPER 6a

46

What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea shared in both "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is the idea that hard work pays off.

In "Excerpt from The Harvester", the author shows that hard work pays off in the lines, "He chopped steadily until the tree crashed over, and then, noticing a rapidly filling bucket, he struck the ax in the wood and began gathering sap. When he had made the round, he drove to the camp, filled the kettles, and lighted the fire." I can imagine how hard this work would be for one man. He lived his life in the forest and knows how to work for what he needs, like the syrup he is making, as shown in the quote I pulled from the text.

In "Excerpt from The Sugar Season", the author shows that hard work pays off in the quote, "In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam." These sugar houses must've been hard to engineer, as there are many different mechanisms involved, such as the venting system and smokestack. By the people working hard to build these sugarhouses, they are able to get the recourse they need; syrup.

In "Excerpt from The Sugar Season", the author uses a non-fictional approach to describe the central idea by discussing a real life building, or a sugar house. The author of this text also describes how sugar is made in these houses. In "Excerpt from The Harvester", the author uses a fictional approach of telling the central idea by telling the tale of a man who lives in the forest. The man chops down trees for syrup.

Though both "Excerpt from The Sugar Season" and "Excerpt from The Harvester" share two different, but very similar stories, they both do a great job at explaining one thing. And that thing is how much effort must be put into your work.

## GUIDE PAPER 6b

### Score Credit 3 (out of 4 credits)

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

- *The central idea shared in both “Excerpt from The Sugar Season” and “Excerpt from The Harvester” is the idea that hard work pays off*

The response demonstrates grade-appropriate analysis of the texts.

- *I can imagine how hard this work would be for one man. He lived his life in the forest and knows how to work for what he needs, like the syrup he is making*
- *These sugar houses must’ve been hard to engineer, as there are many different mechanisms involved, such as the venting system and smokestack. By the people working hard to build these sugarhouses, they are able to get the recourse they need; syrup*
- *the author uses a non-fictional approach to describe the central idea by discussing a real life building, or a sugar house*
- *the author uses a fictional approach of telling the central diea by telling the tale of a man who lives in the forest*

The response partially develops the topic with some textual evidence, and uses relevant evidence with inconsistency.

- *“He chopped steadily until the tree crashed over, and then, noticing a rapidly filling bucket, he struck the ax in the wood and began gathering sap. When he had made the round, he drove to the camp, filled the kettles, and lighted the fire.”*
- *“In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam.”*

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

- *I can imagine*
- *by imagining*
- *Though both*
- *And that thing*

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

- *Hard work pays off*
- *hard to engineer*
- *recourse they need*
- *non-fictional approach*
- *fictional approach*

## GUIDE PAPER 6c

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

- *Though both “Excerpt from The Sugar Season” and “Excerpt from The Harvester” share two different, but very similar stories, they both do a great job at explaining one thing. And that thing is how much effort must be put into your work*

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

- *cetral*
- *envolved*
- *disscussing*
- *desrcibes*
- *the central diea*
- Punctuation

## GUIDE PAPER 7a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

In "Excerpt from The Sugar Season", and "Excerpt from The Harvester", both the article and the story show how unique and comforting harvesting sap can be.

In "Excerpt from The Sugar Season", the author describes the maple trees and how astonishing it is to see how they work. He states, "Maples are among the most magnificent trees on earth, in a plant form known as the giver of life. We know this ever so truly now, in that trees extract carbon from the air and produce oxygen". He is amazed by how a sugar maple tree thrives on Earth. He also describes what a sugarhouse is, and he sees it as a cozy, save place, with sap awaiting you. He says, "The sugarhouse sits alongside a road, maybe an unpave road... Snow covers the ground, a fire is burning,".

In "Excerpt from The Harvester", the author uses narratives to describe the harvester's adventure during sugar season. He tells us about the help he has of his horse and dog, as he ventures out into the sugar maple forest. He says, "Behind him came Betsy drawing the sap buckets and evaporating kettles. Through the wood ranged Belshazzar, the craziest dog in all creation". He also describes his use of the sap and trees, and how grateful he is for them. He states, "He apologized to the first one he felled. "But it certainly must be legitimate for a man to take enough of his trees to build a home".

### Score Credit 2 (out of 4 credits)

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

- *In "Excerpt from The Sugar Season", and "Excerpt from The Harvester", both the article and the story show how unique and comforting harvesting sap can be*

The response demonstrates a literal comprehension of the texts.

- *the author describes the maple trees and how astonishing it is to see how they work*
- *He is amazed by how a sugar maple tree thrives on Earth. He also describes what a sugarhouse is, and he sees it as a cozy, save place, with sap awaiting you*

## GUIDE PAPER 7b

- *the author uses narratives to describe the harvester's adventure during sugar season. He tells us about the help he has of his horse and dog, as he ventures out into the sugar maple forest*
- *He also describes his use of the sap and trees, and how grateful he is for them*

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

- *"Maples are among the most magnificent trees on earth, in a plant form known as the giver of life. We know this ever so truly now, in that trees extract carbon from the air and produce oxygen"*
- *"The sugarhouse sits alongside a road, maybe an unpave road... Snow covers the ground, a fire is burning,"*
- *"Behind him came Betsy drawing the sap buckets and evaporating kettles. Through the wood ranged Belshazzar, the craziest dog in all creation"*
- *"He apologized to the first one he felled. "But it certainly must be legitimate for a man to take enough of his trees to build a home"*

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

- *He states*
- *He also describes*
- *He says*
- *He tells us*

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

- *unique and comforting*
- *how astonishing it is to see how they work*
- *amazed by how a sugar maple tree thrives on Earth*
- *he sees it as a cozy, save place*
- *the author uses narratives to describe the harvester's adventure*
- *ventures out*

The response does not provide a concluding statement.

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

- *save place*
- *unpave*
- Punctuation

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

both passages share similiar ideas of humble people making syrup in very unmodern places. they present these ideas by using imagery and very descriptive words. one deatil from Excerpt from The Harvester is "The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished." this sets up a very relaxed mood and creates an image of a very unmodernised place by using imagery and descriptive language. and in Excerpt from The Sugar Season the author writes "In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam. The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap. Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled."this quote also creates a very relaxed moodand sets up a location similiar to the one from the harvester and the author does this with descriptive language and imagery.

### Score Credit 2 (out of 4 credits)

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

- *both passages share similiar ideas of humble people making syrup in very unmodern places. they present these ideas by using imagery and very descriptive words*

The response demonstrates a literal comprehension of the texts.

- *this sets up a very relaxed mood and creates an image of a very unmodernised place by using imagery and descriptive language*
- *this quote also creates a very relaxed moodand sets up a location similiar to the one from the harvester and the author does this with descriptive language and imagery*

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

- *“The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished.”*
- *“In the minds of most people, those who know something about maple syrup and its production, a sugarhouse is a cottage-sized building with a smokestack for a wood fire and a cupola or some other sort of opening for venting steam. The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap. Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled.”*

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

- *by using*
- *and in*
- *this quote also*

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

- *humble people making syrup in very unmodern places*

The response does not provide a concluding statement.

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

- *similiar*
- *deatil*
- *unmodernised*
- Capitalization
- Punctuation

## GUIDE PAPER 9a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

A central idea that is used in both the article and the story is sugarhouses and gathering sap from trees. The authors share this idea in different and similar ways as with Gene Stratton-Porter he creates more of a third person view talking about this man during sugar season but with Douglas Whyntott he speaks with facts instead of a sort of story. Either way, both authors make a very descriptive writing, making you imagine what is happening and making you picture the words in your head. Some details to support this claim are "The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished. Over his shoulder he carried a mattock, and in the wagon were his clippers and an ax. Behind him came Betsy drawing the sap buckets and big evaporating kettles.". This was pulled from "The Harvester" by Gene Stratton-Porter. Another detail to support my claim is from the article, "The Sugar Season" by Douglas Whyntott, "The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap. Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled." As you can see the details from each story are very descriptive and make you picture the atmosphere in your head.

### Score Credit 2 (out of 4 credits)

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

- *A central idea that is used in both the article and the story is sugarhouses and gathering sap from trees. The authors share this idea in different and similar ways as with Gene Stratton-Porter he creates more of a third person view talking about this man during sugar season but with Douglas Whyntott he speaks with facts instead of a sort of story*

The response demonstrates little understanding of the texts.

- *both authors make a very descriptive writing, making you imagine what is happening and making you picture the words in your head*

## GUIDE PAPER 9b

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

- *“The Harvester walked through deep leaves and snow covering the road that only a forester could have distinguished. Over his shoulder he carried a mattock, and in the wagon were his clippers and an ax. Behind him came Betsy drawing the sap buckets and big evaporating kettles.”*
- *“The sugarhouse sits alongside a road, maybe an unpaved country road. There is a woodpile outside and maybe buckets hanging on trees nearby. Possibly there is a horse, maybe a draft horse used to pull a wagon and gather maple sap. Snow covers the ground, a fire is burning, and the sugarhouse door is open. There is syrup ready to be sampled.”*

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

- *Either way*

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

- *sort of story*
- *This was pulled from*

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

- *As you can see the details from each story are very descriptive and make you picture the atmosphere in your head*

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

- *entral*
- *artical*
- *make a very descriptive writing*

## GUIDE PAPER 10a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea shared by the article and story is how syrup is made. In the story, the author adds how the protagonist is making syrup, "he struck the ax in the wood and began gathering the sap." Furthermore, in the article the writer is described how syrup is made and where it is made. The story backs up the article with more details.

### Score Credit 1 (out of 4 credits)

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

- *The central idea shared by the article and story is how syrup is made*

The response demonstrates little understanding of the texts.

- *the protagonist is making syrup*
- *the writer is described how syrup is made and where it is made*
- *The story backs up the article with more details*

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

- *"he struck the ax in the wood and began gathering the sap."*

The response exhibits little attempt at organization.

- *the author adds*
- *Furthermore*

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

## GUIDE PAPER 10b

The response does not provide a concluding statement.

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

- *protagnosit*
- *is described how*

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

A central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is that trees can produce good things for the environment. In "Excerpt from The Sugar Season" it tells us how the syrup is being produced the sugarhouse. In "Excerpt from The Harvester" it tells us how you can make the sap and kettles from the tree itself. One of them tells us how syrup produced in a sugar house, and the other tells us how it is made in trees.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose.

- *A central idea shared by "Excerpt from The Sugar Season" and "Excerpt from The Harvester" is that trees can produce good things for the environment*

The response demonstrates a literal comprehension of the texts.

- *One of them tells us how syrup produced in a sugar house, and the other tells us how it is made in trees*

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

- *In "Excerpt from The Sugar Season" it tells us how the syrup is being produced the sugarhouse*
- *In "Excerpt from The Harvester" it tells us how you can make the sap and kettles from the tree itself*

The response exhibits little attempt at organization.

- *One of them [...] and the other*

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

- *You can make the sap and kettles from the tree itself*

The response does not provide a concluding statement.

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

- *how syrup produced*
- *is being produced the sugarhouse*

## GUIDE PAPER 12a

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

That the havester and the sugar season is that they both are making some thing sweet or getting something sweet to make. And they present it by a sugar house and a havester in a forset .The havester is going to the maple trees to get the sap. And the suger season is on a farm. That there both doing something to make them happy and make other people happy.

### 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.

- *That the havester and The Sugar Season is that they both are making some thing sweet or getting something sweet to make*

The response demonstrates little understanding of the texts.

- *The havester is going to the maple trees to get the sap*
- *the suger season is on a farm*
- *there both doing something to make them happy and make other people happy*

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

- *they present it by a sugar house and a havester in a forset*

The response exhibits little attempt at organization.

- *And they present it*

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

The response does not provide a concluding statement.

## GUIDE PAPER 12b

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

- *some thing*
- *forset*
- *havester*
- *suger*
- *there both*

## GUIDE PAPER 13

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

The central idea of this is The Harvester journey on what he does.  
The author shows this by explaining what he is going to do next.

### Score Credit 0 (out of 4 credits)

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

- *The central idea of this is The Harvester journey on what he does. The author shows this by explaining what he is going to do next*

46 What is a central idea shared by *The Sugar Season* and *The Harvester*? How does each author present this central idea? How is the central idea developed differently in the article and the story? Use details from **both** the article and the story to support your response.

In your response, be sure to

- identify a central idea shared by the article and the story
- describe how each author presents this central idea
- explain how the central idea is developed differently in the article and the story
- use details from **both** the article and the story to support your response

They both almost represent eachother becuae they both do almost the same thing and its very similar how they do it and they both explain how its done and stories of it.also the stories are very similar cause they both have a situation about the thing there doing so it makes it very similar.

### Score Credit 0 (out of 4 credits)

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

- *They both almost represent eachother becuae they both do almost the same thing and its very similar how they do it and they both explain how its done and stories of it.also the stories are very similar cause they both have a situation about the thing there doing so it makes it very similar*



**Grade 8**  
**English Language Arts Writing**

**Scoring Leader Materials**  
**2026 Training Set**