New York State Testing Program

2022
English Language Arts Test
Writing

Grade 5

Scoring Leader Materials

Training Set

Copyright Information

2-Point Rubric—Short Response

Score	Response Features
2 Points	The features of a 2-point response are • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	The features of a 1-point response are • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Points*	The features of a 0-point response are • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

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

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

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 **Essays at this level:**	**3** **Essays at this level:**	**2** **Essays at this level:**	**1** **Essays at this level:**	**0*** **Essays at this level:**
CONTENT AND ANALYSIS: **the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)**	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: **the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection**	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: **the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language**	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: **the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling**	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

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

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

The Raindrops' New Dresses

by Anonymous

"We're so tired of these gray dresses!"
Cried the little drops of rain,
As they came down helter-skelter
From the Nimbus cloud fast train.

5 And they bobbed against each other
In a spiteful sort of way,
Just like children when bad temper
Gets the upper hand some day.

> spiteful = mean

Then the Sun peeped out a minute.
10 "Dears, be good and do not fight,
I have ordered you new dresses,
Dainty robes of purest white."

Ah! then all the tiny raindrops
Hummed a merry glad refrain,
15 And the old folks cried: "How pleasant
Is the music of the rain!"

Just at even, when the children
Had been safely tucked in bed,
There was such a rush and bustle
20 In the dark clouds overhead!

> even = evening

Then those raindrops hurried earthward,
At the North Wind's call, you know,
And the wee folks, in the morning,
Laughed to see the flakes of snow.

EXEMPLARY RESPONSE

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other? Use **two** details from the poem to support your response.

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Possible Exemplary Response:

Stanza 1 shows the conflict in the poem, and stanza 3 suggests what the resolution will be. In stanza 1, the raindrops present the problem by saying, "We're so tired of these gray dresses!" Because of this they are in a foul mood and begin to quarrel amongst themselves. Then, in stanza 3, the Sun offers the solution by saying, "I have ordered you new dresses, / Dainty robes of purest white." The Sun offers a chance for the raindrops to change their dresses which stops the raindrops' fighting and improves their mood.

Possible Details to Include:

* Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other? Use **two** details from the poem to support your response.

They relate to each other because it sounds like a conversation between a mom and her children.

The raindrops sound like children because they always complain and fight. I know this because in the text it says, ""We're so tired of these gray dresses!" This shows that the raindrops are umgrateful for their dresses and are complaining that these dresses are old and bad. Children are usually like that most of the time. Also, I know this because in the text it says, "Cried the little drops of rain,

As they came down helter-skelter

From the Nimbus cloud fast train." This shows that the little raindrops are complaining and they are crying. Children cry a lot and adults sometimes cry too but they won't complain about a dress.

The sun sounds like the mom because the sun is calm and relaxed. I know this because in the text it says, "Dears, be good and do not fight," This shows that the sun is their mother because she said dears and she even said be good and do not fight like a mom would say to her children. Also, I know this because in the text it says, " I have ordered you new dresses,

Dainty robes of purest white." This shows that the sun orderd the raindrops new dresses which are white and that sounds like what a mom would do to keep her children quiet and calm.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other (*because it sounds like a conversation between a mom and her children*). The response provides evidence of analysis (*The raindrops sound like children because they always complain and fight*; *This shows that the raindrops are umgrateful for their dresses and are complaining that these dresses are old and bad. Children are usually like that most of the time*; *This shows that the little raindrops are complaining and they are crying. Children cry a lot and adults sometimes cry too but they won't complain about a dress*; *The sun sounds like the mom because the sun is calm and relaxed*; *This shows that the sun is their mother because she said dears and she even said be good and do not fight like a mom would say to her children*; *This shows that the sun orderd the raindrops new dresses which are white and that sounds like what a mom would do to keep her children quiet and calm*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*""We're so tired of these gray dresses!"*; *"Cried the little drops of rain, As they came down helter-skelter From the Nimbus cloud fast train."*; *"Dears, be good and do not fight,"*; *" I have ordered you new dresses, Dainty robes of purest white."*). This response includes complete sentences where errors do not impact readability.

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other?
Use **two** details from the poem to support your response.

The' Stanzas relate to each other because it's problem and solction. one detail is that the problem is, in stanza 1, (the raindrops do not Like the grey dress's. Another detail is that that the soction, in stanza 3) is that the sun orders new dress's for the rain drops.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other (*because it's proplem and solution*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the problem is, in stanza 1, the raindrops do not Like the grey dress's* and *the soution, in stanza 3, is that the sun orders new dress's for the rain drops*). This response includes complete sentences where errors do not impact readability.

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other? Use **two** details from the poem to support your response.

they relate to eachother by both of the stanzas having to do with the raindrops dresses. in stanza one it states "'We're so tired of these gray dresses!' Cried the little drops of rain" but in stanza 3 it states "Dears, be good and do not fight,

I have ordered you new dresses,

Dainty robes of purest white.'"

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other (*by both of the stanzas having to do with the raindrops dresses*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"'We're so tired of these gray dresses!' Cried the little drops of rain"* and *"'Dears, be good and do not fight, I have ordered you new dresses, Dainty robes of purest white.'"*). This response includes complete sentences where errors do not impact readability.

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other? Use **two** details from the poem to support your response.

Stanza one and stanza three relate to each other because they show the problem that the raindrps have and the solution that the Sun gives them. This is how the two stanz's relate to each other.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other (*because they show the problem that the raindrps have and the solution that the Sun gives them*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5 — Additional

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other?
Use **two** details from the poem to support your response.

lines 1 through 4 relate because
The little raindrops kept crying
because they wanted a new dress.
(lines 9 through 12) relate
because The sun peeped out
and said "Dears be good do not
fight I have oreded new dresses"

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*The little raindrops kept crying because they wanted a new dress* and *The sun peeped out and said "Dears be good do not fight I have oreded new dresses"*); however, the response does not provide a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other?
Use **two** details from the poem to support your response.

> If said were so
> tired of these gray
> dressed frome the
> nimbum cloud fast
> traing..

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*were so tired of these gray dressed*). The response does not provide a valid inference from the text to explain how stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other. This response includes a complete sentence where errors do not impact readability.

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other?
Use **two** details from the poem to support your response.

Becuese they both como From
weathon they telk about weathor

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Becuese they both come from weather they talk about weather*).

36

How do stanza 1 (lines 1 through 4) and stanza 3 (lines 9 through 12) relate to each other?
Use **two** details from the poem to support your response.

Stansa 3 hase an emoshun witch is sadnes and stansa 1hase anger.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Stansa 3 hase an emoshun witch is sadnes and stansa 1hase anger*).

EXEMPLARY RESPONSE

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

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Possible Exemplary Response:

In the beginning of the poem, the raindrops feel angry about being the same dull gray. Lines 5–6, in which the raindrops "bobbed against each other in a spiteful sort of way," demonstrate their anger—they are acting in a mean way and bumping into each other. Later, in lines 11–12, the Sun tells the raindrops that she ordered them "new dresses, / Dainty robes of purest white," and the raindrops' feelings change to being happy. In line 14, the raindrops "hummed a merry glad refrain," which showed that they feel happy.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

The raindrops feelings change throughtout the poem because at the beginning they were ferious because they were tired of the gray dresses and they bobbed against each other in a spiteful way at the end of the poem they were cheerful because the sun ordered them new dresses. First example "We're so tired of these gray dresses. Cried the little drops of rain, as they came down helter-skelter from the Nimbus cloud fast train. and they bobbed agaisnt each other in a spiteful sort of way, just like children when bad temper gets the upper hand someday". Another example from the end of the poem "Then the sun peeped out for a minute. "Dears, be good and do not fight I have ordered you new dresses, dainty robes of purest white. Ah then all the tiny rain drops hummed a merry gad refrain." This shows that the raindrops feelings change throughout the poem because at the beginning they were ferious with their gray dresses and then at the end they were cheerful because the sun ordered them new dresses.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the raindrops' feelings change throughout the poem (*at the beginning they were ferious* [...] *at the end of the poem they were cheerful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"We're so tired of these gray dresses. Cried the little drops of rain, as they came down helter-skelter from the Nimbus cloud fast train. and they bobbed agaisnt each other in a spiteful sort of way, just like children when bad temper gets the upper hand someday"* and *"Then the sun peeped out for a minute. "Dears, be good and do not fight I have ordered you new dresses, dainty robes of purest white. Ah then all the tiny rain drops hummed a merry gad refrain."*). This response includes complete sentences where errors do not impact readability.

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

The raindrops feelings changed throughout the poem from when they were sad and then happy. i know this beacause the text says "'were so tired of these gray dresses!' cried the little drops of rain" this shows they were sad about their dresses. however in the middle through the end of the poem they are happy because they got new dresses. i know this because the poem states "Then the Sun peeped out a minute. 'Dears, be good and do not fight,

I have ordered you new dresses,

Dainty robes of purest white.' Ah! then all the tiny raindrops

Hummed a merry glad refrain" the word glad means that they were happy.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the raindrops' feelings change throughout the poem (*they were sad and then happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"'were so tired of these gray dresses!' cried the little drops of rain"* and *"Then the Sun peeped out a minute. 'Dears, be good and do not fight, I have ordered you new dresses, Dainty robes of purest white.' Ah! then all the tiny raindrops Hummed a merry glad refrain"*). This response includes complete sentences where errors do not impact readability.

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

The raindrops feelings change throughout the poem because first they were mean and nasty now their happy. For example, it states in line 5 "And the bobbed against each other in a spiteful sort of way". Another example, it states in stanza 6 "Then those raindrops... laughed to see the flakes of snow". Therefore, these details prove how the raindrops feelings change throughout the poem.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the raindrops' feelings change throughout the poem (*first they were mean and nasty now their happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"And the bobbed against each other in a spiteful sort of way"* and *"Then those raindrops...laughed to see the flakes of snow"*). This response includes complete sentences where errors do not impact readability.

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

Throughout the poem the raindrops feelings change from sad to happy because the Sun gets the raindrops new dresses.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the raindrops' feelings change throughout the poem (*from sad to happy*); however, the response only provides one relevant detail from the text for support (*the Sun gets the raindrops new dresses*). This response includes a complete sentence where errors do not impact readability.

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

The raindrops feelings change throughout the story because they got a dress. For example in the text it says, "We're so tired of these gray dresses! Cried the little drops of rain." This shows they din't like the dress in the beginning but the sun gave them a dress. For example in the text it says, "Dears be good and do not fight, I have ordered you new dress, Dainty Robes of purest white."

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*"We're so tired of these gray dresses! Cried the little drops of rain."* and *"Dears be good and do not fight, I have ordered you new dress, Dainty Robes of purest white."*); however, the response does not provide a valid inference from the text to explain how the raindrops' feelings change throughout the poem. This response includes complete sentences where errors do not impact readability.

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

The raindrops felings change throughout the poem because of what the raindrops get. The sun the sun gives the raindrops white dresses so now the raindrops changed color from grey to white. In conclusion this is how the raindrops felings change throught the poem

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*the sun gives the raindrops white dresses*). The response does not provide a valid inference from the text to explain how the raindrops' feelings change throughout the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

How the raindrops feelings change throught out the poem is that.In the first part the raindrops dont like the gray sky in cc 1. But then in the end they were happy because it started to snow and so in the end they laughed to see the snowflakes because the gray skyes brought the snowflakes. For example, in the first pharagraph/cc they did not want any more gray skys to be ordered but then in the middle they still did not really like it because For instance, in cc 15 the people were full of joy because with the gray skys they got to hear the plesant noise of the rain so that kind of made the raindrops like the gray skyes. Another example is, in the last cc the raindrops changed because they were laughing about the gray skys because it was snowing So I can now infer that the raindrops changed from not likeing the raindrops to A little bit to likeing the raindrops. In the end this is how the raindrops changed.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*How the raindrops feelings change throught out the poem is that.In the first part the raindrops dont like the gray sky in cc 1. But then in the end they were happy because it started to snow and so in the end they laughed to see the snowflakes because the gray skyes brought the snowflakes. For example, in the first pharagraph/cc they did not want any more gray skys to be ordered but then in the middle they still did not really like it because For instance, in cc 15 the people were full of joy because with the gray skys they got to hear the plesant noise of the rain so that kind of made the raindrops like the gray skyes. Another example is, in the last cc the raindrops changed because they were laughing about the gray skys because it was snowing So I can now infer that the raindrops changed from not likeing the raindrops to A little bit to likeing the raindrops. In the end this is how the raindrops changed*).

37

How do the raindrops' feelings change throughout the poem? Use **two** details from the poem to support your response.

It goes to Sunny Playing in the
sun to going to Rainy and music
Playing. In the text it Says the
sun PeePed for a minute to
light Rain drops falling down

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It goes to Sunny Playing in the sun to going to Rainy and music Playing. In the text it says the sun PeePed for a minute to light Rain drops falling down*).

EXEMPLARY RESPONSE

38	What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

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Possible Exemplary Response:

A theme of the poem is that 'change can often bring happiness.' For example, in the beginning of the poem, the raindrops cry out that they are "tired of these gray dresses!" In stanza 2, the raindrops "bobbed against each other / In a spiteful sort of way, / Just like children when bad temper / Gets the upper hand some day." However, when the Sun tells the little raindrops in stanza 3 that "I have ordered you new dresses / Dainty robes of purest white," the raindrops' attitudes change. They become happy and act in a pleasant manner.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The theme of the poem "The raindrops' New dresses"? is even if you are not getting everything your way, always be nice to others and don't take it out on them. I know this because in the peom it states" And they bobbed against each other in a spiteful sort of way." This is like when two brothers or sisters are hitting each other, which is not nice. Another detail to support my answer is,"Dears, be good and do not fight, I have ordered you new dresses, Dainty robes of purest white." Right after that, they were happy and did not fight anymore. This shows that when peope don't get things their way they gat mad and take it out on others, but this poem is trying to say to always be nice.

Spiteful= mean or not nice

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses" (*even if you are not getting everything your way, always be nice to others and don't take it out on them*). The response provides evidence of analysis (*This is like when two brothers or sisters are hitting each other, which is not nice* and *Right after that, they were happy and did not fight anymore*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*And they bobbed against each other in a spiteful sort of way.*" and *"Dears, be good and do not fight, I have ordered you new dresses, Dainty robes of purest white."*). This response includes complete sentences where errors do not impact readability.

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

One theme in "The Raindrops' New Dresses" is your actions don't only affect yourself, they affect others around you as well. One detail to support this is in lines 15 and 16 it says, "And the old folks cried: How pleasent Is the music of the rain!" This shows the theme because the rain drops yammering, is music to people. Their action affected people around them. Another detail is in lines 23 and 24 it says, "And the wee folks, in the morning, Laughed to see the flakes of snow." This shows the theme because the raindrops wanted new clothing the became white snowflakes with their new clothing and this action by the raindrops affected the people by the weather changing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses" (*your actions don't only affect yourself, they affect others around you as well*). The response provides evidence of analysis (*This shows the theme because the rain drops yammering, is music to people* and *This shows the theme because the raindrops wanted new clothing the became white snowflakes with their new clothing and this action by the raindrops affected the people by the weather changing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"And the old folks cried: How pleasent Is the music of the rain!"* and *"And the wee folks, in the morning, Laughed to the see the flakes of snow."*). This response includes complete sentences where errors do not impact readability.

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The theme of the poem, The Raindrops, is that fighting resolves nothing. My first evidence is that in lines 5-8 the raindrops fight but it dose not stop the rain so in other words it did not resolve anything. My second evidence is that the sun had to step in to stop the fight wich means the fight was not needed or useless. These evidences prove that the theme of the poem is fighting resolves in nothing.

DO NOT WRITE BEYOND THIS AREA

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses" (*fighting resolves nothing*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the raindrops fight but it dose not stop the rain* and *the sun had to step in to stop the fight*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The theme of the poem is every season there will be different kind of percipation coming, whether is hail, snow, rain, etc. In the text it states " And they bobbed against each other

In a spiteful sort of way,

Just like children when bad temper

Gets the upper hand some day." this shows that when it rains the raindrops "wear" the gray dresses. Another deatail in the text is "Then those raindrops hurried earthward,

At the North Wind's call, you know,

And the wee folks, in the morning,

Laughed to see the flakes of snow." This shows that when it is winter the "raindrops" are white because they are now snow flakes. I know this is the theme because the poem is maily about how the percipation is changing in the poem.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*" And they bobbed against each other In a spiteful sort of way, Just like children when bad temper Gets the upper hand some day."* and *"Then those raindrops hurried earthward, At the North Wind's call, you know, And the wee folks, in the morning, Laughed to see the flakes of snow."*); however, the response does not provide a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses." This response includes complete sentences where errors do not impact readability.

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The Theme of the poem is if you be good you will get what you want

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses" (*if you be good you will get what you want*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The theme of the poem is how the raindrops feel. "We're so tired of these gray dresses".

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*"We're so tired of these gray dresses"*). The response does not provide a valid inference from the text to explain what a theme is of the poem "The Raindrops' New Dresses." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

the theme of the poem is to be happy with stofe

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is considered too vague (*the theme of the poem is to be happy with stofe*).

38

What is a theme of the poem "The Raindrops' New Dresses"? Use **two** details from the poem to support your response.

The theme is rain drops are specal.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The theme is rain drops are specal*).

Blood banks are places people donate their blood to help those who are sick or having an operation. Now there are blood banks where dog owners can donate the blood of their own dogs to help other dogs in need.

Excerpt from *Dogs Helping Dogs*

by Time for Kids with Associated Press Reporting

1   If man's best friend is a dog, then who is a dog's best friend? That would be Rover. Or Glow, or Ivan, or Raina. These four canines recently donated valuable pints of blood to their fellow pooches. And they did it without having to travel far from home: They visited an animal bloodmobile.

2   Similar to the Red Cross vehicles for humans, the University of Pennsylvania's traveling veterinary lab goes to where the donors are to make it easier to give. The bloodmobile makes weekly rounds through suburban Philadelphia and New Jersey. Kym Marryott is manager of Penn's Animal Blood Bank. "You don't really think about it until you actually need it," Marryott told the Associated Press. "Just like in people, dogs need blood too."

Helping Paws

3   Like humans, not every dog is eligible to donate blood. The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old. About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs.

4   Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give. "If (the dog) wanted to get up and leave, he could," she said. "But they're really good about it, they trust their owner." . . .

5   Just like people, the furry donors get a snack and a heart-shaped "U of P Blood Donor" sticker immediately after giving. In addition, they receive free blood screenings and dog food to take home.

CAN YOUR DOG GIVE BLOOD?*

In order for your dog to give blood, it must
• be friendly • be healthy • be at least one year old • be younger than eight years old • weigh 55 pounds or more

* Laws vary by state.

EXEMPLARY RESPONSE

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

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Possible Exemplary Response:

In "Excerpt from *Dogs Helping Dogs*," the author's point of view is that dogs who donate blood to other dogs are providing an important service. In paragraph 1, the author describes dogs that donate "valuable pints of blood to their fellow pooches" in a very positive way. In paragraph 4, the author includes a quote from Kym Marryott, the manager of the dog blood donation program, "'If (the dog) wanted to get up and leave, he could,' she said. 'But they're really good about it...'" This shows that the author thinks these dogs are providing an important service and that they are willingly doing so.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

In "Excerpt from Dogs Helping Dogs", the authors point of view about dogs who give blood is very positive and appreciative. The author likes people who let their dogs give blood because it can help save other dogs in need of more blood. For example in paragraph 2, "Just like people dogs need blood too." If the author did not hae a positive feeling about dogs donating blood to other dogs she would not have compared dogs to people. People who don't like dogs would have never compared them to themselves but a dog-lover would compare dogs to themselves if they love dogs. Also, in paragraph 5, the text states "Just like people, the furry donars get a snack and heart shaped "U of P Blood Donar" sticker immediately after giving. In addition, they receivefree blood screenings and dog food to take home." An author who didn't like dogs and did not want your dog to give blood would focus on the negative points so they can change your mind about going there. But, this author is encouraging you to go there and focused on the highlights that you get free petcare things for your dog. In "Excerpt from Dogs Helping Dogs", the authors point of view is positive and appreciative about dogs donating blood to dogs needing it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," what the author's point of view is about dogs who give blood (*the authors point of view is positive and appreciative about dogs donating blood to dogs needing it*). The response provides evidence of analysis (*If the author did not hae a positive feeling about dogs donating blood to other dogs she would not have compared dogs to people* and *An author who didn't like dogs and did not want your dog to give blood would focus on the negative points so they can change your mind about going there. But, this author is encouraging you to go there and focused on the highlights that you get free petcare things for your dog*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Just like people dogs need blood too."* and *"Just like people, the furry donars get a snack and heart shaped "U of P Blood Donar" sticker immediately after giving. In addition, they receivefree blood screenings and dog food to take home."*). This response includes complete sentences where errors do not impact readability.

39

In "Excerpt from *Dogs Helping Dogs,*" what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

In the text,"Excerpt form dogs helping dogs". is that the author's point of view of about dogs giving blood to other dogs to help is that the author wants us to understand that its good for there dogs to donate blood to other dogs. Because dogs that suffer from cancer,or any illness or dogs that ahve been hit by a car they will need that blood to save there lives and so the author wants us to know that people should make there dogs donate blood to other dogs who are in need of it."Just like in people, dogs need blood too". this is correct because its just people who donate there blood to other humans whop are in need as well. Many people agree with this authors point of view because he is saying that people should realize this. For example, the text states,"Each donates three or four pints a year,which can help animals sufffering from illnesses like cancer or an accidental trauma like being hit by a car.one pint can save up to three dogs". This shows me that people do care aboutnthe authors point of view.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs,*" what the author's point of view is about dogs who give blood (*the author wants us to understand that its good for there dogs to donate blood to other dogs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Just like in people, dogs need blood too"* and *"Each donates three or four pints a year,which can help animals sufffering from illnesses like cancer or an accidental trauma like being hit by a car.one pint can save up to three dogs"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

> The authors Point of View about dogs Who give blood is their like humans, in Paragraph 3 it says, "Like humans, not Every dog is Eligible to donate blood." This Shows that the author is Comparing Some dogs not able to give blood Just like how Some humans can't either.
>
> Another piece of evidence is in paragraph 2 it says, "Just like in People, dogs need blood too." This Shows that if dogs get Into an accident or Something gose wrong in The dogs body they will need blood Just like humans do.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," what the author's point of view is about dogs who give blood (*The authors Point of View about dogs Who give blood is their like humans*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Like humans, not every dog is eligible to donate blood."* and *"'Just like in people, dogs need blood too.'"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

I think the authors point of view is he thinks its a good Idea because he wrote this artical also if the dog dasent want to he can get up and leave they arent forceing him at all, while going to a good cause thats why I think the aunor thinks good of their point of view.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," what the author's point of view is about dogs who give blood (*he thinks its a good Idea*); however, the response only provides one relevant detail from the text for support (*if the dog dasent want to he can get up and leave they aren't forceing him at all*). This response includes an incomplete sentence.

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

The author's point of view the third person. I say this because in the text it seys that "Like humans, not everdog is eligable to donate blood." this is not relatable but its in the third person. So one other reason to say this is because in the text it says that "One pint can save three dogs." this is also in the third person. So this is why I think that the author's point of view is the third person.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Like humans, not ever dog is eligable to donate blood."* and *"One pint can save three dogs."*); however, the response does not provide a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," what the author's point of view is about dogs who give blood. This response includes complete sentences where errors do not impact readability.

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

giving blood can save lives.

"just like in people, dogs need blood too."

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*"just like in people, dogs need blood too."*). The response does not provide a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," what the author's point of view is about dogs who give blood. This response includes complete sentences where errors do not impact readability.

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to clam him or her down.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to clam him or her down*).

39

In "Excerpt from *Dogs Helping Dogs*," what is the author's point of view about dogs who give blood? Use **two** details from the article to support your response.

The authors point of view is that if humans donate blood then that could save many dogs.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The authors point of view is that if humans donate blood then that could save many dogs*).

EXEMPLARY RESPONSE

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

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Possible Exemplary Response:

A main idea of the article is that dogs are willing to help other dogs. Paragraph 4 supports this idea by showing how dogs voluntarily help other dogs by giving blood. Kym Marryott is quoted as saying "If (the dog) wanted to get up and leave, he could" (paragraph 4). This shows that the dogs are willing to go through the process of donating blood, and that the dogs are free to choose not to donate. In paragraph 4, Marryott also indicates that "it's the dog that ultimately chooses to lie still and give." Owners may give the dogs the opportunity to give blood, but dogs make the choice about whether to accept the procedure.

Possible Details to Include:

• Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

> Paragraph four supports a main idea of the article. Paragraph four supports a main idea of the article because throughout the article the writers are telling you about your dog giving blood and in paragraph four they trying to pursuade you to have your dog give blood. And example of this is "requires no sedation". This is an example of them pursuading you because normally with most medicines there are almost always side affects. And pet owners don't want that for their pets unless the reason was nessicary. Another way is " If (the dog) wanted to get up and leave, he could". This is saying that the dog isn't forced down and they want to do this. Paragraph four supports one of the articles main ideas.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article (*in paragraph four they trying to pursuade you to have your dog give blood*). The response provides evidence of analysis (*This is an example of them pursuading you because normally with most medicines there are almost always side affects. And pet owners don't want that for their pets unless the reason was nessicary* and *This is saying that the dog isn't forced down and they want to do this*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"requires no sedation"* and *" If (the dog) wanted to get up and leave, he could"*]. This response includes complete sentences where errors do not impact readability.

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

In "Excerpt from Dogs Helping Dogs" paragraph 4 shows the main idea of the passage being that the dogs are nice enough to give to others. For example, in paragraph 4 it states "Marryott said it's the dog that ultimately chooses to lie still and give". To me that personaly shows that the dogs are willingly giving uo their own blood to help other dogs so that means they are caring mammals. Another exmple is still in paragraph 4 where it states "If (the dog) wanted to get up and leave, he could," she said. That shows that the dogs are loving and they know that this is going to a good cuse so just like humans they stay there and they help others who need help. As you can see, this stories main idea is that dogs are willingly helping other dogs in need.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article (*in paragraph 4 [...] shows that the dogs are willingly giving uo their own blood to help other dogs so that means they are caring mammals [...] still in paragraph 4 [...] That shows that the dogs are loving and they know that this is going to a good cuse so just like humans they stay there and they help others who need help*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*"Marryott said it's the dog that ultimately chooses to lie still and give"* and *"If (the dog) wanted to get up and leave, he could," she said*]. This response includes complete sentences where errors do not impact readability.

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

Paragraph 4 supports the main idea because it tells us how some procedure are done. Detail one is "a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give." Detail two is "If (the dog) wanted to get up and leave, he could,".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article (*because it tells us how some procedure are done*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give."* and *"If (the dog) wanted to get up and leave, he could,"*). This response includes complete sentences where errors do not impact readability.

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

Well Paragraph 4 helps support the main idea because it talks about dogs that volunteer to do the procedure and how they interact at the start of the procedure. For example in Paragraph 4 the it said "If (the dog) wanted to get up and leave it could. But they're really good about it, they trust their owner."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article (*because it talks about dogs that volunteer to do the procedure and how they interact at the start of the procedure*); however, the response only provides one concrete detail from the text for support [*"If (the dog) wanted to get up and leave it could. But they're really good about it, they trust their owner."*]. This response includes complete sentences where errors do not impact readability.

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In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

It help's support a main idea becaus it says "if the dog wanted to get up and leave they cowld" and it also says "but they're really good about it, they trust there owner".

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*"if the dog wanted to get up and leave they could"* and *"but they're really good about it, they trust there owner"*); however, the response does not provide a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

40

In "Excerpt from *Dogs Helping Dogs*," how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

They explain how it works, they also explain how the dog chases to lie or walk away or go with their owners.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*The dog choses to lie or walk away*). The response does not provide a valid inference from the text to explain, in "Excerpt from *Dogs Helping Dogs*," how paragraph 4 supports a main idea of the article. This response includes complete sentences where errors do not impact readability.

40

In "Excerpt from *Dogs Helping Dogs,*" how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

In the paraghragh it says "Owners volunteer thier pet for short practice" and talks about the dogs and if they have to be heathy blood.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In the paraghragh it says "Owners volunteer thier pet for short practice" and talks about the dogs and if they have to be heathy blood*).

40

In "Excerpt from *Dogs Helping Dogs,*" how does paragraph 4 support a main idea of the article? Use **two** details from the article to support your response.

In "Excerpt from Dogs Helping Dogs," the main idia is thet If man's best friend is a dog, then who is a dog's best friend? That would be Rover. Or Glow, or Ivan, or Raina. These four canines recently donated valuable pints of blood to their fellow pooches. And they did it without having to travel far from home: They visited an animal bloodmobile.Like humans, not every dog is eligible to donate blood. The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old. About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs.this is a fact what blood bankers are'Blood banks are places people donate their blood to help those who are sick or having an operation. Now there are blood banks where dog owners can donate the blood of their own dogs to help other dogs in need.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In "Excerpt from Dogs Helping Dogs," the main idia is thet If man's best friend is a dog, then who is a dog's best friend? That would be Rover. Or Glow, or Ivan, or Raina. These four canines recently donated valuable pints of blood to their fellow pooches. And they did it without having to travel far from home: They visited an animal bloodmobile.Like humans, not every dog is eligible to donate blood. The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old. About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs.this is a fact what blood bankers are'Blood banks are places people donate their blood to help those who are sick or having an operation. Now there are blood banks where dog owners can donate the blood of their own dogs to help other dogs in need*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

Excerpt from *Woof! Rrrread to Me, Please?*

by Peg Lopata

1   Scooter and Molly wait patiently in a corner of the library. They are not reading. They don't have a library card. They don't even know what a book is. Scooter and Molly are not just any kind of library patron. They are special dogs, called therapy pets. Their job is to listen.

2   These dogs are participants at the Wadleigh Memorial Library in Milford, New Hampshire, in a program called Paws to Read. Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so they don't bark or run around. They come here to sit or lie quietly while kids read to them.

3   Dogs may be smart, but can they appreciate a good book? Why do kids read books to dogs? For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing. Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable. "The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc. in St. Louis, Missouri. One volunteer who brings her dog, Koda, to the Wadleigh Library explains that there's a lot less pressure reading to a dog. Dogs are completely accepting. "Even three year olds get interested in reading—if it's reading to a dog." . . .

4   To participate in the Paws to Read program, a dog has to have basic obedience, be at least one year old, and be a certified therapy dog. To meet these goals, the dogs are tested. Their owners, or handlers, are also tested. It's a real team job working with a therapy pet.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

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Possible Exemplary Response:

Paragraph 3 contributes to the structure of the article by listing the benefits of the Paws to Read program, which connects kids with therapy dogs in the library. For example, the paragraph says that "reading to a dog is fun and relaxing." Another benefit is that "there's a lot less pressure reading to a dog" than to other kids because "dogs never giggle if you mispronounce a word or get impatient if you read slowly."

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Paragraph 3 of the article," Excerpt from Woof! Rrrread to me, Please?" contributes to the main structure by explaining cause/effect. The cause is that kids like to read aloud and the effect is that it gives them relaxation and fun. In the text is states,"..., or for kids who just like to read aloud, reading to a dog is fun and relaxing." Another cause and effect is that dogs never laugh when you say a word wrong, the effect is that it makes reading more likable. in the article is states,"..., Dogs never giggle when you mispronounce a word...This makes reading a lot more enjoyable. My last cause/effect is that if your reading to a dog, the effect is that theres is a lot less anxiety when reading to a dog and kids of the age of 3 got intrested in reading.In the text it states," ... explains that there's a lot less pressure reading to a dog...'Even three year olds get intrested in reading--if it's reading to a dog." That is how paragraph three contributes to the structure of the article.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article (*by explaining cause/effect*). The response provides evidence of analysis (*The cause is that kids like to read aloud and the effect is that it gives them relaxation and fun*; *Another cause and effect is that dogs never laugh when you say a word wrong, the effect is that it makes reading more likable*; *My last cause/effect is that if your reading to a dog, the effect is that theres is a lot less anxiety when reading to a dog and kids of the age of 3 got intrested in reading*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"..., or for kids who just like to read aloud, reading to a dog is fun and relaxing."*; *"..., Dogs never giggle when you mispronounce a word...This makes reading a lot more enjoyable*; *" ... explains that there's a lot less pressure reading to a dog... 'Even three year olds get intrested in reading--if it's reading to a dog."*). This response includes complete sentences where errors do not impact readability.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Paragraph 3 of "Excerpt from Woof! Rrrread to Me, Please?" contributes to the article. One way it contributes to the article is by giving reasons on why it's good to read to a dog. For example, in the article it says "And unlike other kids in the classroom, dogs never giggle when you mispronounce a word or get impatient if you read to slowly." That could help you build confidence. Another example is when it says "Wether you chose Dr. Suess or J.K. Rowling, they'll still listen." This means that if a kid wants to try to read a harder book they can and the dog won't lose interest when you read slow

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Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article (*by giving reasons on why it's good to read to a dog*). The response provides evidence of analysis (*That could help you build confidence*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"And unlike other kids in the classroom, dogs never giggle when you mispronounce a word or get impatient if you read to slowly."* and *"Wether you chose Dr. Suess or J.K. Rowling, they'll still listen."*). This response includes complete sentences where errors do not impact readability.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Paragraph 3 of "Excerpt from Woof! Rrrread to Me, Please? contribut to the stucture of the article because this article is about the good of reading to a therapy dog, paragraph 3 talks mostly about why children read to certain therapy dogs. For example, paragraph 3" ..., reading to a dog is fun ...". Another example, paragraph 3, "... and relaxing". Therefore, reading to a certain therapy dog can get you good in a way.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article (*because* […] *paragraph 3 talks mostly about why children read to certain therapy dogs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"..., reading to a dog is fun..."* and *"... and relaxing"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Paragraph 3 of "Excerpt from Woof! Rrrread to Me, Please?" contributes to the structure of the article by, how it talks about how kids any age could enjoy reading to a dog and that dog will listen if you mess up or get stuck or say a word wrong they won't make fun of you. The text states, "For those struggling with reading, or kids who just like reading aloud, reading to a dog is fun and relaxing." Also, " Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronouce a word or get impationt if you read slowly. This make reading alot more enjoyable." And last but not least, " That there's a lot less pressure reading to a dog. Dogs are completely accepting. 'Even three year olds get interested in reading- if it's reading to a dog.' . . ." I can infer that kids and adults will like and think that reading is more fun when your reading to a dog.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*"For those struggling with reading, or kids who just like reading aloud, reading to a dog is fun and relaxing."*; *" Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronouce a word or get impationt if you read slowly. This make reading alot more enjoyable."*; *" That there's a lot less pressure reading to a dog. Dogs are completely accepting. 'Even three year olds get interested in reading- if it's reading to a dog.' . . ."*); however, the response does not provide a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article. This response includes complete sentences where errors do not impact readability.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Paragraph 3 explains why reading to dogs is good.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article (*Paragraph 3 explains why reading to dogs is good*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Dogs will listen and won't make fun of Kids as they read

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*Dog's will listen and won't make fun of kids as they read*). The response does not provide a valid inference from the text to explain how paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contributes to the structure of the article. This response includes a complete sentence where errors do not impact readability.

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

scooter and molly waited patiently in a corner of th library

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*scooter and molly waited patiently in a corner of th library*).

41

How does paragraph 3 of "Excerpt from *Woof! Rrrread to Me, Please?*" contribute to the structure of the article? Use **two** details from the article to support your response.

Dogs may be smart, but can they appreciate a good book? Why do kids read books to dogs? For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing. Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable. "The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc. in St. Louis, Missouri. One volunteer who brings her dog, Koda, to the Wadleigh Library explains that there's a lot less pressure reading to a dog. Dogs are completely accepting. "Even three year olds get interested in reading—if it's reading to a dog.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Dogs may be smart, but can they appreciate a good book? Why do kids read books to dogs? For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing. Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen. And unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable. "The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc. in St. Louis, Missouri. One volunteer who brings her dog, Koda, to the Wadleigh Library explains that there's a lot less pressure reading to a dog. Dogs are completely accepting. "Even three year olds get interested in reading—if it's reading to a dog*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

EXEMPLARY RESPONSE

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

Possible Exemplary Response:

The authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the ideas the dogs in their articles both want to help and also provide helpful services. They do this through the information they choose to include that develops these ideas throughout their articles.

The author of "Excerpt from *Dogs Helping Dogs*" supports the idea that dogs want to help by giving the reader more information about the procedure the dogs must endure to donate blood, and citing the willingness the dogs show during the procedure to go through with it to the end. The author acknowledges that it's the dog owners that initiate the donation and for their dog to be subject to the "short procedure, which requires no sedation," but, as Kym Marryott explains, "it's the dog that ultimately chooses to lie still and give. 'If (the dog) wanted to get up and leave, he could,' she said. 'But they're really good about it...'" This demonstrates some level of understanding on the dogs' parts that they should cooperate and thus also demonstrating that the dog is willing to help.

The author of "Excerpt from *Woof! Rrrread to Me, Please?*" supports the idea that dogs want to help by providing examples of how the reader could expect a therapy dog to act while it's being read to. This author is especially persuasive by describing the setting in which these dogs volunteer. "Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so they don't bark or run around." This demonstrates the level of discipline therapy dogs must have, even when they're not being read to. Ultimately, these dogs are "here to sit or lie quietly while kids read to them," and regardless of what is being read to them, "they'll listen." The dogs' ability to maintain their composure, whether they're being read to or not, demonstrates that they're willing to help.

The author of "Excerpt from *Dogs Helping Dogs*" supports the idea that dogs provide helpful services by explaining how veterinarians use the donated blood and why the donation is important. The blood is used for other dogs who may be "suffering from illnesses like cancer or accidental trauma like being hit by a car." Kym Marryott stresses the importance and need of these donations by comparing it to human blood donors. "'You don't really think about it until you actually need it'... 'Just like in people, dogs need blood too.'" The author adds that "One pint [of blood] can save up to three dogs." This demonstrates that the dogs are fulfilling a need that others cannot and that it is an important service that they provide.

The author of "Excerpt from *Dogs Helping Dogs*" supports the idea that dogs provide helpful services by explaining the short- and long-term effects of reading to therapy dogs versus reading to peers. A short-term effect on kids is that "reading to a dog is fun and relaxing." Another is that it has an immediate impact on their mood. "The children always have smiles on their faces." A long-term effect on kids is that "dogs never giggle if you mispronounce a word or get impatient if you read slowly" so that "makes reading a lot more enjoyable." Another is that it creates excitement, even in beginner readers. "Even three year olds get interested in reading—if it's reading to a dog." This demonstrates the value of the service therapy dogs are providing to these kids and the profound effects it has on them.

In conclusion, the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" carefully chose the information they included in their articles to develop the ideas that dogs want to help and also provide helpful services. It provided two different situations in which dogs are clearly both being and doing good.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

Like Humans, Some dogs are struggling with illnesses that can shorten their life span. In effect, many people donate their dog's blood to blood banks. But, is it really owners donating? According to "Excerpt from Dogs helping Dogs", many dogs wants to help. In additon, in "Excerpt from Woof! Rrrread to me, please?", many dogs enjoy reading with children by volunteering in a Program called Paws to Read. The idea that dogs enjoys helping others are supported by both texts. To illustrate this, the authors show how the dogs cooperate when doing their job. In additon, both authors shows that the dogs are providing helpful services

by giving the benefits made.

In both articles, the idea that many dogs want to help is supported by showing the cooperation the dogs demonstrate. For instance, it states in "Excerpt from Dogs helping Dogs", "Marryott said it's the dog that ultimately chooses to lie still and give. 'If (the dog) wanted to get up and leave, he could,' she said 'But they're really good about it, they trust their owner'..." This illustrates that the dog gets to choose if they want to donate blood and normally they do. Instead of making a fuss, they cooperate and donates their blood, trusting their owners. Furthermore, it states in "Excerpt from Woof! Rrrread to me, Please?", "Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so, they don't bark or run around. They come here to sit or lie quietly while kids read to them." This further shows that despite all the distractions around

them, the dogs still concentrate on their job. It supports that they cooperate.

In both articles, the idea that the dogs provide helpful services are proven by illustrating the benefits the dogs make. TO demonstrate my point, it states in "Excerpt from Dogs helping dogs", "Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. one pint can save up to three dogs." This proves that one dog can make a big diffrence. Each time a dog donates blood, many other animals can be saved. To add on, it states in "Excerpt from woof! Rrrread to me please?", "'The children always have smiles on their faces', says Bill Dahl-kamp, programs director with support Dogs, Inc. in St, Louis, Missouri." This illustrates dogs encourage children to enjoy reading, rather than being forced to read a book

many people believe dogs are only kept as pets. But, the articles "Excerpt from dogs help dogs" and "Excerpt from woof! Rrrread to me please?" shows that dogs can create big changes and they are willing to. Together, people and dogs can create a better future for everyone.

GUIDE PAPER 1d

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Like Humans, some dogs are struggling with illnesses that can shorten their life span. In effect, many people donate their dog's blood to blood banks. But, is it really owners donating? According to "Excerpt from Dogs helping Dogs", many dogs wants to help. In additon, in "Excerpt from Woof! Rrread to me, please?", many dogs enjoy reading with children by volunteering in a Program called Paws to Read. The idea that dogs enjoys helping others are supported by both texts. To illustrate this, the authors show how the dogs cooperate when doing their job. In additon, both authors shows that the dogs are providing helpful services by giving the benefits made*). The response demonstrates insightful comprehension and analysis of the texts (*But, is it really owners donating*; *In both articles, The idea that many dogs want to help is supported by showing the cooperation the dogs demonstrate*; *This illustrates that the dog gets to choose if they want to donate blood and normally they do. Instead of making a fuss, they cooperate and donates their blood, trusting their owners*; *This further shows that despite all the distractions around them, the dogs still concentrate on their job. It supports that they cooperate*; *In both articles, the idea that the dogs provide helpful services are proven by illustrating the benefits the dogs make*; *This proves that one dog can make a big diffrence. Each time a dog donates blood, many other animals can be saved*; *This illustrates dogs encourage children to enjoy reading, rather than being forced to read a book*; *shows that dogs can create big changes and they are willing to*). The response develops the topic with relevant, well-chosen details from the texts [*many dogs enjoy reading with children by volunteering in a Program called Paws to Read*; *"Marryott said it's the dog that ultimately chooses to lie still and give. 'If (the dog) wanted to get up and leave, he could,' she said 'But they're really good about it, they trust their owner'..."*; *"Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so, they don't bark or run around. They come here to sit or lie quietly while kids read to them"*; *"Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. one pint can save up to three dogs."*; *"'The children always have smiles on their face', says Bill Dahlkamp, program: director with support Dogs, Inc. in St. Louis, Missouri."*], and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*Like, In effect, But, According to, by, In additon, To illustrate this, In both articles, For instance, it states, Instead of, Furthermore, This further shows, despite, To demonstrate my point, This proves, to add on, Together*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*shorten their life span, volunteering, cooperate, doing their job, demonstrate, normally they do, making a fuss, distractions, concentrate, make a big diffrence, encourage children to [...] rather than being forced to, kept as pets, create a better future for everyone*). The response provides a concluding statement that follows clearly from the topic and information presented (*many people believe dogs are only kept as pets. But, the articles "Excerpt from dogs help dogs" and "Excerpt from woof! Rrrread to me please?" shows that dogs can create big changes and they are willing to. Together, people and dogs can create a better future for everyone*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*dogs wants, Rrread, additon, idea [...] are, dogs enjoys, authors shows, giving the benefits made, they [...] donates, diffrence, program:*, capitalization).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

The authors of "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please supports the idea that the dogs in each article want to help and support the idea that the dogs are providing helpful Service. In my response, I will explein this.

In "Exerpt from Dogs helping Dogs" the author supports the idea that the dogs went to help by showing they want to donate their blood without going crazy. To prove this, the text states "If (the dog) wented to get up and

leave, he could." she said. "But they're really good about it, they trust their owner'". This shows that even though they don't have to give blood, they stay still and they let them get his blood. The author support the idea that the dogs are providing helpful services by showing that a lot of dogs donate some of their blood to the dogs in need. To illustrate this, the text states "About 150 dogs participate in the program. Each donates 3 or 4 pints a year, which can help animals suffering from illnesses or accidental trauma like getting hit by a car. One pint can save up to 3 dogs." This shows that dogs help other ill dogs by donating blood. This is how the author in "Dogs helping Dogs" support the idea that the dogs in each article want to help and the idea that the

dogs are providing helpful services.
In "Excerpt from Woof! Rrrread to Me Please?", the author supports the idea that the dogs went to help by showing that the Dogs want to listen to the children reading. To proove this, the text states "Whether you choose to read Dr. Seuss or J.K. Rowling, they'll listen." This shows that it doesen't matter what or how you read, they will still listen. The author shows that the dogs are providing helpful service by showing that they boost the self-confidence of young readers. For instance, the text states "One volunteer who brings her dog, Keda, to the wedleigh library, explains that there is a lot less pressure reading to a Dog. Dogs are completely accepting. Even 3-year olds get interested in reading — if it's reading to a Dog. This shows that dogs are really encouraging.

In conclusion, this is how the authors of both articles support the idea that dogs went to help and how they provide helpful services.

Form 6

STOP

Page 9

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*The authors of "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please support the idea that the dogs in each article want to help and support the idea that the dogs are providing helpful service. In my response, I will explain this*). The response demonstrates insightful comprehension and analysis of the texts (*In "Exerpt from Dogs helping Dogs", the author supports the idea thet the dogs want to help by showing they want to donate their blood without going crazy*; *This shows that even though they don't have to give blood, they stay still and they let them get his blood. The enther support the idea that the dogs are providing helpful services by showing that a lot of dogs donate some of their blood to the dogs in need*; *This shows that dogs help other ill dags by donating blood*; *In "Exerpt from Woof! Rrrread to Me Please?" the author supports the idea that the dogs want to help by showing that the Dogs wont to listen to the children reeding*; *This shows that it doesen't matter what or how you reed, they will still listen. The author shows that the dogs are providing helpful service by Showing thet they boost the self-confidence of young readers*; *This shows that bogs are really encoureging*). The response develops the topic with relevant, well-chosen details from the texts [*"If (the dog) wanted to get up end leave, he could,' she said. 'But they're really good about it, they trust their owner'"*; *"About 150 dogs participate in the program. Each donates 3 or 4 pints a year, which can helo animals suffering from illnesses or accidental trenma like getting hit by a car. One pint cen save up to 3 dogs."*; *"Whether you choose to read Dr. Seuss or J.k. Rowling, they'll listen."*; *"One volunteer who brings her dog, keda, to the wedleigh library, explains that there's a lot less pressure reading to a Dog. Dogs are completely accepting. Even 3-yeer olds get interested in reading—if it's reading to a Dog*], and sustains the use of varied, relevant evidence. The response exhibits clear organization. The response skillfully links ideas using grade-appropriate words and phrases (*and, In, by showing, to prove this, This shows, To illustrate this, the text states, For instance, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*going crazy, get his blood, ill, what or how you reed, boost the self-confidence of young readers, encoureging*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, this is how the authors of both articles support the idee that dogs went to help and how they provide helpful services*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*helpful service, Exerpt, explein, idee, thet, end leave, enther, helo, trenma, cen, dags, the auther* [...] *support, ere, went to help, reeding, doesen't, anthor, keda, wedleigh, 3-yeer olds, bogs, encoureging*, capitalization).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

Sometimes in life the world can be challenging, but in "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" the dogs help kids and dogs with those challenges. The dogs help by providing helpful services to the community. Read on to find out how the dogs do that.

In "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" both of the articles support the main idea that the dogs want to help. In "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs wanted help kids by participating in the Paws to Read program. One supporting detail in the article states "The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc." Another supporting detail in the article states "For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing." These two supporting details show how in "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs want to help kids read with less trouble. Now in "Excerpt from Dogs Helping Dogs" the idea is that dogs wanted help other dogs by donating their blood to sick dogs or dog in need. One supporting detail in the article states "Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs." Another supporting detail in the article states "If (the dog) wanted to get up and leave, he could, she said. But they're really good about it." These two supporting details show how in "Excerpt from Dogs Helping Dogs" the idea is that dogs want to help other dogs live when they are in trouble. Both articles show how the main idea is that dogs want to help.

In "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" both of the articles support the main idea that dogs are providing helpful services to the community. In "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs are providing helpful services in New Hampshire by participating in the Paws to Read program for kids. One supporting detail in the article states "unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable." Another supporting detail in the article states "For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing." These two supporting details show how in "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs are providing helpful services to the community. Now in "Excerpt from Dogs Helping Dogs" the idea is that dogs are providing helpful services in Pennsylvania by donating blood to other dogs. One supporting detail in the article states "Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs." Another supporting detail in the article states "The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old." These two supporting details show how in "Excerpt from Dogs Helping Dogs" the idea is that dogs are providing helpful services to the community. Both articles show how the main idea is that dogs are providing helpful services to the community.

In conclusion in "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" it shows the dogs are very helpful to kids and other dogs and provide helpful services to the community.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Sometimes in life the world can be challenging, but in "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" the dogs help kids and dogs with those challenges. The dogs help by providing helpful services to the community. Read on to find out how the dogs do that*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*In "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs wanted help kids by participating in the Paws to Read program*; *the idea is that dogs want to help kids read with less trouble*; *in "Excerpt from Dogs Helping Dogs" the idea is that dogs wanted help other dogs by donating their blood to sick dogs or dog in need*; *the idea is that dogs want to help other dogs live when they are in trouble*; *In "Excerpt from Woof! Rrrread to Me, Please?" the idea is that dogs are providing helpful services in New Hampshire by participating in the Paws to Read program for kids*; *In "Excerpt from Dogs Helping Dogs" the idea is that dogs are providing helpful services in Pennsylvania by donating blood to other dogs*). The response develops the topic with relevant details from the texts [*"The children always have smiles on their faces," says Bill Dahlkamp, programs director with Support Dogs, Inc." "For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun and relaxing."*; *"Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs."*; *"If (the dog) wanted to get up and leave, he could, she said. But they're really good about it"*; *"unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impatient if you read slowly. This makes reading a lot more enjoyable."*; *"The pooches are screened for health first. Dogs must have the correct blood type, weigh at least 55 pounds and be younger than 8 years old."*], and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*Sometimes, but, and, In, Now, Both, One, it states, shows how, These, Another, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*the world can be challenging* [...] *the dogs help kids and dogs with those challenges, community, help kids read with less trouble, sick dogs or dog in need*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion in "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" it shows the dogs are very helpful to kids and other dogs and provide helpful services to the community*). The response demonstrates grade-appropriate command of conventions, with few errors.

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

Don't you ever think about getting a Dog? Dogs are amazing in different ways. the Authors of both articles support the idea that the Dogs In each article want to help because they show that they care alot. the Authors of both articles support the idea that the dogs are providing helpful services by one dog donating blood of their own and one dog being a good listener.

The Authors of both articles support the idea that the Dogs In each articles want to help because they show that they

care alot. According to text "woof! Rrread to
me, please?" It says, "though It's a busy
Day at the Library and small children
dart about, these dogs seem to underst
that this Is a library so they don't bar
or run around." In the text "Excerpt from
Dogs helping Dogs" It says, "But they're
really good about it, they trust their owner.
This shows that Dogs care about.
helping other Dogs and reading and listen.

 The Authors of both articles support
the idea that the Dogs are providing
helpful surrvices by one Dog donating blood
of their own and one dog being a good
Listener. For example In text one It
mentions, "they come here to sit or
lie quietly while kids read to them."
In text two it states, "Each donate
three or four pints a year, which can

help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car." This show that Dogs to these things because they want to help others.

In conclusion, Dogs help others because they care. In both text you learn about how each Dog from each article help in different ways.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Don't you ever think about getting a Dog? Dogs are amazing in different ways. the Author's of both articles support the idea that the Dogs In each article want to help because they show that they care alot. the Authors of both articles support the idea that the dogs are providing helpful services by one dog donating blood of their own and one dog being a good listener*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*The Authors of both articles support the idea that the Dogs in each article want to help because they show that they care alot; This shows that Dogs care about helping other Dogs and reading and listenin; The Authors of both articles support the idea that the Dogs are providing helpful survices by one Dog donating blood of their own and one dog being a good Listener; This show that Dogs to these things because they want to help others*). The response develops the topic with relevant details from the texts (*"though it's a busy Day at the Library and small children dart about, these dogs seem to understa that this is a library so they don't bar or run around."; "But they're really good about it, they trust their owner."; "They come here to sit or lie quietly while kids read to them."; "Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car."*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization. The response skillfully links ideas using grade-appropriate words and phrases (*because, by, and, According, it says, In, This shows, For example, it mentions, In conclusion, In both*). The response uses grade-appropriate precise language and domain-specific vocabulary (*amazing, show that they care, blood of their own, good listener*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, Dogs help others because they care. In both text you learn about how each Dog from each article help in different ways*). The response demonstrates grade-appropriate command of conventions, with few errors.

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

In my responce, I will explain how the authors of "Exerpt from Dogs helping Dogs" and, "Exerpt from Woof! Rrread to me please?" support the idea that the dogs in each article want to help. I will also describe how the authors support the idea that dogs are helpful services.

The authors from both texts support the idea that the dogs in each article want to help, by stating ~~what~~ how they react to this. For instance, in "Exerpt from Dogs helping Dogs it states in #4 "Marryott said"

it's the dog that ultimatly chooses to lie still and give." This shows that the dogs wants to give, it lies still, and just gives. Also, in #3 of "Exerpt from Woof! Rrread to me, Please?" it states, "Dogs are completly accepting." This shows that dogs accept what they are there for. Therefore, this shows that they want to help.

     The authors of both texts show how dogs are helpfull by showing what they do to help. For instance, in "Exerpt from Dogs helping Dogs," #1 states "These 4 Canines recently donated valuable pints of blood to their fellow pooches." This shows what these dogs did that is helpful. In addition in "Exerpt from Woof! Rrread to me, Please?" it States in #3 "And unlike other Kids in the classroom,

dogs never giggle if you ~~mispronounce its~~ mispronounce a word or get impaitient if you read slowly." This quote and the other quote before show wmat dogs do to help.

In a nutshell, this is how the authors support the central ideas, that dogs want to help and how they are helpful.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In my responce, I will explain how the authors of "Exerpt from Dogs helping Dogs" and, "Exerpt from Woof! Rrread to me please?" support the idea that the dogs in each article want to help. I will also describe how the authors support the idea that dogs are helpful services*). The response demonstrates a literal comprehension of the texts (*This shows that the dogs wants to give, it lies still, and just gives* and *This shows that dogs accept what they are there for*). The response develops the topic with relevant details from the texts (*"Marryott said it's the dog that ultimatly chooses to lie still and give."*; *"Dogs are completely accepting."*; *"These 4 Cannies recently donated valuable pints of blood to their fellow pooches."*; *"And unlike other kids in the classroom, dogs never giggle if you mispronounce a word or get impaitient if you read slowly."*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear, purposeful organization. The response skillfully links ideas using grade-appropriate words and phrases (*In*, *also*, *by*, *For instance*, *it states*, *This*, *Also*, *Therefore*, *In addition*, *In a nutshell*). The response uses grade-appropriate precise language and domain-specific vocabulary (*how they react* and *what they are there for*). The response provides a concluding statement that follows clearly from the topic and information presented (*In a nutshell, this is how the authors support the central ideas, that dogs want to help and how they are helpful*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*responce*, *Exerpt*, *Rrread*, *dogs are helpful services*, *ultimatly*, *dogs wants*, *completly*, *helpfull*, *Cannies*, *impaitient*, capitalization, punctuation).

GUIDE PAPER 6a

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

In "Excerpt from Dogs Helping Dogs", by Time for Kids with Associated Press Reporting, and , "Excerpt from Woof! Rrrread to Me, Please?", by Peg Lopata, both authors support the idea that the dogs in each article want to help. They show this by telling us how the dogs do lots of work to be able to help others. Both authors also support the idea that the dogs are providing helpful services. They show this by telling us the good deeds of the dogs. In the world, alot of people do not want to help others and only care for themselves. But, these dogs chose to help, and that should make us proud and happy.

In both articles, the author supports the idea that the dogs want to help. They show this by telling us how the dogs do alot to be able to help others. For example, in "Excerpt from Woof! Rrrread to Me, Please?, it says, "To participate in the Paws to Read program, a dog has to have basic obedience, be at least one year old, and be certified therepy dog. To meet these goals, the dogs are tested." This shows how the dogs have to do so much, and have to be tested to help kids read. Also, in "Excerpt from Dogs Helping Dogs", it says, "Dogs have to have the correct blood type, weigh at least 55 pounds and be younger than 8 years old." This shows that the dogs need do alot to give blood to dogs. Overall, alot of people wouldnt want to have to go through all this things, but, the dogs chose to do it to help others.

In both articles, the author supports the idea that the dogs are providing helpful services. They show this by telling us the good deeds of the dogs. For example, in "Excerpt form Rrrread to Me, Please?", it says,"For those struggling with reading, or for kids who just like to read outloud, reading to a dog is fun and relaxing". This shows how the kids can practice reading to a dog because they are more comfortable with dogs. That means dogs help kids to read.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In "Excerpt from Dogs Helping Dogs", by Time for Kids with Associated Press Reporting, and , "Excerpt from Woof! Rrrread to Me, Please?", by Peg Lopata, both authors support the idea that the dogs in each article want to help.They show this by telling us how the dogs do lots of work to be able to help others.Both authors also support the idea that the dogs are providing helpful services. They show this by telling us the good deeds of the dogs.In the world, alot of people do not want to help others and only care for themselves.But, these dogs chose to help, and that should make us proud and happy*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*They show this by telling us how the dogs do lots of work to be able to help others*; *This shows how the dogs have to do so much, and have to be tested to help kids read*; *They show this by telling us the good deeds of the dogs*; *This shows that the dogs need do alot to give blood to dogs*; *This shows how the kids can practice reading to a dog because they are more comfortable with dogs.That means dogs help kids to read*). The response develops the topic with relevant details from the texts (*"To participate in the Paws to Read program, a dog has to have basic obedience, be at least one year old, and be certified therepy dog.To meet these goals, the dogs are tested."*; *"Dogs have to have the correct blood type, weigh at least 55 pounds and be younger than 8 years old."*; *"For those struggling with reading, or for kids who just like to read outloud, reading to a dog is fun and relaxing"*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear, purposeful organization. The response links ideas using grade-appropriate words and phrases (*In*, *and*, *by*, *For example*, *it says*, *This shows*, *Also*, *Overall*, *but*). The response uses grade-appropriate precise language and domain-specific vocabulary (*good deeds*, *only care for themselves*, *proud and happy*, *practice*, *comfortable*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*alot*, *be certified therepy*, *wouldnt*, *all this things*, *outloud*, spacing).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

In "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please?" the authors support the idea that dogs want to help. In "Exerpt from Dogs Helping Dogs" it shows that the dogs want to help. The excerpt shows that dogs want to help beause it says that the dogs donat blood to other dogs. I know this beause in paragraph 4 it says"Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give. "If (the dog) wanted to get up and leave, he could," she said. "But they're really good about it, they trust their owner." That is hoe the author supports the idea that the dogs want to hrlp in "Exerpt from Dogs Helping Dogs". In "Exerpt from "Woof! Rrrread to Me, Please?" it shows that the dogs want to help. The exerpt shows that dogs want to help beause it says that the dogs sits down and listen to the people read. I know this because in paragraph 2 it says"These dogs are participants at the Wadleigh Memorial Library in Milford, New Hampshire, in a program called Paws to Read. Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so they don't bark or run around. They come here to sit or lie quietly while kids read to them.That is how the athor support the idea that the dogs want to help in "Woof! Rrrread to Me, Please?"In concvlusion that is how the authors in "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please?" show that the dogs want to help.

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please?" the authors support the idea that dogs want to help*). The response demonstrates a literal comprehension of the texts (*The excerpt shows that dogs want to help beause it says that the dogs donat blood to other dogs* and *The exerpt shows that dogs want to help beause it says that the dogs sits down and listen to the people read*). The response partially develops the topic of the essay with the use of some textual evidence [*"Owners volunteer their pet for the short procedure, which requires no sedation. That's when a patient is given medicine to calm him or her down. Marryott said it's the dog that ultimately chooses to lie still and give. "If (the dog) wanted to get up and leave, he could," she said. "But they're really good about it, they trust their owner."* and *"These dogs are participants at the Wadleigh Memorial Library in Milford, New Hampshire, in a program called Paws to Read. Though it's a busy day at the library and small children dart about, these dogs seem to understand that this is a library so they don't bark or run around. They come here to sit or lie quietly while kids read to them*], and uses relevant evidence with inconsistency. The response exhibits clear organization. The response inconsistently links ideas using words and phrases (*In*, *and*, *because*, *it says*, *That is how*, *In concvlusion*). The response uses language that is inappropriate for the texts and task (*In "Exerpt from Dogs Helping Dogs" and "Exerpt from Woof! Rrrread to Me, Please?" the authors support the idea that dogs want to help. In "Exerpt from Dogs Helping Dogs" it shows that the dogs want to help* [...] *In "Exerpt from "Woof! Rrrread to Me, Please?" it shows that the dogs want to help* [...] *That is how the athor supports the idea that the dogs want to help*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion that is how the authors in "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" show that the dogs want to help*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Exerpt, beause, donat, hoe, hrlp, dogs sits, the athor support, concvlusion*, punctuation, spacing).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

In both articles "Excerpt from Dog Helping Dogs" and "Excerpt from Woof! Rrrread to Me, please?" the authors in both text describe how dogs help every single day so here are my reasons why and how they are helping.

In the article "Rrread to Me" the author show just how smart dogs are he shows this by showing facts and details that's because his clam is that dogs can help you read! That's right dogs can help you read in the article "Rrrread to me" the comepany Paws to read program they train dogs to listen to a kid when there reading.

So if you get a dog from the paws to read program you could read to him or her and this has been workeing because when you read to a dog it's fun and relaxing

In the article "Dogs helping Dogs" the author shows how dogs and humans are simalar. The reason why they are similer is that they donate blood like humans they both need blood. So far brave canines recently donated blood for fellow pooches these canines are called Rover or Glow, or Ivan, or Raina. Kym Marryott is manager of penn's animal blood bank. In order to donate your dog has to be at least one year old and be healty also has to be friendly, and be fifty-fifty pounds or more finally it has to be younger then eight years old. The blood is later used for dogs with cancer or an accidental trauma like being hit by a car. This shows that dogs help sick dogs like human help sick humans.

My conclusion is that dogs helps with many thing like helping sick dog by giving blood and helping Kids with reading by leting kides read to then this shows that dog are good animals.

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*In both articles "Excerpt from Dog Helping Dogs" and "Excerpt from woof! Rrrread to Me, Please?" the authors in both text describe how dogs help every single day so here are my reasons why and how they are helping*). The response demonstrates a literal comprehension of the texts (*In the article "Rrrread to Me" the author show just how smart dogs are he shows this by showing facts and details that's because his clam is that dogs can help you read*; *In the article "Dogs helping Dogs" the author Shows how dogs and humans are simalar. The reason why they are simlar is that they donate blood like humans they both need blood*; *This shows that dogs help sick dogs like human help sick humans*). The response partially develops the topic of the essay with the use of some textual evidence (*When you read to a dog it's fun and relaxing*; *In order to donate your dog has to be aleast one year old and be heaty also has to be friendly, and be fifty-fifty Pounds or more finally it has to be younger then eight year old*; *The blood is later used for dogs with cancer or an accidental trauma like being hit by a car*), some of which is invalid (*the comepany Paws to read Program they train dogs to listen to a kid when there reading* and *So four brave canines recently donated blood for fellow pooches these canines are called Rover or Glow, or Ivan, or Raina*; *Kym Marryott is Manager of Penn's animal blood bank*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*In, so, by, and, because, The reason why, This shows, like, My conclusion*). The response inconsistently uses appropriate language and domain-specific vocabulary (*dogs help every single day*, *they train dogs to listen to a kid*, *dogs help sick dogs like human help sick humans*, *dog are good animals*). The response provides a concluding statement that follows from the topic and information presented (*My conclusion is that dogs helps with many thing like helping sick dog by giving blood and helping Kids with reading by leting kides read to then this shows that dog are good animals*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Dog Helping, both text, author show, his clam is, comepany, when there reading, workeing, simalar, simlar, aleast, heatly, fifty-fifty Pounds, younger then, human help, dogs helps, many thing like helping sick dog, leting kides read to then, dog are,* capitalization, punctuation, run-on sentences).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

How are"Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services?Both of these excerpt's are alike because the dog are helping other in every way they can and it is amazing how dogs can be as helpful as humans.For instance when it said. These four canines recently donated valuable pints of blood to their fellow dogs And they did it without having to go far from home. They went to see an animal bloodmobile kinda like to the Red Cross vehicles for humans, the University of Pennsylvania's going veterinary lab goes to where the donors are to make it easier to give. The bloodmobile makes weekly places through suburban Philadelphia alsoNew Jersey. Kym Marryott is the boss of Penn's Animal Blood Bank. You don't really think about it until you really need it," Marryott told the Associated Press.For example About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs.On the other hand the dogs who help at the library have such a remarkable relationship between each kid and there owener's.It is very special because it said that kids that struggle the dogs are there to listen the won't make fun of you they would just stay there and listen.For instance it said that dogs liked a good story always because they really appreciated a good book!

GUIDE PAPER 9b

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*How are"Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to Me, Please?" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services*). The response demonstrates a literal comprehension of the texts (*Both of these excerpt's are alike because the dog are helping other in every way they can and it is amazing how dogs can be as helpful as humans* and *the dogs who help at the library have such a remarkable relationship between each kid and there owener's*). The response partially develops the topic of the essay with the use of some textual evidence (*These four canines recently donated valuable pints of blood to their fellow dogs And they did it without having to go far from home. They went to see an animal bloodmobile kinda like to the Red Cross vehicles for humans, the University of Pennsylvania's going veterinary lab goes to where the donors are to make it easier to give. The bloodmobile makes weekly places through suburban Philadelphia alsoNew Jersey. Kym Marryott is the boss of Penn's Animal Blood Bank. You don't really think about it until you really need it," Marryott told the Associated Press*; *About 150 dogs participate in the program. Each donates three or four pints a year, which can help animals suffering from illnesses like cancer or an accidental trauma like being hit by a car. One pint can save up to three dogs*; *kids that struggle the dogs are there to listen the won't make fun of you they would just stay there and listen*), some of which is invalid (*dogs liked a good story always because they really appreciated a good book*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*Both*, *because*, *For instance, it said*, *For example*, *On the other hand*.) The response uses grade-appropriate precise language and domain-specific vocabulary (*in every way they can*, *amazing*, *remarkable relationship*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*How are [...] support*, *excerpt's*, *dog are helping other*, *kinda*, *Pennsylvania's going veterinary*, *makes weekly places*, *owener's*, *that kids that struggle the dogs*, *the won't*, *liked a good story always*, punctuation, spacing, run-on sentences).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

In "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to me, please?" this articals support the want to help. Like in "Dogs helping dogs" it show the dogs can donates blood to help a dog that actualy need blood. And in "Woof! Rrread to me, please?" it show that dog can help you focuse and injoy reading by lisining closley. And last and not least they are nice and help humens and dogs.

GUIDE PAPER 10b

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*In "Excerpt from Dogs Helping Dogs" and "Excerpt from Woof! Rrrread to me, please?," this articals sopport the want to help*). The response demonstrates little understanding of the texts (*they are nice and help humans and dogs*). The response attempts to use evidence, but only develops ideas with minimal, occasional evidence (*dogs can donates blood to help a dog that actualy need blood* and *dog can help you focuse and injoy reading by lisining clostey*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*In*, *Like*, *it show*, *And*, *last and not least*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*this articals sopport the want to*, *it show*, *can donates*, *actualy*, *dog can*, *focuse*, *injoy*, *lisining clostey*, capitalization, punctuation).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

The authors in both dogs helping dogs and in the article woof rrread to me me both show how they provide help in dogs help dogs it shows how dog help each other by giving blood to each other one detail to support is " who is a digs best friend? rover glow or ivan theyt donelted blood anthor detail is " these four canines recentonly donched very important pints of blood details from irread to me please is1. dogs can be smart belt they dont know when somone mengs up around another detai is " dogs help leids read butter

Score Point 1 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The authors in both dogs helping dogs and in the article woof rrread to me me both show how they provide help*). The response demonstrates little understanding of the texts (*in dogs help dogs it shows how dog help each other by giving blood to each other*). The response attempts to use evidence, but only develops ideas with minimal, occasional evidence (*" these four canines recentanly donated very important pints of blood* and *"dogs help kids read better*), which is generally invalid (*"who is a digs best friend? rover glow or ivan* and *dogs can be smart but they dont know when someone meses up a word*). The response exhibits little attempt at organization. The response inconsistently links ideas using words and phrases (*both*, *it shows*, *one detail*, *another*). The response uses language that is imprecise for the texts and task (*giving blood to each other* and *meses up a word*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*rrread*, *me me*, *how dog help*, *sypport*, *digs*, *anthor*, *recentanly*, *dont*, *meses*, capitalization, punctuation, run-on sentences).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

yes both authors support the idea that the dogs are helping people like a dog can be a persone best friend or they can help little kids read just like sitting down and reading to them

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Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*yes both authors support the idea that the dogs are helping people*). The response demonstrates little understanding of the texts (*a dog can be a persone best friend*). The response provides evidence that is completely invalid (*they can help little kids read just like sitting down and reading to them*). The response exhibits little attempt at organization. The response lacks the use of linking words and phrases (*both*, *like*, *or*). The response uses language that is imprecise for the texts and task. The response does not provide a concluding statement. Conventions are minimal, making assessment of conventions unreliable.
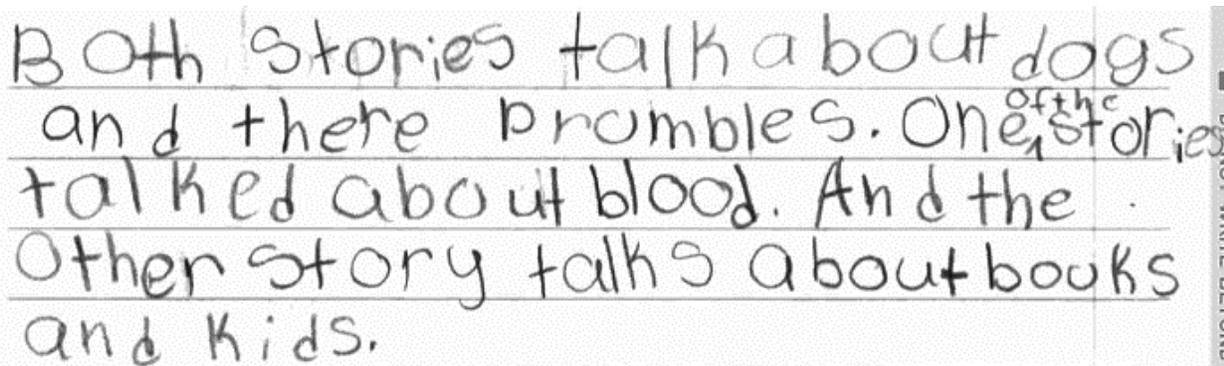
42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

> Both stories talk about dogs and there prombles. One of the stories talked about blood. And the other story talks about books and kids.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Both stories talk about dogs and there prombles. one of the stories talked about blood. And the other story talks about books and kids*).

42

How do the authors of "Excerpt from *Dogs Helping Dogs*" and "Excerpt from *Woof! Rrrread to Me, Please?*" support the idea that the dogs in each article want to help? How do the authors of both articles support the idea that the dogs are providing helpful services? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the authors of both articles support the idea that the dogs in each article want to help
- describe how the authors of both articles support the idea that the dogs are providing helpful services
- use details from **both** articles to support your response

"if mans best friend is a dog, then who is a dogs best friend?". "like humans, not every dog is eligible to donate blood." "just like people, the furry donors get a snack and heart-shaped"

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*"if mans best friend is a dog, then who is a dogs best friend?". "like humans, not every dog is eligible to donate blood." "just like people, the furry donors get a snack and heart-shaped"*). This response is totally copied from the texts with no original student writing.