PASSAGE 2

Read the following passage about taking a hike. Then answer questions 9–21.

Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

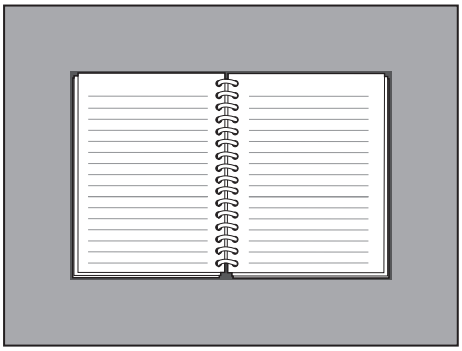
As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

Hiking Journal

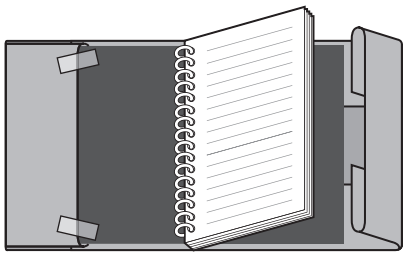
A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and on each side.
3. Mark the paper along the top and bottom of the notebook.



4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.

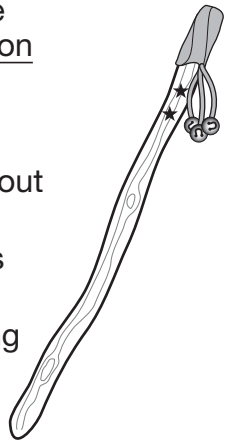
5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



6. Decorate with markers, crayons, colored pencils, or water-colors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.

Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.



1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.

When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells. With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

E04.E.1.1 Response Score: 4

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick to help on hikes. The article starts with information about hiking. The author helps us get excited about hiking and want to do it ourselves. For example he says, "At each place you hike, you will see different things" This tells me that there are many exciting things to see on a hike like bird nests and animal tracks. I would really like to find out what a "nursery log" is. The author gives step by step directions how to make a hiking journal so that we can keep track of our hikes and write down what we see on them. He tells us the steps in order so that we can make it the right way. For example, if you "mark the paper along the top and bottom of the note book" before you cut a

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piece of paper bigger than the journal, it won't work right. When we are hiking, the author tells us to use a hiking stick and then gives us directions on how to make our own one. He also tells us why we want a hiking stick. For example, "A hiking stick gives you something to lean on when the trail is steep or rocky." After telling us how to make a hiking stick, he tells us that people put bells on them to scare away bears. As you can see, the author organizes the article so we get excited about hiking, tells us how to do it and the we go out and hike and have a bunch of fun.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the text. The student analyzes the text ("*This tells me that there are many exciting things to see on a hike*"), effectively supporting the main idea ("*The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick*"). Substantial, accurate, and direct references to the text ("*For example he says,*" and "*For example, if you 'mark the paper along the top and bottom of the notebook'* ") support the explanation of the importance of the author's organizational structure. The student has a clear organizational structure, including an introductory statement, ideas grouped in a logical order, and a concluding statement related to the topic and purpose. Precise language ("*directions*" and "*steps in order*") is effectively used to explain the topic and convey ideas. There is a sentence construction error in the fourth sentence. Few errors in grammar, usage, and conventions are present. Errors present do not interfere with meaning.

E04.E.1.1 Response Score: 4

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the passage to make people want to go hiking and make some things to have when hiking.

The author starts the passage by telling us that we'll see "wonders of nature" when we hike. He gives us advice and asks us questions about hiking so that we get interested in hiking. He does this by saying, "At each place you hike, you will see different things," and that we should take pictures of chipmunks and our family.

Then the author tells us about how to make a hiking journal so that we can keep track of what we see and do on our hikes. To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal. He puts it in order because if you don't do it in order, it won't turn out right. If we follow his directions, we

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will get a nice cover for our journal.

To help us when we hike the author tells us what a hiking stick is and how we can make one ourselfs He uses steps by numbers so we can make a good hiking stick. It also makes sense be-cause if you try to peel the bark before picking a stick how could you peel the bark on a stick you don't have yet?

In conclusion, the author of the passage organizes the passage to make people want to go hiking and have good things to take with us so we really enjoy camping.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes explicit and implicit meanings from the text ("*telling us that we'll see 'wonders of nature' when we hike,*""*To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal,*" and "*He uses steps by numbers so we can make a good hiking stick*"), effectively supporting the main idea ("*to make people want to go hiking and make some things to have when hiking*"). Substantial, accurate, and direct references to the text ("*we'll see 'wonders of nature' when we hike,*""*he tells us what a hiking journal is and then gives step by step directions on how to make a nice cover,*""*He uses steps by numbers so we can make a good hiking stick*") support the main idea. The student has a clear organizational structure that effectively supports ideas: an effective introduction and transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. The response contains only one error in spelling ("*ourselfs*"), and precise control of language, sentence formation, grammar, and usage is demonstrated.

E04.E.1.1 Response Score: 3

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader understand the tasks by using pictures and putting the steps in order.

First, the author helps the reader by using pictures to show you how your journal or hiking stick should look like. The pictures help you understand what he is writing about in the directions. For example, so you know where to put the jingly bells if you want to scare animals.

Second, the author helps the reader by putting steps in order. Without the steps being in order, you might not be able to make a hiking stick right or cover your book right. For example, if you don't mark your paper right like in step 3 you probaly wont be able to fold it right. And you end up with an ugly cover.

In conclusion, those are the ways the author helps the reader understand the tasks.

The response adequately addresses all parts of the task, demonstrating sufficient understanding and analysis of the text. There is a clear introduction ("*helps the reader understand the tasks by using pictures and putting the steps in order*"), development ("*The pictures help you understand what he is writing about in the directions*" and "*Without the steps being in order, you might not be able to make a hiking stick right*"), and conclusion ("*those are the ways the author helps the reader understand the tasks*"). There is an appropriate organizational structure that supports the focus. There is sufficient reference to the main idea and relevant details from the text ("*The author helps the reader by using pictures to show you how your journal or hiking stick should look like," and "if you don't mark your paper right like in step 3*"). There is an appropriate use of transitions to link ideas both between and within paragraphs ("*First,*" "*Second,*" "*Without the steps being in order,*" and "*In conclusion*"). Some errors are present in punctuation ("*wont*" vs. won't) and spelling ("*probaly*"); the errors present seldom interfere with meaning.

E04.E.1.1 Response Score: 3

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The authors organization of the passage helps the reader understand the tasks by organizing the passage so that takes us through the steps one by one and showing us what the steps look like. First, since the steps are in numairicle order we can make it in a way that wont be wrong. For example, if you did step 3 before step 1, the cover of your hiking journal might be folded wrong. And if you didn't pick a sturdy stick like in step 1 you couldn't peel the bark off it in step 2. Next, we can see if the one we are making looks like the one in the passage and we can know if it's right

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because there are pictures.
For example, you can look
at the picture of the cover
in the passage and look at
your's and see if it is
right. And last, the same
thing about the hiking stick.
You would be able tell if you
made yours right by looking at
the picture. Finally, those
are my ways of knowing
the author helps the reader
understand the tasks in
the project.

The response adequately analyzes how the author's organization of the passage helps the reader to understand the tasks, thus demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text to support the main idea ("*organizing the passage so that takes us through the steps one by one and showing us what the steps look like*"). Direct reference to the text ("*since the steps are in numairicle order we can make it in a way that won't be wrong,*""*we can know if it's right because there are pictures*") is provided to support the explanation. Additional and/or more specific, relevant details, examples, or quotes from the text would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical order of instructions from the passage with an introductory statement, transitions ("*First,*""*Next,*""*And last,*""*Finally*"), and conclusion. The response features errors in usage ("*your's*"), and spelling ("*numairicle*" and "*rong*"); however, they seldom interfere with meaning.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

E04.E.1.1 Response Score: 2

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader. The first part tells you about hiking and wants us to go hiking. The second part tells how to make a cover for your hiking journal. The author uses numbers to tell what order to do stuff in and we can decorate however way we want. The last part helps you make a walking stick so you can balance and scair away bears. I like to go hike, but I don't like bears.

The response inconsistently addresses some parts of the task, demonstrating partial understanding. There is weak analysis of the text ("*The author uses numbers to tell what order to do stuff*") to support the development. The response lacks relevant details from the text ("*make a walking stick so you can balance and scair away bears*"). The response has a weak organizational structure ("*The first part,*" "*The second part,*" and *"The last part"*) and lacks a conclusion relevant to the main idea. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic. The response contains some errors in grammar ("*however way we want*") and spelling ("*scair*"), but most errors do not interfere with meaning.

E04.E.1.1 Response Score: 2

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader learn about hiking and he thinks we should go hiking. Each thing the author wants us to do is in it's own section. For example "Hiking Journal" "Hiking Stick.

The author tells us we can decorate it whatever way we want he gives us directions on how to make a hiking stick. And there are pictures so we know what it looks like when its done. If you don't follow the directions it might be bad.

The response inconsistently addresses some parts of the task, demonstrating partial understanding of the text. There is weak analysis of the text ("*Each thing the author wants us to do is in it's own section,*""*If you don't follow the directions it might be bad.*") that only somewhat supports the main idea. There is weak reference to a relevant detail ("*And there are pictures so we know what it looks like when its done*"), but even this is somewhat disconnected. The response has a weak organizational structure with a simple introduction and no conclusion. The response employs simplistic transitions between ideas. There is some use of precise language and vocabulary drawn from the text to explain the topic ("*For example 'Hiking Journal' 'Hiking Stick.*"). The response contains errors in sentence formation (a sentence fragment at the end of the first paragraph and a run-on sentence at the beginning of the second paragraph), usage ("*it's*" and "*its*"), and capitalization. Some of these errors interfere with meaning.

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E04.E.1.1 Response Score: 1

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The other puts evry idea in there own little secshuns so you cam do the project and know what part too do furst. "Be sure to ask an adult for permission before staring this project."

This brief response minimally addresses part of the task, demonstrating inadequate understanding of the text. The response lacks development or a conclusion, merely providing a single idea ("*The other* [author] *puts evry idea in there own litte secshuns so you can do the project and know what part too do furst.*") There is no analysis of the text and support for the claim is not relevant ("*'Be sure to ask an adult for permission before staring this project.'*"). Vocabulary is not drawn from the text, and many errors are present in grammar, usage, and spelling.

GO ON

E04.E.1.1 Response Score: 1

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

steps that the auther wants you to do are in number order so you do them in order. If you don't do the steps in order you could mess up. If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie.

The response minimally addresses the task of explaining how the author's organization of the passage helps the reader to understand the tasks. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the text. References to the text are insufficient ("*If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie*"). Minimal evidence of an organizational structure is present; there is no introductory statement or conclusion and only one simplistic transition is employed to connect the ideas ("*If you . . .*"). Many errors are present in spelling, capitalization, usage, and punctuation.

PASSAGE 4

The following passage and folktale are about greed. First read the passage and answer questions 29–32. Then, read the Chinese folktale and answer questions 33–39.

The Greedy Dog

by Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls[1]. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer[2] had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

[1] jowls—jaws

[2] schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi[3] visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

"Put down those strawberries," he growled. "They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!"

"No," barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. "I asked the vendor for the strawberries. If you'd like some too, go ask for them."

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher's shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice[4].

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

"Hey, Bulldog," barked the schnauzer. "I have a tip for you, if you're interested in having a fat, juicy steak. The butcher is not in the shop right now. He's home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns."

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn't like him, should give him such a valuable tip. "Oh, well," thought the bulldog. "No need to think about it too long or I'll be too late to get the steak!"

So, he trotted off from the fountain to the butcher's shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

The bulldog was just setting out for the woods to eat it (for he didn't want the butcher to catch him with it), when the corgi wandered by with another tip.

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[3] corgi—a type of small dog

[4] avarice—desire to have everything

"Hey, Bulldog," said the corgi, "listen up! I know where you can get another steak just as thick and juicy as the one you're holding in your mouth. You'd better hurry, though, and not eat that one yet or you won't be in time to get another one."

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi's plan.

"Go over by that stream, just over the hill. When you get there, look into the water and there you'll see a dog holding a steak, thick and perfect just as the one in your mouth."

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

"Oh my," thought the bulldog. "I must have that steak, too!"

Well, as you may have guessed this greedy bulldog was none too clever. He didn't realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog's meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream's current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream's bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn't come naturally to the big dog, he tried his best, and that turned out to be good enough!

Read the Chinese folktale and answer questions 33–39.

The Man and the Golden Fish

a traditional Chinese folktale
retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. “Can you let me go, please?” the fish begged the man.

“No, I am going to eat you,” the man said.

“Please! Let me go. If you let me go, I will give you a golden rope,” the fish said.

“Golden rope? Is that true? How can I trust you?” the man asked.

“You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope,” said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

“Let me go now that you have the golden rope,” said the fish.

“No, I won’t let you go. I am going to sell you. I think someone will pay a very high price to get you,” the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

GO ON

E04.E.1.1 Response Score: 4

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

Being greedy is all about wanting more. Not being satisfied with what you have is clearly shown in the two passages, The Greedy Dog, and The Man and the Golden Fish.

In the story, The Greedy Dog, the bulldog is a very greedy animal. He wants to have everything that the other dogs have. The author showed us this when she gave so many examples of how the bulldog stole food from the other dogs. He kept taking more. First, he took a juicy bone. That wasn't enough. Then he took some crumbs, and finally a juicy steak. Also, the way that the other dogs really were supposed to have what he took shows how greedy he is, because it is really greedy to take something from someone when you know that they earned it or were given it as a gift.

In the story, The Man and the Golden Fish, the fisherman is a very greedy man. The Chinese folktale is all about being greedy and wanting more. The man is so greedy that he breaks his deal with the magic fish. Keeping a deal shows honesty and not keeping his promise to release the fish shows how selfish the man is. Also, he not only breaks his promise to the fish, but he probably loses his life because he isn't willing to give up some of the golden rope. When he keeps trying to get all the rope, it makes the boat sink. That is a true sign of greediness when you would rather sink into the lake than give up some golden rope.

"One who is greedy always wants more." As you can see, both passages were about wanting more.

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. There is thorough analysis of explicit and implicit meanings of texts ("*Not being satisfied with what you have…*," "*The author showed us this when she gave so many examples*," "*because it is really greedy to take something from someone when you know that they earned it*," "*keeping a deal shows honesty*," and "*That is a true sign of greediness when you would rather sink into the lake than give up some of the golden rope*") to effectively support claims, opinions, and ideas. The response includes substantial, accurate, and direct reference to the texts, indicating an effective understanding of the role greediness plays in both stories. There is a strong organizational structure with an effective introduction, development, and conclusion as well as transitions to link ideas between and within paragraphs. There is effective use of precise language and domain-specific vocabulary drawn from the text.

Response Score: 4

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

What is greed and who has it? Greed is when you are not happy with what you have, and so you want to have more.

This problem of wanting more is shown by the greedy dog who just wanted what everyone else had. All of the other village dogs and cats dreaded the bulldog's presence because of his greedy manner. He never seemed to be satisfied unless he was taking the food from another creature. Poodles and schnauzers and corgis were all victims of his greed.

The passage, The Greedy Dog, had many examples of the bulldog stealing food from the other animals which showed his greed and avarice. Then one day the other animals got together and came up with a plan to trick the bulldog into seeing how his greed would get him nothing. It worked. The bulldog was fooled by his reflection into trying to get two pieces of meat instead of one which made him fall into the water and made him lose the meat.

That was a good trick because he saw how the greed was a bad thing. It made him lose what he wanted. The passage showed that one who is greedy wants more.

The folktale of The Man and the Golden Fish showed greed too. A fisherman caught a gold fish and he made a deal with the fish that he would free him if he got a golden rope. The fisherman was so greedy that he broke the deal and kept the fish and tried to get all the golen rope. But, the rope was so heavy that it made the boat sink. Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat.

They were both very greedy. The dog lost his meat and the fisherman sank his boat. These are two examples of greed.

The difference between the greed in the two stories is that the dog learned from his mistake and tried to be kind and less greedy, but the fisherman probably didn't learn from his mistake because his boat sank and we don't even know if he survived.

Both stories gave good examples of greed and the consequences of it.

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. Thorough analysis of explicit and implicit meaning from the texts ("*Greed is when you are not happy with what you have*," "*the problem of wanting more is shown by the greedy dog who just wanted what everyone else had*," "*Poodles and schnauzers and corgis were all victims of his greed*," "*because he saw how the greed was a bad thing*," "*The fisherman was so greedy that he broke the deal*," "*Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat*," "*the dog learned from his mistake*," and "*the fisherman probably didn't learn from his mistake*") effectively supports claims, opinions, and ideas. Substantial, accurate, and direct reference to the texts ("*the bulldog was fooled by his reflection*," "*A fisherman caught a gold fish and he made a deal with the fish*," and "*The dog lost his meat and the fisherman sank his boat*") is evident, indicating an effective understanding of how the greediness of both the dog and the fisherman exemplify the quote. The response has a strong organizational structure with effective introduction, development of ideas, and conclusion as well as skillful use of transitions (e.g., "*Then one day*" and "*Instead of cutting the rope*") to link ideas. There is effective use of language and domain-specific vocabulary drawn from the text. The response has an error in spelling ("*golen*" for *golden*) that does not interfere with meaning.

E04.E.1.1 Response Score: 3

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

Greedy people are never satisfied just with what they have, they always want to have more. That is the meaning of the statement.

In the story about the greedy dog, the other dogs are tired of the greedy bulldog always stealing their food because he is so greedy. So they came up with a plan to teach the dog a lesson by tempting him with the idea of two steaks instead of just one. In order to get the other steak the dog had to let go of the one he had and it floated away in the lake. Because the one he saw in the water wasn't even real, he ended up with nothing. If the dogs hadn't come up with the plan the bulldog would still be greedy and wouldn't learn a lesson and they would still have to deal with him stealing their food. So it is a good thing.

In the Chinese folktale, the fisherman gets greedy when the fish he caught offers him a reward for letting the fish go but he decides that

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he wants the gold rope and also won't let the fish go. His greediness makes him decide to sell the fish so he can get a lot of money for it because someone might want a fish that can make gold. That is very greedy. The fisherman also kept being greedy about the rope. His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too.

These are two examples of how greedy people or dogs are never satisfied with what they have, they always want to have more.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The student analyzes the text ("*they came up with a plan to teach the dog a lesson*," "*If the dogs hadn't come up with the plan the bulldog would still be greedy*," "*greediness makes him decide to sell the fish so he can get a lot of money*," "*If the dogs hadn't come up with the plan the bulldog would still be greedy*," and "*His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too*"). The response features an introduction and conclusion (albeit simplistic ones) and the mostly separate development of ideas relating to each passage. The student largely opts to analyze each passage on its own terms; however, a comparison that addresses the idea that both passages feature characters who are so greedy that they are taught a lesson can be inferred. There is sufficient reference to the main idea and relevant details from the texts ("*tempting him with the idea of two steaks instead of just one*," "*the one he saw in the water wasn't even real*," and "*the fish he caught offers him a reward for letting the fish go*"). Few errors in sentence formation, grammar, usage ("*sunk*" for *sank*), and conventions are present and those do not interfere with meaning.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

E04.E.1.1 Response Score: 3

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

"Give me that bone, little schnauzer!", "Move aside, silly poodle!", "Put down those strawberries!", "I am going to eat you!" When you are greedy you just want more.

The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs. This happens to people and dogs who are very greedy. They need to get more. When the greedy dog took the bone from the small schnauzer he didn't care that the little schnauzer had earned his bone fair and share. He was just so greedy that he took it. Also, when the baker gave pink crums to the poodle to enjoy the greedy dog just took that because he wanted more even if the baker had given the crums to the poodle. And finally, when the fruit vendor gave strawberries to the corgi dog, the greedy dog stole them just because he wanted more. He was so greedy that he didn't think about being kind until all the dogs got together and came up with a plan that tricked him to help him understand that it is not good to be greedy. The greedy dog went from having one juicy steak to having none at all becuause he tried to get more when one should have been enough.

"No, I won't let you go." The fisherman was so very greedy that he wouldn't let the golden fish go even though he promised the fish that he would. He had a lot of golden rope, but he wouldn't let the fish free and he kept pulling on the rope because nothing was ever enough for him. He wanted more. He was very greedy and his boat sank.

Both passages talk about being greedy and gave examples of someone being greedy.

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts. There is clear analysis of the texts ("*The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs*," "*he didn't care that the little schnauzer had earned his bone fair and share*," "*he wanted more even if the baker had given the crums to the poodle*," "*he didn't think about being kind untill all the dogs got together and…tricked him*," "*becuause he tried to get more when one should have been enough*," and "*because nothing was ever enough for him*") that support the student's ideas. Sufficient, accurate, and direct reference to each text is made indicating a clear understanding of the greediness of both the dog and the fisherman. There is some unevenness in the response in that the first passage, "The Greedy Dog," is more clearly supported and analyzed than the second passage, "The Man and the Golden Fish." Also, the student's interpretation that the man promised the fish that he would let him go is not entirely accurate. The man never actually makes such a promise; however, the deal entailed that he would let the fish go after receiving the golden rope. The response has an appropriate organizational structure with a clear introduction, development of ideas, conclusion, and appropriate use of transitions. There is also appropriate use of language and vocabulary drawn from the text. Errors in usage ("*fair and share*" for *fair and square* and "*who*" for *that*), and spelling ("*alot*" for *a lot*, "*untill*" for *until*, "*crums*" for *crumbs*, and "*becuause*" for *because*), though numerous, do not seriously interfere with meaning.

E04.E.1.1 Response Score: 2

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

Both stories are about greed and wanting more. The first one is about a greedy dog who steals food from other dogs. He thinks its okay because he is a big bulldog and the other dogs are small. But the other dogs are sick of it and decide to teach the dog a lesson. They know he is greedy so they tell him about a dog with another steak he can steal. They trick him because the other dog is just his reflection in the water, but he is greedy and all he can think about is that steak so he jumps in the water after it. This helps him learn a lesson because he loses both steaks and he is good to the other dogs after that. In the folktale from china the fisherman is greedy and thinks he'll get rich. It didn't work though because he ended up sinking his boat. The story doesn't say but I hope he learned a lesson too.

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis of the text that goes slightly beyond a literal interpretation of the text ("*He thinks its okay because he is a big bulldog and the other dogs are small*" and "*This helps him learn a lesson*"). The analysis only somewhat supports the main idea. There is weak reference to relevant details (e.g., "*the other dog is just his reflection in the water*"), and even this is somewhat vague. Reference to the text is vague and uneven; there are only two generic sentences that address the Chinese folktale. The organizational structure is weak with a simple introduction and no conclusion. The response employs simplistic and repetitive transitions between ideas. There is only inconsistent use of precise language and vocabulary drawn from the text to explain the topic ("*he is a big bulldog*"). The response contains an error in usage ("*its*" for "*it's*") and capitalization ("*china*"), but they do not seriously interfere with meaning.

E04.E.1.1 Response Score: 1

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

The dog should not have been so greedy. He could have made friends with the other dogs and they might have shared with him. When he stoled that stak, he should've given some to the other dogs but he was greedy and wanted another stak to eat so he tried to steal the one from the dog in the water but he fell in the water and both the dogs lost their staks. The man in the other passage was greedy too and he shouldn't have been greedy. So that shows the lesson of don't be greedy.

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In this brief response, the student minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The response lacks development and a conclusion, providing only a vague sense of the events in the first passage ("*When he stold that stak … he was greedy and wanted another stak to eat*"). There is only minimal reference to the second passage ("*The man in the other passage was greedy too and he shouldn't have been greedy*"). An attempt at analysis is made ("*he should've given some to the other dogs*"), but it does not support the student's claims, opinions, or ideas. The response features errors in spelling ("*stak*" for *steak*; "*staks*" for *steaks*) and usage ("*stoled*" for *had stolen*) that sometimes interfere with meaning.

E04.E.1.1 Response Score: 1

39. Read the statement about greed.

"One who is greedy always wants more."

Write an essay analyzing how **both** passages show the statement to be true.
Use evidence from **both** passages to support your response.

One who is greedy always wants more. That is the statement about being greedy.

First, The Greedy Dog is a story about a greedy dog who took whatever he wanted form the other dogs in the neighborhood. He took bones and meat, and donuts and strawberries. he was very greedy. I once had a greedy dog who ate my donuts, but not my bones or strawberries! This greedy bulldog was none too clever.

Second, The Man and the Golden Fish is a story about a man who caught a golden fish when the fish told him he would help him get a golden rope if he let him go. Then the man kept the gold fish and kept trying to get more of the golden rope. I caught a fish once, but he didn't give me a rope.

Finaly, One who is greedy always wants more. That is the statement about being greedy. There are alot of greedy people in the world.

One who is greedy always wants more. That is the statement about being greedy.

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The personal references ("*I once had a …*," "*I caught a fish…*," and "*There are a lot of greedy people in the world*") are not relevant to the text or task. The response includes no analysis (e.g., something beyond a literal retelling, an inference, or a relevant personal opinion/evaluation), thus making a score of 1 appropriate. There is one direct reference to the text, "*This greedy bulldog was none too clever*"; however, it is disconnected from the other ideas in the response. The response includes errors in conventions including spelling ("*Finaly*" for *Finally* and "*alot*" for *a lot*), punctuation, capitalization, and usage ("*form*" for *from* and "*who*" for *that*); however, these errors seldom interfere with meaning.