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***New York State  
Testing Program***

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**2022**

**English Language Arts Test  
Writing**

**Grade 6**

**Scoring Leader Materials**

**Training Set**

## Copyright Information

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## 2-Point Rubric—Short Response

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

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

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

## New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

# Excerpt from *A Legend of the Wooden Shoes*

*by Robert San Souci*

1 Long ago, Holland was covered with forests. Pine, birch, and ash trees grew in abundance. But the most favored was the oak. It provided acorns, which the forest dwellers ate roasted, boiled, mashed, or ground into meal that they baked into a kind of bread. The sturdy wood was used to build houses and boats. Oak bark was used to tan hides for leather. Humans even believed the trees had the power to heal, and they often laid sick people near the trunks hoping they would be cured.

2 For countless years, people lived in the forests. But, as time went on, they began to build cities and towns, clear lands for fields and pastures, and replace the wild woods with orchards and gardens. Faster and faster the greenwoods were cut down.

3 Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forests. He loved the oaks most of all. He even gave his family the name van Eyck (pronounced “Ike”), as eyck is Dutch for “oak.”

4 One day, while he sat sadly on his doorstep, considering that there might soon be no oaks left in Holland, van Eyck saw two tree spirits approaching, hand in hand. They were dainty little creatures, almost girlish—though he knew well that such sprites were as old as the oldest forest. One he recognized as a moss maiden, and the other as a tree elf.

5 “Go to your ancestral oak in the heart of the forest,” said the moss maiden.

6 “We know how sad you are,” added the tree elf, “but the oak has a message of hope for you.”

7 Then the two laughed prettily and vanished.

8 The carpenter knew exactly which tree they meant. There was a magnificent, ancient oak deep in the forest that his father, his grandfather, and all of his ancestors had loved and allowed no one to cut down. When he stood beneath its spreading branches, the

leaves overhead began to rustle. The sound shaped itself into words. “You must stop mourning,” the tree told him. “I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children’s children with warmth, comfort, and wealth.”

9 “How can this be?” the carpenter wondered.

10 “Don’t worry. The promise will be kept,” the voice assured him. Then the leaves ceased their rustling.

11 As he started home, he saw the moss maiden and tree elf on the path before him.

12 “Tonight, cut two pieces of oak wood each about a foot long,” the moss maiden instructed him.

13 “Dry them well,” said the tree elf, “then leave them on the kitchen table when you go to bed.”

14 Then they vanished into the green shade.

15 Puzzled, the carpenter nonetheless did what they said. When he returned home, he went to his woodshed and prepared the two lengths of wood. That night, before the family retired, he set the wood blocks side by side on the table.

16 In bed, the carpenter dreamed he saw two sprites come through the window into his kitchen. One was a kabouter, a dark and ugly gnome, who carried a box of tools. The other, an elf, whose skin seemed to glow, began to speak to his companion, clearly instructing him. Using a hatchet, augur, chisel-like knife, and plane, the gnome shaped the wood blocks into shoes. Then the two climbed out the window and disappeared.

17 In the morning, the man found a pair of wooden shoes, just like in his dream, though there was no trace of wood shavings to be seen. They had the sweet fragrance of oak. Smooth inside and out, they had sturdy heels and smartly pointed toes. Trying them on, he found they were unsteady on the wooden kitchen floor. But when he stepped outside, he found them light, easy to walk in, and pleasant to his feet. Wandering a bit, he found they were ideal for walking in fields, on soft soil, even in the mud. And they kept out water far better than leather shoes could.

18 Recalling his dream, he went to the blacksmith and had the man shape him a set of tools just like the elfin craftsman in his dream had used.

19 When he returned home, he set to work carving shoes for his wife and children, who loved them, too. . . .

20 When their friends and neighbors saw the family wearing their comfortable and practical wooden shoes, they begged the carpenter to make them some. In short order, the demand grew so that the carpenter set up a klompenwinkel, a wooden shoe store, in town. Soon he and his family were rich beyond his wildest dreams.





# GUIDE PAPER 1

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”? Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of "Excerpt form A Legend of the Wooden Shoes" because it introduces the carpenter who is one of the main characters and started to introduce the problem. In paragraph 3 the text says, "Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest." It introduces the carpenter and says how he mourned the loss of his beloved forest. In paragraph 3 it also says, "He loved the oaks most of all." It shows he loves the oak trees which are one of the trees the are being destroyed. That caused him to be sad which is now the problem in the story. That is why paragraph 3 fits into the structure of the story.

## Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (*it introduces the carpenter who is one of the main characters and started to introduce the problem*). The response provides evidence of analysis (*It shows he loves the oak trees which are one of the trees the are being destroyed. That caused him to be sad which is now the problem in the story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest.*” and “*He loved the oaks most of all.*”). This response includes complete sentences where errors do not impact readability.

How does paragraph 3 fit into the structure of "Excerpt from *A Legend of the Wooden Shoes*"? Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of "A Legend of the Wooden Shoes". Paragraph 3 fits into the structure by giving back round of the carpenter. To begin with, the carpenter is sad because there getting rid of trees to build building and gardens etc. Additionally, he even gave his family the name Van Eych with means oak in dutch. This shows his love for the forest and the oak tree that his grandparent's protecter. In conclusion, this is how paragraph 3 fits into the structure of "A Legend of the Wooden Shoes".

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of "Excerpt from *A Legend of the Wooden Shoes*" (by giving back round of the carpenter). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the carpenter is sad because there getting rid of trees to build building and gardens etc.*, and *he even gave his family the name van Eych with means oak in dutch*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

How does paragraph 3 fit into the structure of "Excerpt from *A Legend of the Wooden Shoes*"?  
Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of "Excerpt from *A Legend of the Wooden Shoes*" because it basically explains his love for oak trees. For example, on paragraph 3 it said "He loves oaks most of all" and also it said "He even gave his family the name van Eyck (Pronounced 'Ike'), as eyck is dutch for oak."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of "Excerpt from *A Legend of the Wooden Shoes*" (it basically explains his love for oak trees). The response provides a sufficient number of concrete details from the text for support as required by the prompt ["He loved oaks most of all" and "He even gave his family the name van Eyck (Pronounced 'Ike'), as eyck is dutch for oak"]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

How does paragraph 3 fit into the structure of "Excerpt from *A Legend of the Wooden Shoes*"? Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of "Excerpt from a legend of the wooden shoes" by describing the trees and how they gave him the name because of the oak tree. I know this because in paragraph 3 it states "Now it happened there was a certain Carpenter who bitterly mourned the loss of his beloved forests." It also states "He loved the oaks most of all. He even gave his family the name van Eyck (pronounced "Ike"), as eyck is Dutch for oak

### 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 ["Now it happened there was a certain Carpenter who bitterly mourned the loss of his beloved forests." and "He loved the oaks most of all. He even gave his family the name van Eyck (pronounced "Ike"), as eyck is Dutch for "oak"]; however, the response does not provide a valid inference from the text to explain how paragraph 3 fits into the structure of "Excerpt from *A Legend of the Wooden Shoes*." This response includes complete sentences where errors do not impact readability.

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?  
Use **two** details from the story to support your response.

paragraph 3 fits in to the story becuae it introduces the carpenter and tells us about the family name

**Score Point 1 (out of 2 points)**

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (*becuase it introduces the carpenter*); 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.

## GUIDE PAPER 6

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?  
Use **two** details from the story to support your response.

That all the trees were being cut down.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*That all the trees were being cut down*). The response does not provide a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*.” This response includes an incomplete sentence.

## GUIDE PAPER 7

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?  
Use **two** details from the story to support your response.

It makes the oks seam like they are a real person and that they where the carpenters only family.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It makes the oks seam like they are a real person and that they where the carpenters only family*).

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”? Use **two** details from the story to support your response.

it fits in because at the end of the story he finds a pair of shoes he did not make so in paragraph 3 it shows how magical things can happen in the forest

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt and is totally inaccurate (*it fits in because at the end of the story he finds a pair of shoes he did not make so in paragraph 3 it shows how magical things can happen in the forest*).





# GUIDE PAPER 1

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old oak tree supports the theme of, 'Don't worry about something you can't change' because the tree is telling him to stop worrying. This is shown in paragraph 8 when the tree is talking, "You must stop mourning," the tree told him." This is also shown in paragraph 8 when the tree says, "I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth." These pieces of evidence prove my answer because in both details the carpenter learns that it is unnecessary to worry about something you can't change which is the theme of the story.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*supports the theme of, 'Don't worry about something you can't change' because the tree is telling him to stop worrying*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*You must stop mourning, the tree told him.*" and "*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth.*"). This response includes complete sentences where errors do not impact readability.

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old tree supports a theme of the story by telling him not to be sad and to get on with life. It says, "you must stop mourning, I and my fellow oak trees must pass away." The tree told him a good thing to say, "but, in time, we will return and furnish your children and your children's children with warmth, comfort and wealth." The tree is saying to get on with life and go make your family proud.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*by telling him not to be sad and to get on with life*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*you must stop mourning, I and my fellow oak trees must pass away.*" and "*but, in time, we will return and furnish your children and your children's children with warmth, comfort and wealth.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old oak tree supports a theme of the story which is that sometimes you have to let something go, and if you do something better will come along. "You must stop mourning,". This shows that you have to let go of things. "I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*sometimes you have to let something go, and if you do something better will come along*). The response provides evidence of analysis (*This shows that you have to let go of things*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*You must stop mourning,*" and "*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old oak tree supports the theme of the story. It supports it because it talks about that you don't have to do something that your ancestors do. You can do something and start something new.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*because it talks about that you don't have to do something that your ancestors do. You can do something and start something new*); 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.

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

The power of the old oak tree support a theme of the story by forshadowing. "I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth." "You must stop mourning," the tree told him.

**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 ("*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth.*" and "*You must stop mourning,*" *the tree told him*); however, the response does not provide a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8 the power of the oak tree supports the theme of the story. It supports it by developing the article. First, it gave him instructions. For example, "You must stop mourning."

### Score Point 1 (out of 2 points)

This response does not provide a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story. This response only provides one concrete detail from the text for support ("*You must stop mourning.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

The trees helped make shoes houses and  
you could make fires to keep warm.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The trees helped make shoes houses and you could make fires to keep warm*).



**37**

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

tHEY WERE TALKIMG ABOUT THE TREES AND HOW THEY used them

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (*tHEY WERE TALKIMG ABOUT THE TREES AND HOW THEY used them*).



# GUIDE PAPER 1

38

In "Excerpt from *A Legend of the Wooden Shoes*," how does the carpenter's point of view change throughout the story? Use **two** details from the story to support your response.

The carpenter's point of view changed throughout the story because around the begging he was sad and was bitterly mourned the loss of his beloved forest. I know this because in paragraph 3 it states "now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest", and he was sad because there is not going to be oak in Holland. And then he started getting happy and I know this because it states "There was a magnificent, ancient oak deep the forest that his father, his grandfather and all of his ancestors had loved and allow no one to cut down". And the rest one he was glad that they grew his klompenwinkel. "In short order, the demand grew so that carpenter set up a klompen winkel a wooden shoe store, in town. This shows how the carpenter's point of view changed throughout the story.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *A Legend of the Wooden Shoes*," how the carpenter's point of view changes throughout the story (around the begging he was sad [...] And then he started getting happy). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest"; "There was a magnificent, ancient oak deep the forest that his father, his grandfather and all of his ancestors had loved and allow no one to cut down"; "In short order, the demand grew so that carpenter set up a klompen winkel a wooden shoe store, in town). This response includes complete sentences where errors do not impact readability.

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

At first the carpenter was all sad because there were not a lot of oak trees left. In the text it said "... while he sat sadly on his doorstep ,considering there might be no oaks left in Hollond. At the end of the story he was happy. He learned how to make shoes because creatures came in his dream and told him how to make shoes. Everybody was asking him to make them these really comtorable shoes. It said in the text "soon he and his family became rich beyond his wildest dreams. This is how i think the carpentars point of view changes from the beginning to the end of the story.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*At first the carpentar was all sad [...] At the end of the story he was happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“... while he sat sadly on his doorstep ,considering there might be no oaks left in Hollond and “soon he and his family became rich beyond his wildest dreams”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

He was sad but then later he come more happer.it say We know how sad you are.it states Soon he and his family were rich beyond his wildest dreams.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*He was sad but then later he come more happer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*We know how sad you are* and *Soon he and his family were rich beyond his wildest dreams*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

In "Excerpt from *A Legend of the Wooden Shoes*," how does the carpenter's point of view change throughout the story? Use **two** details from the story to support your response.

It changes by it is better when they tell it because they real now what happened. It change because at the bening of the story they were sad but at the end of the story they are happy because they made wood shoes and they opened a store and the earn alot of money and they turned rich and happy.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in "Excerpt from *A Legend of the Wooden Shoes*," how the carpenter's point of view changes throughout the story (*at the bening of the story they were sad but at the end of the story they are happy*); however, the response only provides one relevant detail from the text for support (*they opened a store and the earn alot of money and they turned rich*). This response includes complete sentences where errors do not impact readability.

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

the carpender's point of veiw changed throughout the story. it changed by sad to happy the ancestral oak. the oak said stuff to help him in the long run he became happy.

**Score Point 1 (out of 2 points)**

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*it changed by sad to happy*); 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 6

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

They all carved the woden shoes. Also they got rich

### Score Point 1 (out of 2 points)

The response does not provide a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story. This response only provides one relevant detail from the text for support (*they got rich*). This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 7

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

In “Excerpt from *A Legend of the Wooden Shoes*,” the carpenter’s point of view changes throughout the story by the carpenter loveing the forests but it changed to a city with lots of buildings and towns.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*In “Excerpt from A Legend of the Wooden Shoes,” the carpenter’s point of view changes throughout the story by the carpenter loveing the forests but it changed to a city with lots of buildings and towns*).

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

In the beagining he sees trees than he sees no trees.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*In the beagining he sees trees than he sees no trees*).

# Excerpt from *Thomas Jefferson Builds a Library*

by Barb Rosenstock

1 Tom gobbled books the way a starving man eats. Before he turned six, people said he'd read every book in his father's library. . . .

2 Tom married, and he read. He built a house, and he read. And Tom made sure his children read, too.

3 Jefferson designed his home, Monticello, on a hilltop outside Charlottesville, Virginia. At first, the library was located on the second floor. But later, Jefferson moved it downstairs as part of his private rooms for reading, writing, drawing, and sleeping. . . .

4 Tom belonged in that library at Monticello. He never wanted to leave his wife, Martha, his children, his farm, or his books. But when the colonists wanted their freedom from England, the people of Virginia needed someone smart to represent them.

5 Guess who they picked?!

6 At the Continental Congress in Philadelphia, Tom used all he knew, from all the books he'd read, to write the Declaration of Independence. These words started a new country, the United States of America. Now, many famous folks knew Thomas Jefferson—that tall redhead, standing off in the corner, reading. . . .

7 Tom packed his memories and traveled across the ocean for the first time. . . .

8 When he wasn't busy with kings and courtiers, Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).

9 Booksellers loved to see Thomas Jefferson. He bought books from those he liked and those he didn't, in shops or street markets, for pennies or pounds. A few cost more

than a working man made in a lifetime.

10 Tom bought two thousand books in five years, more than a book a day. . . .

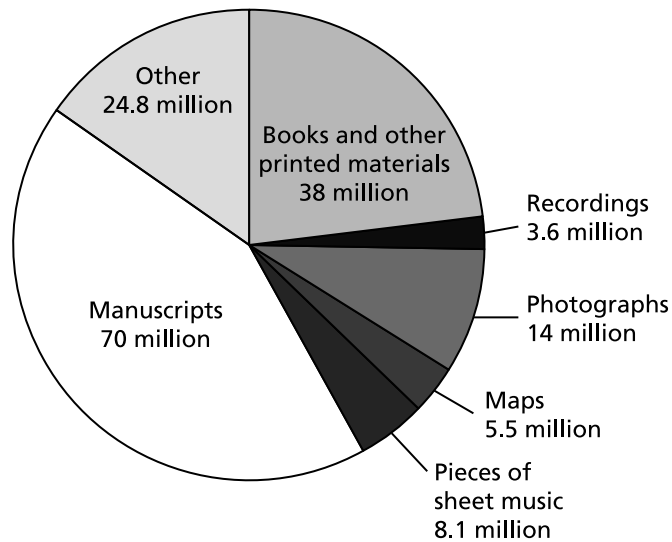
11 In 1805, Jefferson estimated that, in thirty-four years of collecting, he had spent \$15,000 on books for his library, more than a quarter of a million dollars in today's money. . . .

12 In 1814, England and the United States were at war again. British soldiers invaded Washington and set fire to the Capitol. Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever.

13 After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!

14 He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books. . . .

**THE LIBRARY OF CONGRESS COLLECTION TODAY:  
MORE THAN 164 MILLION ITEMS.**



Source of data: Library of Congress



# GUIDE PAPER 1

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose based on paragraphs 6 and 13 is that it is a very useful hobby to collect books. According to the text it states that "Tom used all he knew from all the books he'd read, to write the Declaration of Independence" (Paragraph 6). This shows that it was found useful reading all the books he collected since he was able to use all his knowledge to write a very important piece. Also, in the text it also states that "He couldn't let his country go without a library. Guess what he did?" (Paragraph 13). This shows that it was useful that since he has a love for books he made a library to share his love of books with everyone. Therefore, throughout paragraphs 6 and 13 the author's purpose is that collecting books is a useful hobby.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*shows that it was found useful reading all the books he collected*). The response provides evidence of analysis (*since he was able to use all his knowledge to write a very important piece and This show that it was useful that since he has a love for books he made a library to share his love of books with everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Tom used all he knew from all the books he'd read, to write the Declaration of Independence" and "He couldn't let his country go without a library. Guess what he did?"). This response includes complete sentences where errors do not impact readability.

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The authors purpose is to inform the reader about how much Thomas Jefferson loves to read. In paragraph 6 it says "Tom used all he knew, from all the books he'd read, to write the Declaration of Indapendence." Paragraph 13 also states "Tom owend more books than just about anyone else in America."

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to inform the reader about how much Thomas Jefferson loves to read*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Tom used all he knew, from all the books he'd read, to write the Declaration of Indapendence.*" and "*Tom owend more books than just about anyone else in America.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose for writing the article is to tell about Thomas Jefferson's life and how he made the library of congress. One reason I know this is in paragraph 8 the article states that Thomas spent most of his life shopping and reading (for) books. One more reason that I know this is in paragraph 11 the passage states that Thomas Jefferson had spent about \$15,000 on books (thats a lot of books) just for his library (and as the article states later the library of congress).

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to tell about Thomas Jefferson's life*). The response provides a sufficient number of relevant details from the text for support as required by the prompt [*Thomas spent most of his life shopping and reading (for) books* and *Thomas Jefferson had spent about \$15,000 on books (thats a lot of books) just for his library*]. This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 4

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

to show us about Tom's books and his library and my prof is "After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!" that is the purpose of this text.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to show us about Tom's books and his library*); however, the response only provides one concrete detail from the text for support ("*After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!*"). This response includes complete sentences where errors do not impact readability.

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

in the article it said when he was kid he read every book in his fathers library tom owned more books than anyone else he could not let his countrey go without a library.

**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 (*when he was a kid he read every book in his fathers library and tom owned more books than anyone else he could not let his countrey go without a library*); however, the response does not provide a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

These words started a new country the  
united states of america. Now many famous  
folks know Thomas Jefferson that tall  
red head standing off in the corner  
reading. after fifty years of collecting Tom  
owned more books than just about  
anyone else in america

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*after fifty year of collecting Tom owned more books than just about anyone else in america*). The response does not provide a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The two porpuse to the author is a the pharapha 6 he porpuse a Continetal Congress in pholadelphia. The pharaphe 12 he explain in 1814,England and United States.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is unintelligible (*The two porpuse to the author is a the pharapha 6 he porpuse a Continetal Congress in pholadelphia. The pharaphe 12 he explain in 1814,England and United States*).

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose for writing this article is to know more about the congress in Washington D.C. That all the books that he read was about the delclartion of independence. Also He is known as thomas Jefferson.

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author's purpose for writing this article is to know more about the congress in Washington D.C. That all the books that he read was about the delclartion of independence. Also He is known as thomas Jefferson*).

*Do Space is the name of a technology library located in Omaha, Nebraska.*

# **Excerpt from *In Omaha, A Library With No Books Brings Technology to All***

*by Bill Kelly*

1        There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public.

2        As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries.

3        "I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools," she says. "This vision of bringing technology to everyone in the community, it just gets people very excited."

4        Taxpayers didn't fund this library. Instead, Heritage Services, a coalition<sup>1</sup> of Omaha philanthropists,<sup>2</sup> donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.

5        "With 1 [gigabit<sup>3</sup>] minimum, to go up to 10 gig, to have that in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere."

6        That computing power also makes it a launchpad for entrepreneurs.<sup>4</sup>

7        "We know people run businesses out of this building, and we're OK with that," Morris says.

8        Hans Bekale is among them.

9        "This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?" he says. "Because this is our modern-day office."

10       Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

- 11 “I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,” he says. “Some of the simplest and the most innovative things that I’ve thought of just happened through conversation.”
- 12 Across the country, other libraries are expanding their tech options, from 3-D printers to video equipment. Susan Benton of the Urban Libraries Council says the Omaha experiment takes the concept to a new level.
- 13 “To be sure, other public libraries are looking at this,” Benton says. “The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique.”
- 14 It can be loud at Do Space, and the range of activity under way is a little disorienting—from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers.
- 15 High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.
- 16 “The people that you meet at the Do Space, it’s diverse,” he says. “You never know if they’re going to become your next business partner or your next best friend.”

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<sup>1</sup>**coalition:** group

<sup>2</sup>**philanthropists:** people who give large sums of money to good causes

<sup>3</sup>**gigabit:** a very large unit of information

<sup>4</sup>**entrepreneurs:** people who start their own businesses





## GUIDE PAPER 1a

40

What is the central message of the article "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*"? Use **two** details from the article to support your response.

The central message of the article "In Omaha, A library with No books Brings Technology to All" is to show how America and technology has changed over the years. In paragraph 15. It states "High School student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." Another example that shows the central idea is shown in paragraph 14. It states "from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers. This why the central idea for Excerpt from In Omaha, A Library With No Books Brings Technology to All" is to present how America and technology has changed.

## GUIDE PAPER 1b

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (to show how America and technology has changed over the years). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*High School student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*” and “*—from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers*”). This response includes complete sentences where errors do not impact readability.

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message of this article is that technology can be good for everyone. The text says, "This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right? he says. Because this is our modern-day office." The text also says, "There is no books in this library. Instead it's jammed with high-end technology that it provides free to the public. That is what the central message of this article is.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*that technology can be good for everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right? he says. Because this is our modern-day office.*” and “*There is no books in this library. Instead it's jammed with high-end technology that it provides free to the public*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message is that you should always try to make a library more accessible for everybody around the world.

Two details that support this are the 3d printer on para 4 and para 9 by saying that the library is our modern day office.

In conclusion, the new library is a help to everyone in the community.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*the new library is a help to everyone in the community*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the 3d printer on para 4 and by saying that the library is our modern day office*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

I think the message is it doesnt matter if a library has books or tech they are both useful. The other message is that tech is better than books

### Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*it doesnt matter if a library has books or tech they are both useful and tech is better than books*); 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.

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The message in these two articles is a library with or without books is still a library.

**Score Point 1 (out of 2 points)**

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*a library with or without books is still a library*); 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.

## GUIDE PAPER 6

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

He says technology attracted him,  
as well as the informal community  
of creative people who hang out.

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*He says technology attracted him, as well as the informal community of creative people who hang out*). The response does not provide a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7a

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

I’ve always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools,” she says. “This vision of bringing technology to everyone in the community, it just gets people very excited.”

Taxpayers didn’t fund this library. Instead, Heritage Services, a coalition<sup>1</sup> of Omaha philanthropists,<sup>2</sup> donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.

“With 1 [gigabit<sup>3</sup>] minimum, to go up to 10 gig, to have that in a public building that’s free?” she says. “That’s really amazing; that is unheard of anywhere.”

That computing power also makes it a launchpad for entrepreneurs.<sup>4</sup>

“We know people run businesses out of this building, and we’re OK with that,” Morris says.

Hans Bekale is among them.

“This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?” he says. “Because this is our modern-day office.”

Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

“I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,” he says. “Some of the simplest and the most innovative things that I’ve thought of just happened through conversation.”



## GUIDE PAPER 7b

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools,* she says. *"This vision of bringing technology to everyone in the community, it just gets people very excited."* Taxpayers didn't fund this library. Instead, Heritage Services, a coalition<sup>1</sup> of Omaha philanthropists,<sup>2</sup> donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors. *"With 1 [gigabit<sup>3</sup>] minimum, to go up to 10 gig, to have that in a public building that's free?"* she says. *"That's really amazing; that is unheard of anywhere."* That computing power also makes it a launchpad for entrepreneurs.<sup>4</sup> *"We know people run businesses out of this building, and we're OK with that,"* Morris says. Hans Bekale is among them. *"This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?"* he says. *"Because this is our modern-day office."* Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there. *"I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,"* he says. *"Some of the simplest and the most innovative things that I've thought of just happened through conversation).* 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.

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message of the article is about a library with no books just technology

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (*The central message of the article is about a library with no books JUST Technology*).



# GUIDE PAPER 1

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

In the article "Excerpt from In Omaha, A Library With No Books Brings Technology to All," paragraphs 10 and 15 support the authors central idea by, showing how the library is a improvment to Omaha, Nebraska that helped everyone. One example is, "There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public." This shows how they renevated the library to a space for everyone to use. Another example is, "'This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?' he says. 'Because this is our modern-day office.'" and High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." This shows how many people were thrilled with the improvments of the library. To sum things up many people were excited about the library and how it improved Oaha, Nebraska.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*by, showing how the library is a improvment to Omaha, Nebraska that helped everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*There are no books in this library. Instead it’s jammed with high-end technology that it provides free to the public.*”; “*This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?’ he says. ‘Because this is our modern-day office.’; High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”). This response includes complete sentences where errors do not impact readability.

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the author’s central idea because it shows how technology effects our lives.

In paragraph 10, it says, "He says technology attracted him, as well as the informal community of creative people who hang out there." This supports the central idea because it shows how technology can inspire us, and make us curious.

In paragraph 15, it says, "High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." This supports the central idea because it shows how technology is important to some magior buisnesses.

So, in conclusion, paragraphs 10 and 15 support the author’s central idea because it shows how technology effects our lives.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*it shows how technology effects our lives*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He says technology attracted him, as well as the informal community of creative people who hang out there.*” and “*High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the central idea by talking about how technology is useful. In paragraph 10 it talks about how technology got attracted to Bekale. He used technology for his business. Also, in paragraph 15 it says how Frank Fu uses technology to make jewelry that he sells online.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*by talking about how technology is useful*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Bekale. He used technology for his business and Frank Fu uses technology to make jewelry that he sells online*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

In this article "Excerpt from in omaha" shows that a Library is not just a Library Because technology is coming into play Like in paragraph fifteen this guy named frank fu says that he uses the 3D and the Laser cutter to make Jewlary he sells onLine

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*shows that a Library is not Just a Library Because technology is coming into play*); however, the response only provides one relevant detail from the text for support (*frank fu says that he uses the 3D and the Laser cutter to make Jewlary he sells onLine*). This response includes an incomplete sentence where errors do not impact readability.

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

It supports the central idea because in paragraph 10 it says "He says technology attracted him, as well as the informal community of creative people who hang out there." Also in paragraph 15 it says "High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." Which also helps support his central idea.

### 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 (“*He says technology attracted him, as well as the informal community of creative people who hang out there.*” and “*High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”); however, the response does not provide a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea. This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 6

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

The library is stacked with high end tech.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*The library is stacked with high end tech*). The response does not provide a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

The resion why that supports that is beacusr he talks about how to program t and etc,such as how he built the 3d printer and how he delivered it.He has space deliver it.The buissnes he built was the as he did back home.Thats how their a like. Then they started to talk.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The resion why that supports that is beacusr he talks about how to program t and etc,such as how he built the 3d printer and how he delivered it.He has space deliver it.The buissnes he built was the as he did back home.Thats how their a like. Then they started to talk*).

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the authors idea by telling the reader how you can start a community very simply.

**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt and is totally inaccurate (*Paragraphs 10 and 15 support the authors idea by telling the reader how you can start a community very simply*).



## Possible Exemplary Response:

In “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” two unique and important libraries are described. Because they are both unique to their time periods, the two libraries differ in the types of resources they offer but are similar in that their creation was made possible by the generosity of donors.

The libraries described in both articles were founded through the generous donations of individuals. This is also an important similarity between the two otherwise very different libraries. In “Excerpt from *Thomas Jefferson Builds a Library*,” the Library of Congress was destroyed by the English during a war with the United States. In response, and because he valued both reading and his country, Thomas Jefferson donated his entire personal library to begin replenishing what had been lost. The author states, “After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn’t let his country go without a library.” This began the process of re-establishing the Library of Congress. In “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” Do Space, a new type of library that has replaced traditional books with high-end technology, was funded by “Heritage Services, a coalition of Omaha philanthropists,” who “donated \$7 million to renovate the building.” Their donation also covered the cost of “computers, 3-D printers and the Internet bandwidth.” These examples demonstrate that both libraries were established through generosity and the donors’ desire to create something beneficial for the larger community.

One of the most notable differences between these two libraries is the types of resources they offer. This is also partially dependent on the time period in which they were established. In “Excerpt from *Thomas Jefferson Builds a Library*,” in the early 1800s, Jefferson donated an approximate total of ten tons of books to the Library of Congress from his personal library. His desire was that the recently destroyed flagship library of the United States be bolstered with literature of all kinds. The author gives examples of some types of books Jefferson donated, “Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).” While the rebuilding Library of Congress could then only offer books, this quote demonstrates the variety of books available. In “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” the range of technologies available to patrons at Do Space surpasses any collection available elsewhere. The author claims that “the Omaha experiment takes the concept to a new level.” Susan Benton of the Urban Libraries Council supports this by stating, “The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique.” The variance demonstrated in the amount and types of resources available at each library is the most notable and obvious difference between the two libraries.

In conclusion, these unique libraries described in each article are both important to their place and time. Both libraries are prime examples of how the generosity of donors can blossom to become something that benefits the entire community. Both libraries are also prime examples of how the types of resources they offer can differ greatly even though they are both libraries.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

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The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In both of these excerpts, the libraries are established very similarly to each other, despite the time period. In “Excerpt from *Omaha, A Library With Books Brings Technology To All*,” the library was established by donations given by a coalition of philanthropists. In “Excerpt from *Thomas Jefferson Builds A Library*,” the original Library of Congress, the British burned it and the Capitol in the war of 1812. Thomas Jefferson loved to read, and had more books than anyone in America, so he gave them up, and donated them for a new library, they come in 10 wagons, each weighing one ton. How these two libraries were established are similar because people donated for its creation or restoration, by one group and one man.

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These libraries are similar because they were established the same way, by donations. They are also similar in the effect they caused because of their generous donation, especially on the people. The Library of Congress, because of Thomas Jefferson, was restored as a historical place, and a place to read their archives. A detail from the text is, "Jefferson planned the exact route that the ten wagons took from Monticello to Washington D.C. Each wagon contained one ton of books." For DeSpace, because of Heritage Services, people could have the new feel of modern tech for free. A detail from the text is, "With 1 [Gigabit] minimum to go up to 10 gig, to have that for free in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere."

These libraries are different because of the different time periods, one is full of books, one is without it. DeSpace is instead filled with modern technology such as the newest computers or a 3-D printer. Also, the Library of Congress is just a library, there are a lot of libraries, but DeSpace is the first of its kind. A detail from the text is, "A director Rebecca Stavick tells visitors, it's a logical evolution

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from traditional libraries." Another detail is, "After fifty years of collecting, Tom owned more books than anyone in America. He couldn't let his country go without a library." These two passages also shows us that the generosity of others can lead to wonderful things.

### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both of these excerpts, the libraries are established very similarly to each other, despite the time period*). The response demonstrates insightful analysis of the texts (*because people donated for its creation or restoration; the effect they caused because of their generous donation, especially on the people; restored as a historical place; because of Heritage Services, people could have the new feel of moder tech for free; because of the different time periods; the Library of Congress is just a library, there are a lot of libraries, but Do Space is the first of its kind*). The response develops the topic with relevant, well-chosen details from the texts (*the library was established by donations given by a coalition of philanthropists; the original Library of Congress, the British burned it and the Capitol in the war of 1812. Thomas Jefferson loved to read, and had more books than anyone in America, so he gave them up, and donated them for a new library, they came in 10 wagons, each wieghing one ton; " Jefferson planned the exact route that the ten wagons took from Monticello to Washington D.C. Each wagon contained one ton of books. "; " With 1 [Gigabit] minimum to go up to 10 gig, to have that for free in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere; Do Space is instead filled with modern technology such as the newest computers or a 3-D printer; "A director Rebecca Stavick tells visitors, its a logical evolution from traditional libraries. "; "After fifty years of collecting, Tom owned more books than anyone in America, He couldn't let his country go without a library."*), and sustains the use of varied, relevant evidence. The response exhibits clear organization with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*In, despite, so, How these, because, by, also, especially, A detail from the text is, For, such as, Another, shows us that, These*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*original, he gave them up, creation or restoration, generous, historical, archives, new feel, first of its kind, generosity, wonderful*). The response provides a concluding statement that follows generally from the topic and information presented (*These two passages also shows us that the generosity of others can lead to wonderful things*). The response demonstrates grade-appropriate command of conventions, with few errors.



The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The library in "Excerpt from *Thomas Jefferson Builds a Library*," and the library in "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," are similar and different in many ways. The libraries were also founded in different ways. The library in "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," called Do Space, was founded by philanthropists who donated \$7 million to make the library. The library in "Excerpt from *Thomas Jefferson Builds a Library*," was founded by Thomas Jefferson's love for reading. He bought over two-thousand books in his life, and they were all put in his library. Jefferson's books were then brought to Washington D.C.

The two libraries are similar because they are both libraries, and enhance people's lives, along with being places to enjoy yourself. In the story "Excerpt from *Thomas Jefferson Builds a Library*," it states, "Tom gobbled books the way a starving man eats." Thomas Jefferson used books for enjoyment, and when his library was made, everyone could enjoy the world of reading. In the story "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," it states, "It can be loud at Do Space, and the range of activity under way is a little bit disorienting — from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers." Do Space is also a place for enjoyment, and to learn. Clearly, the two libraries are similar because they are both libraries, and enhance people's lives, along with being places to enjoy yourself.

The two libraries are different because Do Space has no books and only uses technology, while Jefferson's library is all about books and uses no technology. In the story, "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," it states, "There are no books in this library. Instead, it's jammed with high-end technology that it provides free to the public." Do Space's approach to enhancing the lives of people is to use technology and look to the future. In the story "Excerpt from *Thomas Jefferson Builds a Library*," it states, "After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library." Thomas Jefferson's library is all about enhancing lives by sticking to the past, and reading books.

In conclusion, this is how they are similar and different and founded.

#### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The library in "Excerpt from Thomas Jefferson Builds a Library," and the library in "Excerpt from In Omaha, A Library With No Books Brings Technology to All," are similar and different in many ways. The libraries were also founded in different ways*). The response demonstrates insightful analysis of the texts (*when his library was made, everyone could enjoy the world of reading; Do Space is also a place for enjoyment, and to learn; Do Space has no books and only uses technology, while Jefferson's library is all about books and uses no technology; Do Space's approach to enhancing the lives of people is to use technology and look to the future; Thomas Jefferson's library is all about enhancing lives by sticking to the past, and reading books*). The response develops the topic with relevant details from the texts (*Do Space, was founded by philanthropists who donated \$7 million to make the library; He bought over two-thousand books in his life, and they were all put in his library. Jefferson's books were then brought to Washington D.C.; "Tom gobbled books the way a starving man eats."; "It can be loud at Do Space, and the range of activity under way is a little bit disorienting — from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers."; "There are no books in this library. Instead, it's jammed with high-end technology that it provides free to the public."; "After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library."*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*also, and, because, along with, it states, In, Clearly, while, In conclusion*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*founded, enhance people's lives, approach, look to the future, sticking to the past*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, this is how they are similar and different and founded*). The response demonstrates grade-appropriate command of conventions, with few errors.

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The authors of the articles "Excerpt from *Thomas Jefferson Builds a Library*" and "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*" present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The authors of the articles "Excerpt from Thomas Jefferson Builds a Library" and "Excerpt from Omaha, A Library With No Book Brings Technology to all." presents information about two important libraries. These libraries were established in an unique way, and the two libraries are similar and different.

Each library was established in an unique way. The first library, Do Space, was established by people donating \$17 million to renovate it. For example "Instead, Heritage Services, a coalition of Omaha philanthropists, donated \$17 million to renovate the building.

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The other library was established by the Library of Congress getting burned down. A detail is "They'd burned the Library of Congress... And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington." This shows each library established in an unique way.

Both of these libraries are similar. You learn a lot of things from them, and libraries are where you can get inspired. A detail is "Tom use all the books he read to write the Declaration of Independence." Another detail is "I would be locked into my office, just sort of myself right? Not hearing fresh ideas." This shows you can get very inspired by books and conversation and also learn a lot.

Also, both libraries are different. Do Space was full of technology and Do Space allowed you and helped you to run a business. A detail is "There are no books in

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This library. Instead it's jammed with high-end technology that it provides free to the public." The last detail is "Tom bought two thousand books in five years." This shows Jefferson only bought books and Do Space is full of technology and no books.

In conclusion, these libraries established in an unique way and they are both similar and different from each other.

### Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The authors of the articles "Excerpt from Thomas Jefferson Builds a Library" and "Excerpt from Omaha, A Library With No Books Brings Technology to all" presents information about two important libraries. These Libraries were established in an unique way, and the two Libraries are similar and different*). The response demonstrates grade-appropriate analysis of the texts (*The first library, Do Space, was established by people donating \$7 million to renovate it; The other library was established by the Library of Congress getting burned down; You learn a lot of things from them, and libraries are where you can get inspired; This shows you can get very inspired by books and conversation and also learn a lot; Do Space was full of technology and Do Space allowed you and helped you to run a business; This shows Jefferson only bought books and Do Space is full of technology and no books*). The response develops the topic with relevant details from the texts (*"Instead, Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building; "They'd burned the Library of Congress... And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington."; "Tom use all the books he read to write the Declaration of Idepencee."; "I would be locked into my office, just sort of myself right? Not hearing fresh ideas."*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*and, These, Each, For example, The other, A detail is, This shows, Both, Another, Also, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*in a unique way and get inspired*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion, these libraries established in an unique way and they are both similar and different from each other*). The response demonstrates grade-appropriate command of conventions, with few errors.

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The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The libraries in "Omaha, A Library With No Books Brings Technology to All" and "Thomas Jefferson Builds a Library" are similar and different and they both were established in different ways.

The libraries are similar and different because they are both free but they have different levels of technology. The text states both libraries have a wide variety of tools whether that be computers or lots of books and are completely free to the public. This shows that libraries today and libraries in the past are similar because they are based on what the original libraries were like. According to the text the libraries have different content, in "Omaha, A Library With No Books Brings Technology to All" it has computer based items and other technology but, "Thomas Jefferson Builds a Library" has the traditional books you see in a normal library. This shows that older or more traditional libraries had different items than in some modern libraries today.

Both of the libraries were established differently because one had books given to it because it burned down and the other was funded by someone else to help in the development of the technology based library. The text states in Omaha, A Library With No Books Brings Technology to All "Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building" This shows that no one just gave them computers they had to buy them from other places using funds from Heritage Services. According to the text in Thomas Jefferson Builds a Library "And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books." This shows when Jefferson heard the news he acted quickly by giving away most of his books to give to Washington D.C.

In conclusion both books are similar and different because of how they started, the types of content, and how they both had a variety of tools. They both also were established differently the first book people gave \$7 million and in the second book Thomas Jefferson gave Washington D.C. most of his huge collection of books.

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### Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The libraries in “Omaha, A Library With No Books Brings Technology to All” and “Thomas Jefferson Builds a Library” are similar and different and they both were established in different ways*). The response demonstrates grade-appropriate analysis of the texts (*they are both free but they have different levels of technology; This shows that libraries today and libraries in the past are similar because they are based on what the original libraries were like; in “Omaha, A Library With No Books Brings Technology to All” it has computer based items and other technology but, “Thomas Jefferson Builds a Library” has the traditional books you see in a normal library; This shows that older or more traditional libraries had different items than in some modern libraries today; one had books given to it because it burned down and the other was funded by someone else to help in the development of the technology based library; This shows that no one just gave them computers they had to buy them from other places using funds from Heritage Services; This shows when Jefferson heard the news he acted quickly by giving away most of his books to give to Washington D.C.*). The response partially develops the topic of the essay with the use of some textual evidence (*one had books given to it because it burned down; “Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building”; “And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books.”*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*and, because, but, The text states, This shows, According to, In conclusion, both*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*levels of technology, wide variety, original, traditional, acted quickly, types of content, huge collection*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion both books are similar and different because of how they started, the types of content, and how they both had a variety of tools. They both also were established differently the first book people gave \$7 million and in the second book Thomas Jefferson gave Washington D.C. most of his huge collection of books.*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*where established, whether that be, that older, library, Heritage, heard the news, giving away most of his books to give, punctuation, run-on sentences*).

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In the excerpts “Thomas Jefferson Builds a Library” and “Omaha, A Library With No Books Brings Technology to All,” both talk about two different libraries. Both libraries were established in different ways, also both libraries are similar and different.

In both excerpts there were libraries and the libraries were established in different ways. In “Omaha, A Library With No Books Brings Technology to All,” the library was established when a group of philanthropists donated \$7 million to remodel the library



So it would be better. In the expert "Thomas Jefferson Builds a Library," Thomas Jefferson's library was established because he bought many books, so many he could make a library.

The two libraries from the experts are similar. They are similar because they both give joy to the public. The Omaha library brings joy to the public by being modern and having technology. The Thomas Jefferson library was moved/donated to the Library of Congress, so technically the library gives joy to the people who like to read.

The two libraries are different also. The libraries are different because one is full of technology and the other is full of books. In the Omaha library it's full of technology and stuff that people can make a business out of. In the Thomas

Jefferson library it's full of books, that he  
always read.

In conclusion the two libraries are  
similar and different in many ways.

The two libraries were also established  
different as well.

### Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*In the excerpts "Thomas Jefferson Builds a Library" and "Omaha, A Library With No Books Brings Technology to All," both talk about two different libraries. Both libraries were established in different ways, also both libraries are similar and different*). The response demonstrates a literal comprehension of the texts (*they both give joy to the public. The Omaha library brings joy to the public by being modern and having technology. The Thomas Jefferson library was moved/donated to the Library of Congress, so technically the library gives joy to the people who like to read and one is full of technology and the other is full of books*). The response partially develops the topic of the essay with the use of some textual evidence (*the library was established when a group of philanthropists donated \$7 million to remodel the library so it would be better; he bought many books, so many he could make a library; it's full of technology and stuff that people can make a business out of. In the Thomas Jefferson library it's full of books*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In, both, also, because, one [...] and the other, so, In conclusion, as well*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*gives joy to the public and make a business out of*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion the two libraries are similar and different in many ways. The two libraries were also established different as well*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Library, expert, modern, technology, technically, because, business, full of book, always, libraries, established different, punctuation*).

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The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In *Excerpt from In Omaha, A Library With No Books Brings Technology to All* and in *Excerpt from Thomas Jefferson Builds a Library*, the libraries are similar and different.

Both libraries were established in some sort of way. In *Excerpt from Thomas Jefferson Builds a Library*, It says, "Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever. After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!" This shows that after the fire, Thomas Jefferson was determined to keep the great library, and re-founded it with his own books. In *Excerpt from In Omaha, A Library With No Books Brings Technology to All*, It says, "There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public. As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries." This shows that the library was founded to embrace the power of technology.

They are both different because In *Excerpt from In Omaha, A Library With No Books Brings Technology to All*, It says, "Instead it's jammed with high-end technology that it provides free to the public." And in *Excerpt from Thomas Jefferson Builds a Library*, It says, "He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C." This shows that one library is full of books, and another of high tech computers and printers.

This is how the two libraries are similar and different.

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### Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In Excerpt from In Omaha, A Library With No Books Brings Technology to All and in Excerpt from Thomas Jefferson Builds a Library, the liberays are simular and different*). The response demonstrates grade-appropriate analysis of the texts (*This shows that after the fire, Thomas Jefferson was determened to keep the great library, and re-founded it with his own books; This shows that the library was founded to embrace the power of technology; This shows that one library is full of books, and another of high tech computers and printers*). The response partially develops the topic of the essay with the use of some textual evidence (*“Tom heard the terrible news: They’d burned the Library of Congress. Three thousand precious books, gone forever. After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn’t let his country go without a library. Guess what he did?!”; “There are no books in this library. Instead it’s jammed with high-end technology that it provides free to the public. As director Rebecca Stavick tells visitors, it’s a logical evolution from traditional libraries.”; “He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C.”*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*In, Both, It says, This shows, And, This is how*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*re-founded* and *embrace the power of technology*). The response provides a concluding statement that follows from the topic and information presented (*This is how the two liberarys are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*liberays, simular, determened, There both, another of, liberarys, capitalization, punctuation*).

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The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

One library was established when Tom took a lot of collected books and sent them to Wahington D.C then to Monticello then to Washington. The other library started when people donated money to have the old librery ronoveted, then from their the filled the library with many tool like 3-D printers and computers.

These libraries are the same because the both have some sort of books. These libraries are different, because one library has regular books, and doesn't have technology. On the other hand the other library has E-Books and much technology.

### Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*One library was established when*). The response demonstrates a literal comprehension of the texts (*These libraries are the same because the both have some sort of books. These libraries are different, because one library has regular books, and doesn't have technology. On the other hand the other library has E-Books and much technology*). The response partially develops the topic of the essay with the use of some textual evidence (*Tom took a lot of collected books and sent them to Wahington D.C then to Monticello then to Washington and people donated money to have the old librery ronoveted, then from their the filled the library with many tool like 3-D printers and computers*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*One [...] The other, then, These, both, because, On the other hand*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*The other library started and some sort of books*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Wahington, librery, ronoveted, then from their, the filled, many tool, much technology, spacing, punctuation*).

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Both of these libraries in both stories were created in their own ways. They were both established. In the first excerpt, Omaha Philanthropists donated 7 million dollars to renovate the building. In the next article Thomas Jefferson, he shipped his books to Washington D.C so they could make a library there. They are similar because both libraries give you information on anything you need to know about. They are different because one library is all books the other one is all technology.

**Score Point 2 (out of 4 points)**

This response clearly introduces the topic in a manner that follows from the task and purpose (*Both of these libraries in both stories were created in their own ways*). The response demonstrates little understanding of the texts (*both libraries give you information on anything you need to know about and one library is all books the other one is all technology*). The response partially develops the topic of the essay with the use of some textual evidence (*Omaha Philanthropists donated 7 million dollars to renovate the building and he shipped his books to Washington D.C so they could make a library there*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*Both, In, so, because, one [...] the other*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*stories and make a library*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Both of [...] in both, excerpt, D.C, is all books [...] is all technology, punctuation*).

## GUIDE PAPER 9a

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The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The library that Thomas Jefferson had made was ~~invented~~ established when Tom had loved books so much that he decided to design a library on a hilltop outside Charlottesville, Virginia. The Do Space library was established by an director named Rebecca Stawick that wanted to make a library full of technology and no books. Both libraries had an establisher that worked to do what they and many other people love. One library is full of books and the other is full of technology.



## 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 (*The library that*). The response demonstrates little understanding of the texts (*Both libraries had an establisher that worked to do what they and many other people love* and *One library is full of books and the other is full of technology*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Tom had loved books so much that he decided to design a library on a hilltop outside Charlottesville, Virginia*), which is generally invalid (*The Do Space library was established by an director Rebecca Stavick*). The response exhibits some attempt at organization, with inconsistent use of transitions (*when, that, Both, and, One [...] the other*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*make a library*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*when Tom had loved books so much that, an director, had an establisher*).

## GUIDE PAPER 10a

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The libraries are very similar and very different. One, the first article is about technology and other things about technology, and the second article is about books and Thomas Jefferson. They were both established because both loved books or technology. It says in the article that Thomas Jefferson loved to read,

## GUIDE PAPER 10b

and the other people  
nowadays loves technology.  
As you can see both  
libraries are very different.

### Score Point 1 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The libraries are very simalar and very different*). The response demonstrates little understanding of the texts (*the first articile is about technology and other things about technology, and the second articile is about books and thomas Jefferson; both loved books or technoligy; the other people nowadays loves technology*). The response provides evidence that is completely irrelevant (*Thomas Jefferson loved to read*). The response exhibits some attempt at organization, with inconsistent use of transitions (*One, the first [...] the second, It says, and, As you can see*). The response lacks a formal style, using language that is inappropriate for the texts and task (*technology and other things about technology and the other people*). The response provides a concluding statement that follows generally from the topic and information presented (*As you can see both libraries are very different*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*simalar, articile, thomas, technoligy, people nowadays loves, punctuation*).

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Tom loved books so he decided to make a library. Omaha had madea library with all technonlogy. They are both similar because they both are used to reaserach and work. The libraries are diffrent because Omaha's is all technonlogy and Ted's is all books. Ted's is from a long time ago and Omaha's is more recent.

### Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*Tom loved books so*). The response demonstrates a literal comprehension of the texts (*They are both similar because they both are used to reaserach and work; The libraries are diffrent because Omaha's is all technonlogy and Ted's is all books; Ted's is from a long time ago and Omaha's is more recent*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Tom loved books so he decided to make a library. Omaha had madea library with all technonlogy*). The response exhibits little attempt at organization (*so, both, because, and*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*make a library and from a long time ago*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*madea, technonlogy, reaserach, diffrent, is all technonlogy [...] is all books, Ted's*).

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42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In the short story about Thomas Jefferson he loved to read and read he had used the allmost a qortur millyone lf books and when they were at war they british said they will destroy the library and Thomas Jefferson read all the books and then labield them and sent the to washington dc. IN the Omaha library they remodeld and they spent 7 million worth of stuff they needed 3-d printers computers and books and walls flores roofs bathrooms.

### Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*In the short story about*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*then labield them and sent the to washington dc and they remodeld and they spent 7 million worth of stuff they needed 3-d printers computers*), which is generally invalid (*Thomas Jefferson he loved to read and read he had used the allmost a qortur millyone lf books and when they were at war they british said they will destroy the library and books and walls flores roofs bathrooms*). The response exhibits little attempt at organization (*In and and*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*used the allmost a qortur millyone lf books*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*the allmost, qortur millyone lf, they british, library, labield, sent the to, remodeld, 7 million worth, flores, capitalization, punctuation, run-on sentences*).

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42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Both articles are simliar by both wanting to beable to read and draw. and do alot of other things to. such as the, going to the same stat and the same spot to lern how to many of these things. Also they dreamed of being able to do those things.They had a congress in pensilvana to see they would deel with the kings and all his actions and all the things he does such as send out wars, puts good solderis in the battle feild and not ones that are going to get shot the first moment they see someone.Then you have the declaration of independce put they would not agree apon it the they finnaly did,Then they would pick someone to repersent the country like a first president.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Both articles are simliar by both wanting to beable to read and draw. and do alot of other things to. Such as the, going to the same stat and the same spot to lern how to many of these things. Also they dreamed of being able to do those things.They had a congress in pensilvana to see they would deel with the kings and all his actions and all the things he does such as send out wars, puts good solderis in the battle feild and not ones that are going to get shot the first moment they see someone.Then you have the declaration of independce put they would not agree apon it the they finnaly did,Then they would pick someone to repersent the country like a first president*).

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
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Excerpt from *Thomas Jefferson Builds a Library*  
by Barb Rosenstock

Tom gobbled books the way a starving man eats. Before he turned six, people said he'd read every book in his father's library. . . .

Tom married, and he read. He built a house, and he read. And Tom made sure his children read, too.

Jefferson designed his home, Monticello, on a hilltop outside Charlottesville, Virginia. At first, the library was located on the second floor. But later, Jefferson moved it downstairs as part of his private rooms for reading, writing, drawing, and sleeping. . . .

Tom belonged in that library at Monticello. He never wanted to leave his wife, Martha, his children, his farm, or his books. But when the colonists wanted their freedom from England, the people of Virginia needed someone smart to represent them.

Guess who they picked?!

At the Continental Congress in Philadelphia, Tom used all he knew, from all the books he'd read, to write the Declaration of Independence. These words started a new country, the United States of America. Now, many famous folks knew Thomas Jefferson—that tall redhead, standing off in the corner, reading. . . .

Tom packed his memories and traveled across the ocean for the first time. . . .

When he wasn't busy with kings and courtiers, Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).

Booksellers loved to see Thomas Jefferson. He bought books from those he liked and those he didn't, in shops or street markets, for pennies or pounds. A few cost more than a working man made in a lifetime.

Tom bought two thousand books in five years, more than a book a day. . . .

In 1805, Jefferson estimated that, in thirty-four years of collecting, he had spent \$15,000 on books for his library, more than a quarter of a million dollars in today's money. . . .

In 1814, England and the United States were at war again. British soldiers invaded Washington and set fire to the Capitol. Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever.

After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!

He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books. . . .



Do Space is the name of a technology library located in Omaha, Nebraska.

Excerpt from *In Omaha, A Library With No Books Brings Technology to All*  
by Bill Kelly

There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public.

As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries.

"I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools," she says. "This vision of bringing technology to everyone in the community, it just gets people very excited."

Taxpayers didn't fund this library. Instead, Heritage Services, a coalition<sup>1</sup> of Omaha philanthropists,<sup>2</sup> donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.

"With 1 [gigabit<sup>3</sup>] minimum, to go up to 10 gig, to have that in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere."

That computing power also makes it a launchpad for entrepreneurs.<sup>4</sup>

"We know people run businesses out of this building, and we're OK with that," Morris says.

Hans Bekale is among them.

“This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?” he says. “Because this is our modern-day office.”

Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

“I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,” he says. “Some of the simplest and the most innovative things that I’ve thought of just happened through conversation.”

Across the country, other libraries are expanding their tech options, from 3-D printers to video equipment. Susan Benton of the Urban Libraries Council says the Omaha experiment takes the concept to a new level.

“To be sure, other public libraries are looking at this,” Benton says. “The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique.”

It can be loud at Do Space, and the range of activity under way is a little disorienting — from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers.

High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.

“The people that you meet at the Do Space, it’s diverse,” he says. “You never know if they’re going to become your next business partner or your next best friend.”

**Score Point 0 (out of 4 points)**

This response demonstrates a lack of comprehension of the texts and task. The response is totally copied from the texts with no original student writing.

