



New York State Testing Program

2025

**English Language Arts Test
Writing**

Grade 3

Scoring Leader Materials

Training Set



QAI30269

Note to Scorers

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

Example: Stem of the question. [2]

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2-Credit Constructed-Response Rubric

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

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

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

Excerpt from *Raccoons*

by Meryl Magby

A Raccoon in Its Den



A raccoon has a great sense of hearing.

A raccoon sees very well in the dark.

A raccoon uses its paws to get food.

1

Raccoons are one of the best-known animals in the United States. This is because they live in almost every part of the country. Raccoons are easy to spot. They look like they are wearing black face masks and have bushy tails with black stripes. However, many people may have never seen a raccoon in person. This is because raccoons tend to come out at night. . . .

Flexible Fingers

flexible = easy to move

- 2 Raccoons have round bodies that are covered in thick brown or gray fur. They have black masks on their faces and black rings on their tails. They have four black paws. Raccoon paws have five fingers, just like a person's hands do. Adults tend to weigh between 10 and 30 pounds. They are about 2 to 3 feet long from nose to tail.
- 3 Raccoons are very smart and quick. They can use their flexible fingers on their front paws to do things that most other animals cannot do. These include untying knots and turning doorknobs!

Eating Almost Anything

- 4 Raccoons are omnivores. This means they eat both plants and animals. Exactly what a raccoon eats depends on where it lives. They may eat fruits, nuts, berries, seeds, eggs, insects, crayfish, frogs, fish, and turtles. Raccoons sometimes even catch young gophers, squirrels, mice, and rats. Raccoons living near people also eat pet food and garbage.
- 5 Raccoons look for food at night. They use the many nerves on the bottoms of their paws to feel their food. Raccoons often dip their food in water before they eat it. Scientists think that this softens the raccoons' feet and makes it easier for them to feel their food. . . .

Night and Day

6 Raccoons are mostly nocturnal. This means that they rest during the day and are active at night. Raccoons can be pests for people in neighborhoods and cities. They tip over trash cans, dig through gardens, and pull down bird feeders looking for food. They may hide or have babies in places where they are not wanted, such as chimneys, attics, and basements.

7 Raccoons keep safe from predators and people by hiding during the day. However, they are sometimes killed by cougars, bobcats, coyotes, dogs, owls, eagles, and snakes. They also die from hunger, being hit by cars, or getting sick.

predators = animals that hunt other animals for food

Many Different Dens

8 Raccoons are thought to be solitary animals. This means adults spend most of their time alone. Raccoons tend to stay within a home range of about one square mile. In this home range, they have many hiding places that they use as dens.

9 Unlike some other mammals, raccoons do not hibernate in the winter. During the winter, they spend a lot of time in their dens, keeping warm. However, they will leave their winter dens to find food if the weather is not too cold. Sometimes many raccoons will share a large den to keep warm and safe during a winter storm. . . .

People and Raccoons

- 10 Raccoons are in no danger of dying out in the United States. In fact, their numbers may be growing. This may be because they have adapted so well to living in neighborhoods and cities near people.
- 11 You may see raccoons around your home at night. Raccoons can be fun to watch, but you should never get too close. Raccoons can sometimes spread diseases to people. If you like raccoons, try visiting them at a zoo or looking for their tracks in a park!

EXEMPLARY RESPONSE

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

Possible Exemplary Response:

In “Excerpt from *Raccoons*,” the word “pests” in paragraph 6 means that a raccoon is an irritating animal that causes people problems. This is because they can tip trash cans and ruin gardens. In paragraph 4 it tells us that “Raccoons living near people also eat pet food and garbage.” Another problem is that they are harmful, in paragraph 11 it says that they “can sometimes spread diseases to people.” So, they could cost us time cleaning up, and possibly our health.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

What the word pests mean in paragraph 6 is un plesent and not welcome

For example in paragraph 6 it said they tip over trash wich can make a mess plus they dig through gadens.It also said that they have babies were there not welcome like chimneys, attics, and basments.They also like to knock down bird feeders for food.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

- *un plesent and not welcome*

The response provides evidence of analysis.

- *wich can make a mess*

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

- *they tip over trash*
- *dig through gadens*
- *they have babies were there not welcome like chimneys, attics, and basments*
- *like to knock down bird feeders for food*

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

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

pests means that an animal is disliked and not wanted from people .According to paragraph 6 it states that, Raccoons can be pests for people in neighborhoods and cities. they tip around trash cans, dig through gardems amd pull down bird feeders looking for food. Another detail states that, They may hide or have babies in places where they are not wanted, such as chimneys, attics, and basements.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

- *an animal is disliked and not wanted from people*

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

- *Raccoons can be pests for people in neighborhoods and cities. they tip around trash cans, dig through gardems amd pull down bird feeders looking for food*
- *They may hide or have babies in places where they are not wanted, such as chimneys, attics, and basements*

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

GUIDE PAPER 3

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

Pests means they are mean and anoying. First, they tip over trash cans. Last, they dig throgh gardens. That is what pests means.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

- *they are mean and anoying*

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

- *they tip over trash cans*
- *they dig throgh gardens*

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

GUIDE PAPER 4

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

pests is a animal that people think are bad and disgusting and people don't like them and people think raccoons are pests because they eat peoples garbage and they also call rats pests but all these animals are mostly harmless if you give them some space to live in.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

- *a animal that people think are bad and disgusting and people don't like them*

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

- *they eat peoples garbage*

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

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

In paragraph 6 it tells use what raccoons do. The text says that are pests becuse they push garbage cans and push bird feeders too.The text also says they hide in basements, attics, and chimneys.

Score Credit 1 (out of 2 credits)

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

- *they push garbage cans*
- *push bird feeders*
- *they hide in basements, attics, and chimneys*

The response does not provide a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

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

GUIDE PAPER 6

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

Pests means they tip over trash cans,dig through gardens, and pull down bird feederslooking for food.

Score Credit 1 (out of 2 credits)

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

- *they tip over trash cans,dig through gardens, and pull down bird feederslooking for food*

The response does not provide a valid inference from the text to explain what “pests” means as it is used in paragraph 6 of “Excerpt from *Raccoons*.”

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

GUIDE PAPER 7

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

Raccoons can help people bie eating there trash!!! Raccoons eat almost everything!!!!

Score Credit 0 (out of 2 credits)

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

- *Raccoons can help people bie eating there trash!!! Raccoons eat almost everything*

24

What does “pests” mean as it is used in paragraph 6? Use **two** details from the passage to support your response.

Raccoons ara mostly nocturnal

Score Credit 0 (out of 2 credits)

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

- *Raccoons ara mostly nocturnal*

EXEMPLARY RESPONSE

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

Possible Exemplary Response:

The central idea in “Excerpt from *Raccoons*” is that raccoons are clever and mysterious animals. The passage says that they know how to use their flexible fingers to untie knots and open doors to look for food. It also says “many people may have never seen a raccoon in person. This is because raccoons tend to come out at night.” This is likely because they stay in their dens to hide from predators, making them seem more mysterious as we don’t see them much.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

THE CENTRAL IDEA OF THE PASSAGE IS ALL ABOUT RACCOONS.

ONE DEATAIL TO SUPPORT THIS IS IN PARAGRAPH 4 IT TALKS ABOUT WHAT THEY ARE AND WHAT THEY EAT .IT SAYS " RACCOONS ARE OMNIVORES THIS MEANS THEY EAT BOTH PLANTS AND ANIMALS."IT ALSO SAYS "THEY MAY EAT FRUITS,NUTS,BERRIES SEEDS,EGGS,INSECTS,CRAYFISH,FROGS, FISH,AND TURTLES."

ANOTHER DEATAIL TO SUPPORT THIS IS IN PARAGRAPH 5 IT TALKS ABOUT WHEN AND HOW THEY HUNT FOR FOOD.IT SAYS"RACCOONS LOOK FOR FOOD AT NIGHT. THEY USE THE MANY NERVES ON THE BOTTOMS OF THEIR PAWS TO FEEL THEIR FOOD."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of "Excerpt from *Raccoons*."

- *ALL ABOUT RACCOONS*

The response provides evidence of analysis.

- *IT TALKS ABOUT WHAT THEY ARE AND WHAT THEY EAT*
- *IT TALKS ABOUT WHEN AND HOW THEY HUNT FOR FOOD*

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

- *" RACCOONS ARE OMNIVORES THIS MEANS THEY EAT BOTH PLANTS AND ANIMALS." FISH,AND TURTLES."*
- *"THEY MAY EAT FRUITS,NUTS,BERRIES SEEDS,EGGS,INSECTS,CRAYFISH,FROGS, FISH, AND TURTLES."*
- *"RACCOONSLOOKFORFOODATNIGHT. THEYUSETHEMANYNERVESONTHEBOTTOMS OF THEIR PAWS TO FEEL THEIR FOOD."*

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

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

The central idea is that the story tells what raccons do and are. According to paragraph 4 it says that raccons are omnivores and that means that they eat both plants and animals. According to paragraph 8, it says that raccons have many hiding places that they use as dens.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Raccoons*.”

- *what raccons do and are*

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

- *raccons are omnivores and that means that they eat both plants and animals*
- *raccons have many hiding places that they use as dens*

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

GUIDE PAPER 3

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

It a bat Raccoons they are about 2 to 3 feet long from nose to tail. Raccoons living near people also eat pet food and garbage.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Raccoons*.”

- *a bat Raccoons*

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

- *they are about 2 to 3 feet long from nose to tail*
- *Raccoons living near people also eat pet food and garbage*

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

GUIDE PAPER 4

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

The central idea is mostly everthing about a raccon. Mostly all the paragraphs tell about what they can do, or their life story. Another example is that it told me that raccons are not an endanger specie, it's number is accallay growing!

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of “Excerpt from *Raccoons*.”

- *mostly everthing about a raccon*

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

- *raccons are not an endanger specie, it's number is accallay growing*

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

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

The central idea of the passage is Raccoons. In paragraph 1 and 2 it says "Raccoons are one of the best-known animals in the United States. This is because they live in almost every part of the country." and in paragraph 2 it says "Raccoons have round bodies that are covered in thick brown or gray fur. They have black masks on their faces and black rings on their tails. They have four black paws.

Score Credit 1 (out of 2 credits)

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

- *"Raccoons are one of the best-known animals in the United States. This is because they live in almost every part of the country."*
- *"Raccoons have round bodies that are covered in thick brown or gray fur. They have black masks on their faces and black rings on their tails. They have four black paws"*

The response does not provide a valid inference from the text that identifies a central idea of "Excerpt from *Raccoons*."

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

GUIDE PAPER 6

25 What is a central idea of the passage? Use **two** details from the passage to support your response.

The idea is that raccoons are thought to be solitary animals and this means adults spend most time of thier time alone.

Score Credit 1 (out of 2 credits)

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

- *raccoons are thought to be solitary animals and this means adults spend most time of thier time alone*

The response does not provide a valid inference from the text that identifies a central idea of “Excerpt from *Raccoons*.”

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

GUIDE PAPER 7

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

i think the central idea is anything you think that is good to you you can take care of it and keep it

Score Credit 0 (out of 2 credits)

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

- *i think the central idea is anything you think that is good to you you can take care of it and keep it*

25

What is a central idea of the passage? Use **two** details from the passage to support your response.

Raccoons are his fafrit anuml.

Score Credit 0 (out of 2 credits)

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

- *Raccoons are his fafrit anuml*

The North Wind and the Sun

by Mary Ann Hoberman

I'm the North Wind.

I am cold. I am strong.

No one can beat me

When I come along.

5 **I am the Sun.**
 I am gentle and warm.
 That gives me more power
 Than coldness or storm.

Silly old Sun,
10 *You are not very bright!*
 Let's have a contest
 To see who is right.

Look down below,
 At that bundled-up man.
15 **Make him take off his coat**
 If you can.

Of course I can do that!
I'll raise up a squall
And blow off his coat
20 *With no trouble at all.*

**The more that you blow, Wind,
And show off your might,
The more the man shivers
And pulls his coat tight.**

shivers = shakes because of being cold
--

25 *Well you go and try*
Since you think you're so hot!
But if I can't do it,
You surely cannot.

30 **I'll come out right now**
 From behind this big cloud
 And warm the man up.
 Look! He's laughing out loud!

So what if he's laughing
 And you're shining bright!
35 *He's still got his coat on.*
 It's still pulled up tight.

But look at him now!
 Though I don't want to gloat,
 I have made him so hot,
40 **He's unbuttoned his coat!**

gloat = brag

He has taken it off!
 You have beaten me, Sun!

So I have, silly Wind!
 You have lost! I have won!

EXEMPLARY RESPONSE

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

Possible Exemplary Response:

Lines 9 through 12 in “The North Wind and the Sun” tell me that the North Wind might be overconfident. He is so sure that he is better than the Sun, that he challenges him so he can prove it. Lines 11 and 12 say “Let’s have a contest / To see who is right.” After failing to remove the man’s coat in lines 17 through 20 the North Wind shows that he still thinks he is better by saying “Well you go and try / Since you think you’re so hot! / But if I can’t do it, / You surely cannot.” (lines 25-28).

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

In lines 9 through 12 shows that north wind is competitive and thinks hes better than the sun. For example he says "lets have a contest" that shows that he is competitive. Another example is he says "silly old sun" that shows that he thinks hes better than the sun.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

- *is competitive*
- *thinks hes better than the sun*

The response provides evidence of analysis.

- *shows that he is competitive [...] shows that he thinks hes better than the sun*

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

- *“lets have a contest”*
- *“silly old sun”*

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

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

The lines 9 through 12 show about the wind that he thinks he is better then the sun I know that because in the text it says "Silly old sun you are not very bright!"Also, I know that because in line 11 and 12 it says"Let's have a contest to see who is right."
That's how I know wind thinks he is better.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

- *that he thinks he is better then the sun*

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

- *“Silly old sun you are not very bright!”*
- *“Let’s have a contest to see who is right.”*

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

GUIDE PAPER 3

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

he is selfish because in the text it says sily old sun. your not bright and i am strong.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

- *he is selfish*

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

- *sily old sun. your not bright*
- *i am strong*

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

GUIDE PAPER 4

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

lines from 9 through 12 show how the wind thinks the sun is not as power full as him. One reason is it says "Silly old Sun, You are not very bright!". Another reason is it also says "look down below at that bundled-up man. Make him take off his coat if you can."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

- *thinks the sun is not as power full as him*

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

- *“Silly old Sun, You are not very bright!”*

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

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

In "The North Wind and the Sun," the lines 9 through 12 show the Sun and the North Wind are going to have a contest to see who is the strongest. One detail is "Silly old Sun, You are not very bright. Another detail is Let's have a contest to see who is right.

Score Credit 1 (out of 2 credits)

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

- *“Silly old Sun, You are not very bright*
- *Let’s have a contest to see who is right*

The response does not provide a valid inference from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

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

GUIDE PAPER 6

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

the north wind is bragine that he is stronger then sun but he don't know that sun is stornger

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what lines 9 through 12 show about the North Wind in “The North Wind and the Sun.”

- *is bragine that he is stronger then sun*

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

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

GUIDE PAPER 7

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

The wind sed he would blow the mans coat off.

Score Credit 0 (out of 2 credits)

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

- *The wind sed he would blow the mans coat off*

32

In “The North Wind and the Sun,” what do lines 9 through 12 show about the North Wind? Use **two** details from the poem to support your response.

The wind and the sun are fighting over who is hotter so the sun wins and the wind says so I have silly wind you have won I have lost.

Score Credit 0 (out of 2 credits)

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

- *The wind and the sun are fighting over who is hotter so the sun wins and the wind says so I have silly wind you have won I have lost*

EXEMPLARY RESPONSE

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

Possible Exemplary Response:

In “The North Wind and the Sun,” the Sun feels confident with his powers. The North Wind felt the need to brag about being strong and wanted to prove it, but the Sun’s confidence allowed him to set a challenge to remove a man’s coat, which he knew he would win. The poem told us in line 6 “I am gentle and warm.” This warmth showed in lines 39 and 40 “I have made him so hot, / He’s unbuttoned his coat!” This let the Sun confidently win.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

in "the north wind and the sun",the sun feels happy of how bright they are and how the sun beated the north wind lost. the text states"so silly wind, you have lost and i have won" the text also states"i will come out right now from behind this big cloud and warm the man up". my first quote shows how the sun was brighter than the north wind and the sun won. my second quote shows the the wind thinks that they will wind but the sun was happy when the north wind did not win.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

- *happy*

The response provides evidence of analysis.

- *of how bright they are and how the sun beated the north wind*
- *shows the the wind thinks that they will wind but the sun was happy when the north wind did not win*

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

- *“so silly wind, you have lost and i have won”*
- *“i will come out right now from behind this big cloud and warm the man up”*

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

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

The Sun feels great about having power. The text said "Though I dont want to gloat, I have mad him so hot, He's unbuttoned his coat!" The text also said "I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

- *great*

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

- *“Though I dont want to gloat, I have mad him so hot, He’s unbuttoned his coat!”*
- *“I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm.”*

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

GUIDE PAPER 3

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

the Sun feels about having power defensive and gentle. A detail that supports this is. In line 6 it says I am gentle and warm. Another detail that supports this is. In line 30 it says I’ll come out right now.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

- *defensive and gentle*

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

- *I am gentle and warm*
- *I’ll come out right now*

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

GUIDE PAPER 4

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

Sun feels happy and that she won.but also she did not brag at all she just said "so I have, silly wind you have lost I have won" kindly.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

- *happy*

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

- *“so I have, silly wind you have lost I have won”*

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

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

The sun feels strongly about her power. One detail is the sun said I am the Sun.

I am gentle and warm.

That gives me more power

Than coldness or storm. Another detail is when the wind challenged sun to too the challenging she was not scared at all.

Score Credit 1 (out of 2 credits)

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

- *I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm*
- *when the wind challenged sun to too the challenging she was not scared at all*

The response does not provide a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

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

GUIDE PAPER 6

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

The sun feels okay and doesn't care that much about power. He says in the beginning he doesn't like to brag about it but in the other hand the wind likes to brag about it. The sun is nice.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the Sun feels about having power in “The North Wind and the Sun.”

- *okay and doesn't care that much*

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

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

GUIDE PAPER 7

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

He's useing it for good not like wind he's useing it for bad to make him cold and that is bad for him he can get sick and he can't go outside for a sick time that can take 3 days to be better but he's to HOT.

Score Credit 0 (out of 2 credits)

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

- *He's useing it for good not like wind he's useing it for bad to make him cold and that is bad for him he can get sick and he can't go outside for a sick time that can take 3 days to be better but he's to HOT*

33

In “The North Wind and the Sun,” how does the Sun feel about having power? Use **two** details from the poem to support your response.

The sun felt bad form cheating.From makeing it hoter.and sed sory.

Score Credit 0 (out of 2 credits)

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

- *The sun felt bad form cheating.From makeing it hoter.and sed sory*

EXEMPLARY RESPONSE

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The North Wind and the Sun show that they are alike in the poem because they both enjoy teasing each other, and they are both very competitive about how powerful they are. The North Wind is the first to call the other a name “Silly old Sun, / You are not very bright! / Let’s have a contest” but by the end after proving that he is more powerful by removing the man’s coat, the Sun says “I have silly Wind! / You have lost! I have won!”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The sun and the wind have some things that make them similar. For example they both think that they are better than they other and to prove that I'll be giving some examples, in paragraph 1 it says that the wind thinks none can beat him and in paragraph 5 it says that the sun thinks he is more powerful than than the wind or a storm. Another thing that makes them similar that they both think that they can make the man take his coat off, for example in paragraph 20 it states that the wind thinks that he can take the coat off by force with no trouble at all and in paragraph 30 ot states that the sun thinks he can warm the man up so that he takes off his coat. This shows the similulairities that the sun and the wind have.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the poem to explain how the Sun and the North Wind show they are alike.

- *they both think that they are better than they other*
- *both think that they can make the man take his coat off*

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

- *the wind thinks none can beat him*
- *the sun thinks he is more powerful than than the wind or a storm*
- *the wind thinks that he can take the coat off by force with no trouble at all*
- *the sun thinks he can warm the man up so that he takes off his coat*

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

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The Sun and the North Wind are alike because they both say they have something more than the other, Sun or North Wind. The text states, "I'm the North Wind. I am cold. I am strong. No one can beat me When I come along." Also, I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm." This shows how Sun and North are alike.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the poem to explain how the Sun and the North Wind show they are alike.

- *they both say they have something more than the other*

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

- *"I'm the North Wind. I am cold. I am strong. No one can beat me When I come along."*
- *I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm."*

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

GUIDE PAPER 3

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

the sun and the wind are alike because they are both confident that they can get the man to take off his coat. one detail is that the wind will blow his coat off. another detail is the sun thinks he is hot enough to get the man to get the man to take his coat off.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the poem to explain how the Sun and the North Wind show they are alike.

- *they are both confident that they can get the man to take off his coat*

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

- *the wind will blow his coat off*
- *the sun thinks he is hot enough to get the man to get the man to take his coat off*

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

GUIDE PAPER 4

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The Sun and North Wind are alike in how much convidence they have. the sun and the north wind are alike in convidece because they both think that they can get the coat off the man.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the poem to explain how the Sun and the North Wind show they are alike.

- *how much convidence they have*

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

- *they both think that they can get the coat off the man*

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

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The sun and the north wind are alike by they are both nature. A detail that supports this is I'm the North Wind.

I am cold. I am strong.

No one can beat me

When I come along. Another detail that supports this is I am the Sun.

I am gentle and warm.

That gives me more power

Than coldness or storm.

Score Credit 1 (out of 2 credits)

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

- *I'm the North Wind. I am cold. I am strong. No one can beat me When I come along*
- *I am the Sun. I am gentle and warm. That gives me more power Than coldness or storm*

The response does not provide a valid inference from the poem to explain how the Sun and the North Wind show they are alike.

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

GUIDE PAPER 6

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The sun and the north wind are alike because they are both braging about what they can do.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the poem to explain how the Sun and the North Wind show they are alike.

- *they are both braging about what they can do*

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

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

GUIDE PAPER 7

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

The sun and the wind show that they are alike because they are saying that they can both warm up the man but only the sun can because the sun is warm and the wind is cold.

Score Credit 0 (out of 2 credits)

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

- *The sun and the wind show that they are alike because they are saying that they can both warm up the man but only the sun can because the sun is warm and the wind is cold*

34

In the poem, how do the Sun and the North Wind show that they are alike? Use **two** details from the poem to support your response.

how they are alike is wind is mostly connected with the earth and the sun too. and sun is also connected with the earth because when its summer you need sun for the summer because to go to the beach or to have a fun time or for day time too. one more thing about wind its also connected to the earth because if you do not have wind then you can not have rain for the plants or thunderstorms to wirte books about it or no water to stay healthy or to not survive.

Score Credit 0 (out of 2 credits)

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

- *how they are alike is wind is mostly connected with the earth and the sun too. and sun is also connected with the earth because when its summer you need sun for the summer because to go to the beach or to have a fun time or for day time too. one more thing about wind its also connected to the earth because if you do not have wind then you can not have rain for the plants or thunderstorms to wirte books about it or no water to stay healthy or to not survive*



Grade 3
English Language Arts Writing

Scoring Leader Materials
2025 Training Set