



New York State Testing Program

2025

**English Language Arts Test
Writing**

Grade 6

Scoring Leader Materials

Training Set



Note to Scorers

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

Example: Stem of the question. [2]

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Excerpt from “New York: Local Legacies” by the Library of Congress.

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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).

New York State Grades 6–8 Writing Evaluation Rubric

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

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

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

A legacy is a place or tradition from the past that continues into the present. New York has several important legacies that help people learn about and remember the history of the state.

Excerpt from New York: Local Legacies

by The Library of Congress

One-Room Schoolhouse: A Local Legacy

1 Would you like to experience what going to school was like in the late 1800s? To start with, imagine everyone in school sharing only one teacher and one classroom.

2 In the 19th and early 20th centuries, most American students attended a one-room schoolhouse. A single teacher would typically have students in the first through eighth grades, and she taught them all. The number of students varied from six to 40 or more. The youngest children sat in the front, while the oldest students sat in the back. The teacher usually taught reading, writing, arithmetic, history, and geography. Students memorized and recited their lessons.

3 The classroom of a one-room schoolhouse probably looked much like your own. The teacher's desk may have been on a raised platform at the front of the room, however, and there would have been a wood-burning stove since there was no other source of heat. The bathroom would have been outside in an outhouse.

4 In Honeoye Falls, New York, there is a one-room schoolhouse where kids today can experience what it was like to be students in the late 19th century. For a week during the summer, they wear 19th century clothes and learn the way children learned more than a hundred years ago. . . .

Rochester, New York's Lilac Festival: A Local Legacy

5 The Netherlands is known for its tulips. Rochester, New York, is known for another type of flower—the lilac.

- 6 There are more than 500 varieties of lilacs and more than 1,200 lilac bushes at Highland Park. In 1888, the world's largest nursery, Ellwanger & Barry, owned by George Ellwanger and Patrick Barry, gave Highland Park to the people of Rochester. It was beautifully landscaped with trees and shrubs and was the first municipal arboretum in the United States. An arboretum is a place where trees, shrubs, and plants are specially grown and cultivated. The park's collection of lilacs originally started with 20 varieties in 1892. Since 1898, Rochester has held a Lilac Festival every May. The first event attracted 3,000 visitors; now more than 500,000 people come to see the lilacs and other flowering trees and shrubs. . . .

Montauk Point Lighthouse Museum: A Local Legacy

- 7 You may think that lighthouses are interesting to look at, and they are. But they also serve a very useful purpose.
- 8 Lighthouses guide ships sailing near a coast. They are built in different kinds of places: important locations on a coast, harbor entrances, islands, rocky ledges or reefs, and even in the water. They project strong beacons of light at night so ships can see them. Lighthouses help ships identify their locations, warn them of danger, and serve as a marker of nearby land.
- 9 The Montauk Point Lighthouse on Long Island, New York, is more than 200 years old. Built in 1796, it is the oldest lighthouse in the state. It has guided whaling ships, fishing boats, steamships, submarines, and sailboats for many years and continues to do so today. The tower is more than 110 feet tall, and a person has to climb 137 steps to get to the top. But the Montauk Point Lighthouse is not just a tower. Attached to it is a house in which the lighthouse keeper lived with his family and assistants. Since the light on top of the tower was automated in 1987, the lighthouse no longer needs a keeper. . . .

Immigrant Life in New York: A Local Legacy

- 10 From the 1850s through the early 1900s, thousands of immigrants arrived in the United States and lived in New York City. They first came from Ireland and Germany and later from Italy, Eastern Europe, and China, among other places. Because most immigrants were poor when they arrived, they often lived on the Lower East Side of Manhattan, where rents for the crowded apartment buildings, called tenements, were low.

- 11 The Lower East Side Tenement Museum is in a building that used to be a tenement and it tells the story of immigrants in the City. It was built in the 1860s and could house 20 families, four on each floor. Each apartment had only three rooms: a living or “front” room, a kitchen, and a tiny bedroom. Often seven or more people lived in each apartment. Not only was the tenement crowded, but also, until 1905, there were no bathrooms inside the building. Residents also did not have electric power until after 1918. . . .

More New York Legacies

Legacy	What is it?	When did it start?
The Albany Tulip Festival	A celebration of Albany’s Dutch history: Albany is America’s oldest Dutch settlement, and tulips came to Albany from the Dutch.	Mayor Corning of Albany started the tradition in 1949.
The New York Walk Through History series of events throughout the state	A group of historic sites in New York State that allows people the opportunity to learn about the past, such as participating in the Harriet Tubman Walking Tour.	The governor of New York started the program in 2012.
Little Falls Canal Celebration	A celebration of the importance of the Erie Canal: The Erie Canal linked Buffalo to Albany and was a key force in the developing economies of towns like Little Falls.	This tradition began in 1987 and celebrates, among other things, the grand opening of the New York State Barge Canal System in 1917.

EXEMPLARY RESPONSE

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

Possible Exemplary Response:

According to *New York: Local Legacies*, lighthouses are important to the history of New York because they guide watercraft safely by New York's shores. Being a state on the east coast, New York has many ships pass through its waters every day. Lighthouses have guided "whaling ships, fishing boats, steamships, submarines, and sailboats for many years." Everything that arrives at New York's harbors by ship needs to pass by a lighthouse and use their "strong beacons of light at night" to protect them from danger. Without safe passage through New York's waterways there wouldn't be the thousands of settled immigrants, the Dutch settlement and the Albany Tulip Festival, nor the Little Falls Canal Celebration.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

Lighthouses are important to New York history. I believe this because the state of New York has many rivers and oceans near it, and without these lighthouses, the boats would not know where to go at night. For example in paragraph 8 it says "Lighthouses guide ships sailing near a coast." Which shows that lighthouses provide additional help to the ships and boats near the coast so they can safely park and anchor there boat. Also in paragraph 9 it says "The montauk Point Lighthouse on Long Island, New York, is more than 200 years old. Built in 1796, it is the oldest lighthouse in the state." This shows that lighthouses have been around since the 1800s and have been guiding ships since. Also the Mountauk Point Lighthouse must be important to New York because they have had it up for over 200 years now, and it has never been taken down. In conclusion, this is why i believe lighthouses are important to the history of New York.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

- *the state of New York has many rivers and oceans near it, and without these lighthouses, the boats would not know where to go at night*

The response provides evidence of analysis.

- *Which shows that lighthouses provide additional help to the ships and boats near the coast so they can safely park and anchor there boat*
- *This shows that lighthouses have been around since the 1800s and have been guiding ships since. Also the Mountauk Point Lighthouse must be important to New York because they have had it up for over 200 years now, and it has never been taken down*

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

- *"Lighthouses guide ships sailing near a coast."*
- *"The montauk Point Lighthouse on Long Island, New York, is more than 200 years old. Built in 1796, it is the oldest lighthouse in the state."*

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

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

According to "Exeprt from Local Legacies" light houses are important to the history of New York becuae they protect the ships and boats from hiiting the land. One peice of evidence found in the text is "Light houses help ships identify their locations, warn them of danger, and seve as a marker of nearby land." This evidence is credible because it shows how light houses protect ships. Another piece of evidence is that "It has guided whaling ships, fishing boats, steamships, submarines and sailboats. This also shows how it protects boats because all of those boats, ships, and subs could have hit land and crashed.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

- *they protect the ships and boats from hiiting the land*

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

- *"Light houses help ships identify their locations, warn them of danger, and seve as a marker of nearby land."*
- *"It has guided whaling ships, fishing boats, steamships, submarines and sailboats*

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

GUIDE PAPER 3

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

Lighthouses are important to New York history because they guide sailing ships and boats and keep them safe for example "It has guided whaling ships, fishing boats, steamships, submarines, and sailboats for many years and continues to do so today." and "They project strong beacons of light at night so ships can see them."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

- *they guide sailing ships and boats and keep them safe*

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

- *"It has guided whaling ships, fishing boats, steamships, submarines, and sailboats for many years and continues to do so today."*
- *"They project strong beacons of light at night so ships can see them."*

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

GUIDE PAPER 4

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

Lighthouses are important to the history of New York by saying that it is the oldest lighthouse in then state. It also says " They project strong beacons of light at night so ships can see them. Lighthouses help ships identify their locations, warn them of danger, and serve as a marker of nearby land. ". This evidence shows how they are important to the history of New York because they help people get to saftey.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

- *they help people get to saftey*

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

- “ *They project strong beacons of light at night so ships can see them. Lighthouses help ships identify their locations, warn them of danger, and serve as a marker of nearby land.* ”

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

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

The lighthouses are imotant becace they help to show were the boats should come into and it helps the boats not get lost at sea.

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 help to show were the boats should come into*
- *it helps the boats not get lost at sea*

The response does not provide a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

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

GUIDE PAPER 6

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

"built in 1796 it is the oldest lighthouse in the state. it has guided whaling ships,fishing boats, steamships,submarines and sailboats for many years and continuse to do so today.

Score Credit 1 (out of 2 credits)

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

- *“built in 1796 it is the oldest lighthouse in the state. it has guided whaling ships,fishing boats, steamships,submarines and sailboats for many years and continuse to do so today*

The response does not provide a valid inference from the text to explain why lighthouses are important to the history of New York, according to *New York: Local Legacies*.

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

GUIDE PAPER 7

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

A single teacher would typically have students in the first through eight grades, And she taught them all. The youngest children sat in the front, While the oldest students sat in the back. The Classroom of a one room schoolhouse probably looked so much like your own. The teachers desk may have been on a raised platform at the front of the room, However, and there would have been wood-burning stove since there was no other source of heat.

Score Credit 0 (out of 2 credits)

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

- *A single teacher would typically have students in the first through eight grades, And she taught them all. The youngest children sat in the front, While the oldest students sat in the back. The Classroom of a one room schoolhouse probably looked so much like your own. The teachers desk may have been on a raised platform at the front of the room, However, and there would have been wood-burning stove since there was no other source of heat*

- 27 According to *New York: Local Legacies*, why are lighthouses important to the history of New York? Use **two** details from the article to support your response.

The lighthouse's work automaticly with the beacon on the top even though you have to change the light every once and a while but the classrooms are not as good as the other ones we have now i love the tec. we have now it is unblivable that we where able to do something like this, but it hurts the envirmment and we are destroying it so yeah that's it.

Score Credit 0 (out of 2 credits)

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

- *The lighthouse's work automaticly with the beacon on the top even though you have to change the light every once and a while but the classrooms are not as good as the other ones we have now i love the tec. we have now it is unblivable that we where able to do something like this, but it hurts the envirmment and we are destroying it so yeah that's it*

EXEMPLARY RESPONSE

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use **two** details from the article to support your response.

[illegible]

Possible Exemplary Response:

Paragraph 6 of *New York: Local Legacies* contributes to the central idea of the article by informing readers of Rochester, New York's local legacy of the Lilac Festival. This local legacy "originally started with 20 varieties in 1892," and has since grown to "more than 500 varieties of lilacs and more than 1,200 lilac bushes." Today, over 500,000 people each year come to the Lilac Festival in Highland Park which was the first municipal arboretum in the United States. The Lilac Festival makes a wonderful addition to the list of New York treasures.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use two details from the article to support your response.

Paragraph 6 help develop a central idea of the article because it shows a legacy of history that can relate to the present. The park's collection of lilacs originally started with 20 varieties in 1892. Since 1898, Rochester has held a Lilac Festival every May." The text also says," The first event attracted 3,000 visitors; now more than 500,000 people come to see the lilacs and other flowering trees and shrubs. This develops the central idea because it shows how history can be connected with today considering there was a lilac festival every may and there still is. As you can see this is proof that paragraph 6 help develop a central idea because it shows a legacy of history that can relate to the present.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

- *it shows a legacy of history that can relate to the present*

The response provides evidence of analysis.

- *This develops the central idea because it shows how history can be connected with today considering there was a lilac festival every may and there still is*

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

- *The park's collection of lilacs originally started with 20 varieties in 1892. Since 1898, Rochester has held a Lilac Festival every May."*
- *" The first event attracted 3,000 visitors; now more than 500,000 people come to see the lilacs and other flowering trees and shrubs*

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

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use two details from the article to support your response.

Paragraph 6 helps develop a central idea of the article by saying how the Highland Park has changed from before to now. Some evidence that supports my claim is that it said "There are more than 500 varieties of lilacs and more than 1,200 lilac bushes at Highland Park." It's saying that the Highland Park has more than 500 varieties of lilacs and more than 1,200 lilac bushes now. Some more evidence that supports my claim is that it said "The park's collection of lilacs originally started with 20 varieties in 1892." It's saying that in the past it only had 20 varieties. That's how paragraph 6 helps develop a central idea of the article by saying how the Highland Park has changed from before to now.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

- *by saying how the Highland Park has changed from before to now*

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

- *"There are more than 500 varieties of lilacs and more than 1,200 lilac bushes at Highland Park."*
- *"The park's collection of lilacs originally started with 20 varieties in 1892."*

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

GUIDE PAPER 3

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use **two** details from the article to support your response.

In paragraph 6 it refers to how we should celebrate the past to look forward to the future, "Since 1898, Rochester has held a Lilac Festival every May." And also "now more than 500,000 people come to see the lilacs and other flowering trees and shrubs. . . ."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

- *refers to how we should celebrate the past to look forward to the future*

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

- *"Since 1898, Rochester has held a Lilac Festival every May."*
- *"now more than 500,000 people come to see the lilacs and other flowering trees and shrubs. . . ."*

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

GUIDE PAPER 4

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use **two** details from the article to support your response.

In "Excerpt from New York: Local Legacies," paragraph 6 helps develop a central idea of the article by saying something like a lot of people come to celebrate what has been around for a really long time. I know this because in the text it states "The first event attracted 3,000 visitors; now more than 500,000 people have come to the lilacs and other flowering trees and shrubs. This states that a whole bunch of people come to see a really popular tradition.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

- *by saying something like a lot of people come to celebrate what has been around for a really long time*

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

- *"The first event attracted 3,000 visitors; now more than 500,000 people have come to the lilacs and other flowering trees and shrubs"*

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

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use two details from the article to support your response.

"In 1888 the world largest nursery ellwanger and Barry owned by george ellwanger and patrick barry gave highland park to the people of Rochester." This shows that there talkingb aboutst something famos
"Now more than 500,000 people come to se the lilacs and other flowering trees and shrubs"

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.

- *"In 1888 the world largest nursery ellwanger and Barry owned by george ellwanger and patrick barry gave highland park to the people of Rochester."*
- *"Now more than 500,000 people come to se the lilacs and other flowering trees and shrubs"*

The response does not provide a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

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

GUIDE PAPER 6

28 In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use two details from the article to support your response.

"it was beautifully landscaped with trees and shrubs and was the first municipal arboretum in the united states. an arboretum is a place where trees, shrubs and plants are specially grown and clutivated."

Score Credit 1 (out of 2 credits)

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

- *"it was beautifully landscaped with trees and shrubs and was the first muncipal arboretum in the united states. an arboretum is a place where trees, shrubs and plants are specially grown and clutivated."*

The response does not provide a valid inference from the text to explain how paragraph 6 helps develop a central idea of the article *New York: Local Legacies*.

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

GUIDE PAPER 7

28

In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use **two** details from the article to support your response.

paragraph 6 helps show the idea of the article and its culture to give you a bigger idea about the article

Score Credit 0 (out of 2 credits)

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

- *paragraph 6 helps show the idea of the article and its culture to give you a bigger idea about the article*

28

In *New York: Local Legacies*, how does paragraph 6 help develop a central idea of the article? Use **two** details from the article to support your response.

They tell how it was back then and how much weve grown sice then. How much we learned snd powerd up.

Score Credit 0 (out of 2 credits)

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

- *They tell how it was back then and how much weve grown sice then. How much we learned snd powerd up*

Excerpt from *Marvels in the Muck: Life in the Salt Marshes*

by Doug Wechsler



- 1 If it weren't for geese and other birds, the New Jersey salt marsh would seem almost dead in winter. Much of the other marsh life has either gone elsewhere or is hiding. Fiddler crabs winter in burrows beneath the mud. Mummichogs, small marsh-dwelling fish, move into salt marsh pools and hide in the mud during the coldest weather. Blue crabs move into deeper water and become inactive, burrowing into the mud and sand for the winter.
- 2 Have you ever been to a salt marsh? If you have visited a beach on the East Coast or Gulf Coast of the United States, you probably passed right through or over a salt marsh. Salt marshes grow in bays and along creeks and rivers that flow into salt water. Salt marshes are wetlands with grasses and low-growing plants that are flooded by the tides. Salt marshes do best where the water is brackish—that is, less salty than the ocean, but not fresh enough to drink. . . .

Spring: Return of the Laughing Gulls

- 3 HA-HA-HA-HAAAH-HAAAH. The laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh. Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh. More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls, and you will learn a great deal about their marshy home.

- 4 Battered brown grasses are what the laughing gull sees below. Last year's growth of grasses is slowly breaking down. New green shoots will soon pop through. In the marsh, a flock of brant¹ feed on algae. The water is cold. Early spring is a pleasant time to visit the salt marsh. Days are getting warmer but not yet warm enough to bring out the hordes of hungry mosquitoes and biting flies.

King of Grasses . . .

- 5 Of all the plants that grow in the mud of the salt marsh, one species of cordgrass, smooth cordgrass, stands out as king. In the deepest parts of the marsh, called the low marsh, this is often the only kind of plant you can find. Smooth cordgrass is usually between two and six feet high (sixty centimeters to two meters) though it can shoot up as tall as nine feet (almost three meters). In the high marsh, closer to shore, it grows tall along the creeks and shorter on flat places that are flooded for briefer periods of time. From southern Canada to northern Florida and along many parts of the Gulf Coast of the United States, this one kind of plant makes up most of the marsh. . . .

Rampaging Reed

- 6 In many places you will see dense stands of grass that you can barely walk through. The common reed, which is also known by its scientific name, *Phragmites* (frag-MY-tees), has stalks about one inch (two and a half centimeters) thick. It is often about 10 feet (3 meters) high, though it can grow as tall as 20 feet (6 meters). *Phragmites* has taken over large areas of salt marsh, eliminating and replacing cordgrasses and other marsh plants. *Phragmites* often gets a foothold in places where the marsh has been disturbed. For example, if mud and sand are dredged² from a boat channel and dumped on the marsh, *Phragmites* will grow on the dirt pile. From there it will start to take over part of the marsh. Like cordgrass, it spreads by growing underground stems called rhizomes. These can be up to 20 feet (6 meters) long. New shoots of grass grow up from rhizomes, and the colony of *Phragmites* expands in all directions.

¹brant: a type of small goose

²dredged: dug up

EXEMPLARY RESPONSE

36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

Possible Exemplary Response:

The details in paragraph 3 of *Marvels in the Muck* help to develop a central idea that salt marshes are teeming with life by telling us about a marvel that relies on the salt marsh for survival, the laughing gulls. The laughing gulls have a unique cry that sounds like a laugh. Their plumage is another thing that sets them apart, “With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh.” Laughing gulls migrate back to the New Jersey salt marshes in early spring and are some of the first signs of life after the dead of winter.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1a

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

In the article, "Excerpt from *Marvels in the Muck: Life in the Salt Marshes*" by Doug Welsher, Welsher explains that paragraph 3 supports the central idea that there is a diverse amount of animals and plants that inhabit the salt marshes, in which some rely more heavily on the marshes than others through using an example of a species that inhabits the marshes as well as using a specific type of animal in order to demonstrate how certain species rely on the marshes. According to the article, Welsher states (paragraph 3) "Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh." Contextually, the author states how laughing gulls come to salt marshes in the north around the beginning of spring. This quote demonstrates that there are many animals that inhabit the marshes but by using laughing gulls it demonstrates how this species of gulls stand out due to its unique coloration in comparison to others gulls of the marsh. This quote is significant because the author uses a surprising fact in order to suggest the significance that laughing gulls are unique. Also, according to the article, Welsher states (Paragraph 3) "More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls, and you will learn a great deal about their marshy home." Contextually, laughing gulls are a inhabitant of the marshes in which they also have polychromatic look. This quote suggests that marshes play a significant role in many animals, but laughing gulls depend on it due to the fact it provides shelter for it, in which the gulls need in order to survive. This quote is significant because the author builds a mood in order to suggest the significance of a point by stating how laughing gulls need salt marshes, in which it show how important salt marshes are. I can infer that if salt marshes were eradicated from ecosystems, it will result in a decrease in multiple species and have a significant toll on even more species.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

- *there is a diverse amount of animals and plants that inhabit the salt marshes [...] to demonstrate how certain species rely on the marshes*

The response provides evidence of analysis.

- *there are many animals that inhabit the marshes but by using laughing gulls it demonstrates how this species of gulls stand out due to its unique coloration*
- *marshes play a significant role in many animals, but laughing gulls depend on it due to the fact it provides shelter for it, in which the gulls need in order to survive*
- *if salt marshes were eradicated from ecosystems, it will result in a decrease in multiple species and have a significant toll on even more species*

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

GUIDE PAPER 1b

- *“Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh.”*
- *“More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls, and you will learn a great deal about their marshy home.”*

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

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

In paragraph 3 develop a central idea of the article by describing what gull lives in the marsh. For example the text states "the laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh. Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh." This evidence shows that what describes the Gull that lives in the marsh. In addition the following text states " More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls, and you will learn a great deal about their marshy home." This evidence shows that Gulls need salt marshes to live. In conclusion Gulls need to live in salt marshes to live, and what their characteristics are.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

- *by describing what gull lives in the marsh*

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

- *"the laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh. Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh."*
- *" More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls, and you will learn a great deal about their marshy home."*

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

GUIDE PAPER 3

36

In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

In Excerpt from *Marvels in the Muck* the details in paragraph 3 develop a central idea of this article by explaining that they need salt marshes to survive and contributes to the importance of salt marshes it states this when it says "More than any other gulls, laughing gulls need salt marshes to survive".

Another detail in paragraph 3 that show salt marshes importance is "The laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh".

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

- *by explaining that they need salt marshes to survive and contributes to the importance of salt marshes*

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

- *"More than any other gulls, laughing gulls need salt marshes to survive"*
- *"The laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh"*

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

GUIDE PAPER 4

36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

My three things is that

1. HA HA HA HA HA HA Ha HA HA HAAA. the laughing call of gull overhead is the first sighn of spring in this new jersey.
2. Laughing gulls are migrating from shores and marshes farther south.
3. With ther black heads gray backs white breasts and red bills and legs these are the most handsome gulls of salt marsh.

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.

- *HA HA HA HA HA HA Ha HA HA HAAA. the laughing call of gull overhead is the first sighn of spring in this new jersey*
- *Laughing gulls are migrating from shores and marshes farther south*
- *With ther black heads gray backs white breasts and red bills and legs these are the most handsome gulls of salt marsh*

The response does not provide a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

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

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

Paragraph 3 helps develop the central idea by giving an explaniton of the seagulls and how they need to live.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

- *by giving an explaniton of the seagulls and how they need to live*

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

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

GUIDE PAPER 6

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

The laughing call of a gull overhead is the first sign of spring in this new jersey salt marsh. Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh. More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls. And you will learn a great deal about their marshy home.

Score Credit 1 (out of 2 credits)

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

- *The laughing call of a gull overhead is the first sign of spring in this new jersey salt marsh. Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh. More than any other gulls, laughing gulls need salt marshes to survive. Follow the laughing gulls. And you will learn a great deal about their marshy home*

The response does not provide a valid inference from the text to explain how the details in paragraph 3 develop a central idea of the article *Marvels in the Muck*.

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

GUIDE PAPER 7

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

that they dont care about the spring in new jerey and that they want less ducks and this that will cause salt water and how they are a diffent color an how theydid not like how they were being treted

Score Credit 0 (out of 2 credits)

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

- *that they dont care about the spring in new jerey and that they want less ducks and this that will cause salt water and how they are a diffent color an how theydid not like how they were being treted*

- 36 In *Marvels in the Muck*, how do the details in paragraph 3 develop a central idea of the article? Use **two** details from the article to support your response.

It is talking all about the other paragraphs how about some grass and what color it is.

Score Credit 0 (out of 2 credits)

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

- *It is talking all about the other paragraphs how about some grass and what color it is*

EXEMPLARY RESPONSE

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

Possible Exemplary Response:

Paragraphs 5 and 6 develop the idea of “give them an inch and they’ll take a mile” by talking about the growth of phragmites. As the heading says it is the rampaging reed that takes over the marsh. It starts out small, in places that the marsh has been disturbed. It grows first on the dirt piles from dredged mud and sand and then reproduces through rhizomes spreading out in all directions. Once it establishes itself there is no stopping it as it chokes out cordgrass and other marsh plants. Phragmites is an aggressive marsh invader that will take over miles of salt marsh, growing so dense “that you can barely walk through.” This shows phragmites taking more space than what is offered.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

The details in paragraphs 5 and 6 develop this idea by showing how that type of grass will take over even if it starts small. The text says, “If mud and sand are dredged from a boat channel and dumped on the marsh, Phragmites will grow on the dirt pile. From there it will start to take over part of the marsh,” (Excerpt from *Marvels in the Muck*, 6). This proves that this type of grass even gets a small foothold in the marsh they will still take over. The text also says, “New shoots of grass grow up from rhizomes, and the colony of Phragmites expands in all directions,” (Excerpt from *Marvels in the Muck*, 6). This reinforces the idea that they spread everywhere by telling us how it spreads and saying that it goes in all directions.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea “give them an inch and they’ll take a mile” in *Marvels in the Muck*.

- *by showing how that type of grass will take over even if it starts small*

The response provides evidence of analysis.

- *grass even gets a small foothold in the marsh they will still take over*

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

- *“If mud and sand are dredged from a boat channel and dumped on the marsh, Phragmites will grow on the dirt pile. From there it will start to take over part of the marsh,”*
- *“New shoots of grass grow up from rhizomes, and the colony of Phragmites expands in all directions,”*

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

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

Paragraphs 6 and 5 from "Excerpt from Marvels in the Muck" develop the idea, "Give them an inch and they'll take a mile.", by talking about how large and tall some plants get. In paragraph 5 it talks about how tall smooth cordgrass can get and that they mostly grow to 6 feet high but sometimes can grow to 9 feet high. In the text it says, "Smooth cordgrass is usually between six feet high (sixty centimeters to two meters) though it can shoot up to as tall as nine feet (almost 3 meters)." In paragraph 6 it talks about how the plant called the common red grows up to ten feet but sometimes it can grow up to 20 feet. In the text it says, "It is often about 10 feet (3 meters) highm though it can grow as tall as 20 feet (6 meters).

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea “give them an inch and they’ll take a mile” in *Marvels in the Muck*.

- *by talking about how large and tall some plants get*

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

- *“Smooth cordgrass is usually between six feet high (sixty centimeters to two meters) though it can shoot up to as tall as nine feet (almost 3 meters).”*
- *“It is often about 10 feet (3 meters) highm though it can grow as tall as 20 feet (6 meters)*

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

GUIDE PAPER 3

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

In "Excerpt from Marvels in the Muck" the details in paragraphs 5 and 6 develop this idea by explaining how about only one plant takes up most of the space in all Marshes by itself. I say this because in the text it says, "From southern Canada to northern Florida and along many parts of the Gulf Coast of the United States, this one kind of plant makes up most of the marsh. " Another detail is, " Like cordgrass, it spreads by growing underground stems called rhizomes. These can be up to 20 feet long.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea “give them an inch and they’ll take a mile” in *Marvels in the Muck*.

- *by explaining how about only one plant takes up most of the space in all Marshes by itself*

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

- *“From southern Canada to northern Florida and along many parts of the Gulf Coast of the United States, this one kind of plant makes up most of the marsh. ”*
- *“ Like cordgrass, it spreads by growing underground stems called rhizomes. These can be up to 20 feet long*

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

GUIDE PAPER 4

37 "Give them an inch and they'll take a mile" is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

"Give them an inch and they'll take a mile, is a saying that means people sometimes take more than what is offered to them. How do details from paragraphs 5 and 6 support this idea?

These paragraphs support the idea because in paragraph 5 it says "This one kind of plant makes up most of the marsh".

In paragraph 6 it states "Phragmites has taken over large areas of the salt marsh, eliminating and replacing cordgrasses and other marsh plants" It also states "The colony of Phragmites expands in all directions".

By those 3 details that is how I think that paragraphs 5 and 6 support the idea of "Give them an inch and they'll take a mile".

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.

- "This one kind of plant makes up most of the marsh"
- "Phragmites has taken over large areas of the salt marsh, eliminating and replacing cordgrasses and other marsh plants"
- "The colony of Phragmites expands in all directions"

The response does not provide a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea "give them an inch and they'll take a mile" in *Marvels in the Muck*.

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

37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

it develops it by saying it took more then it was like offered "phragmites often gets a foothold in places where the marsh has benn disturbed" "and the colany of phragmites expands in all derections".

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.

- “*phragmites often gets a foothold in places where the marsh has benn disturbed*”
- “*and the colany of phragmites expands in all derections*”

The response does not provide a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea “give them an inch and they’ll take a mile” in *Marvels in the Muck*.

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

GUIDE PAPER 6

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

In many places you will see dense stands of grass that you can barley walk through. The common reed, which is also known by its scientific name, Phragmites (frag-MY-tees), has stalks about one inch (two and a half centimeters) thick.

Score Credit 1 (out of 2 credits)

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

- *In many places you will see dense stands of grass that you can barley walk through. The common reed, which is also known by its scientific name, Phragmites (frag-MY-tees), has stalks about one inch (two and a half centimeters) thick*

The response does not provide a valid inference from the text to explain how the details in paragraphs 5 and 6 develop the idea “give them an inch and they’ll take a mile” in *Marvels in the Muck*.

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

GUIDE PAPER 7

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use **two** details from the article to support your response.

they where trying so hard to proteced the animals in the marsh they went relly far to save them and tier home. they worked harder than they where saposto

Score Credit 0 (out of 2 credits)

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

- *they where trying so hard to proteced the animals in the marsh they went relly far to save them and tier home. they worked harder than they where saposto*

- 37 “Give them an inch and they’ll take a mile” is a saying that means people sometimes take more than what is offered them. In *Marvels in the Muck*, how do the details in paragraphs 5 and 6 develop this idea? Use two details from the article to support your response.

This Article does not talk about 'people sometime staking more then what is offered to them'. this article is about the New Jeresy salt march.thats all it talks about and the animals like geese,fiddler crabs,mummichogs,dwelling fish,etc

Score Credit 0 (out of 2 credits)

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

- *This Article does not talk about ‘people sometime staking more then what is offered to them’. this article is about the New Jeresy salt march.thats all it talks about and the animals like geese,fiddler crabs,mummichogs,dwelling fish,etc*

Slender blueflag is a plant that sprouts blue and violet flowers and tends to grow in marshes.

“Blueflags” from *The Collected Poems* of William Carlos Williams

by William Carlos Williams

I stopped the car
to let the children down
where the streets end
in the sun
5 at the marsh edge
and the reeds¹ begin
and there are small houses
facing the reeds
and the blue mist
10 in the distance
with grapevine trellises
with grape clusters
small as strawberries
on the vines
15 and ditches
running springwater
that continue the gutters
with willows over them.

The reeds begin
20 like water at a shore
their pointed petals waving
dark green and light.
But blueflags are blossoming
in the reeds
25 which the children pluck
chattering in the reeds
high over their heads
which they part
with bare arms to appear
30 with fists of flowers
till in the air
there comes the smell
of calamus²
from wet, gummy stalks.

¹reeds: tall plants that grow in marshes

²calamus: marsh plant with the fragrance of cinnamon

EXEMPLARY RESPONSE

38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The word choice in lines 19 through 30 of "Blueflags" shifts the tone of the poem by using words and phrases full of imagery that evoke our senses to capture a lively moment of kids playing in nature. Reading the phrase "chattering in the reeds" you can almost hear children laughing and talking. The poet says, "reeds high over their heads" and you can imagine the tall reeds that the kids are walking through to get to the blooming blueflag flowers, so tall that you can't see the top of their heads, but you can only hear them giggling. Later the author uses "the smell of calamus" and you can almost smell the fragrance of cinnamon. William Carlos Williams uses words that evoke powerful images, sounds, and smells to give us a strong sense that we are there in the marsh.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

In the poem "Blueflags" from 'Sour Grapes': A Book of Poems" written by William Carlos Williams, Williams explains that lines 19 through "Blueflags" shift the tone of the poem by showing how the kids are having fun while the starting was more descriptive. According to the poem Williams states, (Lines 23 through 25)"But blueflags are blossoming in the reeds which the children pluck". Contextually the poem how delighted these children are when playing with the blueflags. This quote justifies that the children are having fun picking the blueflags and enjoy it. Also, according to the poem Williams states, (Lines 26 through 30)"Chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers". Also contextually the children are enjoying the time in the reeds as well. This quote shows that the children are even socializing with eachother while enjoying themselves with the flowers. I can infer based off of all my evidence that this is why line 19 through 30 of "Blueflags" shift the tone of the poem by showing children having a joyful time plucking the flowers.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflags."

- *by showing how the kids are having fun while the starting was more descriptive*

The response provides evidence of analysis.

- *justifies that the children are having fun picking the blueflags and enjoy it*
- *children are even socializing with eachother while enjoying themselves with the flowers*

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

- *"But blueflags are blossoming in the reeds which the children pluck"*
- *"Chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers"*

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

- 38 How does the speaker's word choice in lines 19 through 30 of "Blueflads" shift the tone of the poem? Use **two** details from the poem to support your response.

The speaker's word choice in lines 19 through 30 of "Blueflads" shifts the tone. When line 19 through 30 is read or said it gives the feeling of warth and this feeling is achevied by the speaker talking more in detail about the reeds. In the poem it says, "The reeds begin like water at a shore their pointed petals waving dark green and light." It also says, "But blueflads are blossoming in the reeds which the children pluck chattering in the reeds high over their heads" The speaker in telling the reader more about the expeirince in detail.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflads."

- *it gives the feeling of warth and this feeling is achevied by the speaker talking more in detail about the reeds*

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

- *"The reeds begin like water at a shore their pointed petals waving dark green and light."*
- *"But blueflads are blossoming in the reeds which the children pluck chattering in the reeds high over their heads"*

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

GUIDE PAPER 3

38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

The speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem by describing what the children are doing in the marsh.

In lines 23 through 26, it says "But blueflags are blossoming in the reeds which the children pluck chattering in the reeds" This tells me the speaker is describing what the children are doing.

In line 30, it says "with fists of flowers". This tells me that the children picked the blueflags and have fists of them.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflags."

- *by describing what the children are doing in the marsh*

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

- *"But blueflags are blossoming in the reeds which the children pluck chattering in the reeds"*
- *"with fists of flowers"*

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

GUIDE PAPER 4

38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

The authors word choice shifted the tone of the poem by describing what happens to them (the blueflags)"But blueflags are blossoming
in the reeds
which the children pluck
chattering in the reeds."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflags."

- *by describing what happens to them (the blueflags)*

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

- *"But blueflags are blossoming in the reeds which the children pluck chattering in the reeds."*

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

38

How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

The speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem by making it more detailed and delivering.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflags."

- *by making it more detailed*

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

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

GUIDE PAPER 6

38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

In the poem blueflags from sour grape' a book of poems written by William Carlos Williams Williams's explains how the blueflags shifted the tone of the poem. According to the poem blueflags from sour grapes a book of poems written by William Carlos Williams, Williams states(p1,pr19-30,"the reeds begin like water at a shore their pointed petals waving dark green and light. but blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads which they part with bare arms to appear with fist of flowers till in the air there comes the smell off calamus from wet gummy stalks. contextually i think 25 through 30 is when the tone shifted in the poem because it said which the children pluck chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers this quote shows me that it is talking about a certain thing sour grapes i can infer that it is talking about violet flowers trending in the garden to gro marshes

Score Credit 1 (out of 2 credits)

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

- *which the children pluck chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers*

The response does not provide a valid inference from the text to explain how the speaker's word choice in lines 19 through 30 shifts the tone of the poem "Blueflags."

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

GUIDE PAPER 7

38

How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

The water waves look like flags and how the narritor loves moshes and the barries are grapes that are sower and they like them.

Score Credit 0 (out of 2 credits)

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

- *The water waves look like flags and how the narritor loves moshes and the barries are grapes that are sower and they like them*

- 38 How does the speaker's word choice in lines 19 through 30 of "Blueflags" shift the tone of the poem? Use **two** details from the poem to support your response.

First they were say stuff about the kids and now there are saying stuff about there planit and Earth and natcher wich help kids like us because no one ever wonts to go outside no more so so nice kind good stuff about our natcher is really going to help get more kids outside and just talking about this stuff makes me wont to go outside.

Score Credit 0 (out of 2 credits)

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

- *First they were say stuff about the kids and now there are saying stuff about there planit and Earth and natcher wich help kids like us because no one ever wonts to go outside no more so so nice kind good stuff about our natcher is really going to help get more kids outside and just talking about this stuff makes me wont to go outside*

EXEMPLARY RESPONSE

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

Possible Exemplary Response:

A popular phrase comes to mind when I think of the poem “Blueflags” and the article *Marvels in the Muck*. That phrase is their shared theme, “beauty is in the eyes of the beholder.” Both poem and article focus on the celebration of simple everyday beauty that is found in nature. A beauty which can be missed by those who see a marsh and think swamp, mud, weeds, bugs and odor.

In the poem “Blueflags,” we are introduced to a few people that find the beauty in the marsh. The first are the homeowners who inhabit the “small houses facing the reeds and the blue mist in the distance with grapevine trellises” spoken about in lines 7 through 11. These homeowners have chosen what is for them an idyllic setting to have a home; they are truly people who see the beauty in the marsh, so much so that they want to see it every day. The second set of people who are shown to appreciate the vibrant blue and violet colors that stand out against the otherwise plain landscape are the children who come out of the marsh with fistfuls of blueflags. Presumably a treasured present for the parent who stopped the car “where the streets end in the sun at the marsh edge and the reeds begin” much the same as children elsewhere would pick a dandelion bouquet to bring home. Parents often don’t see them as weeds but as a cherished gift.

The article further develops this idea that what is viewed as beautiful by some may not be seen that way by all in the simplicity of its title, *Marvels in the Muck*. When most people think of muck, they think of stinky, messy mud and turn up their nose. However, as the title describes, don’t stop there because if you look past the muck you will see all the marvelous parts of the marsh. If it wasn’t for this muck of the marsh we wouldn’t have laughing gulls with “their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh.” Dig in this muck in the winter and you will see it teaming with animals described in paragraph 1. “Fiddler crabs winter in burrows beneath the mud. Mummichogs, small marsh-dwelling fish, move into salt marsh pools and hide in the mud during the coldest weather.”

To some a marsh is just something to pass by, just part of the plain landscape that you pass through on the way to an ocean beach. Others see the beauty in it, whether it is the flowers or the wildlife. The poem and article opened my eyes to remind me that “beauty is in the eyes of the beholder” and that I can choose to see the beauty of nature instead of just the muck.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

A theme that is shared within the text of "Blueflags" from 'Sour Grapes': A Book of Poems" and "Excerpt from Marshes in the Muck: Life in the Salt Marshes" is that true beauty cannot be hidden from those who don't have a selfish eye. I believe this theme is shared and developed throughout the excerpt and poem because throughout the excerpt by Doug Wechsler it describes Salt Marshes and the different organisms living in them but in the final paragraph he puts emphasis on the most common plant living in the Marshes and the way he puts it, it seems this plant takes much more than needed and it also eliminates other plants so that it can reproduce for itself even though the population for it is large on an extreme level therefore I came up with this theme and the reeds would be the selfish eye in a metaphoric sense. The poem by William Carlos Williams represents and supports the theme I chose because throughout this poem the author also describes the Marsh but still sticks to the beauty of the blueflag flowers within the reeds and the children go pick some blueflags while playing showing that they also recognize the beauty of the flowers and even though the flowers are stuck between the selfish reeds they are recognized by those who see their beauty and so both the excerpt and poem represent my theme in a metaphoric sense as the reeds are selfish and the blueflag flowers are the unrecognized beauty. According to "Blueflags" from 'Sour Grapes': A Book of Poems" stanza's 25 to 30 it says "But blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers till in the air there comes the smell of calamus from wet, gummy stalks." This recognizes that the author sees the beauty of the blueflags and knows to look away from their selfishness and instead focus on the blueflag with its most beautiful vibrant blue mist. According to "Excerpt from Marvels in the Muck: Life in the Salt Marshes" paragraph 6 lines 10-11 it says "New shoots of grass grow up from rhizomes, and the colony of Phragmites expands in all directions." This conveys that the reeds are selfish organisms as they begin to expand and are consumed by greed because they already have a large colony and population in the Salt Marshes but it seems as though they want to be the only plant in the Marshes.

Score Credit 4 (out of 4 credits)

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

- *A theme that is shared within the text of “Blueflags” from ‘Sour Grapes’: A Book of Poems” and “Excerpt from Marshes in the Muck: Life in the Salt Marshes” is that true beauty cannot be hidden from those who don't have a selfish eye*

The response demonstrates insightful analysis of the texts.

GUIDE PAPER 1b

- *it describes Salt Marshes and the different organisms living in them but in the final paragraph he puts emphasis on the most common plant living in the Marshes and the way he puts it, it seems this plant takes much more than needed and it also eliminates other plants so that it can reproduce for itself even though the population for it is large on an extreme level therefore I came up with this theme and the reeds would be the selfish eye in a metaphoric sense*
- *describes the Marsh but still sticks to the beauty of the blueflag flowers within the reeds and the children go pick some blueflags while playing showing that they also recognize the beauty of the flowers and even though the flowers are stuck between the selfish reeds they are recognized by those who see their beauty*
- *both the excerpt and poem represent my theme in a metaphoric sense as the reeds are selfish and the blueflag flowers are the unrecognized beauty*
- *the author sees the beauty of the blueflags and knows to look away from their selfishness and instead focus on the blueflag with its most beautiful vibrant blue mist*
- *the reeds are selfish organisms as they begin to expand and are consumed by greed because they already have a large colony and population in the Salt Marshes but it seems as though they want to be the only plant in the Marshes*

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

- *“ But blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads which they part with bare arms to appear with fists of flowers till in the air there comes the smell of calamus from wet, gummy stalks.”*
- *“New shoots of grass grow up from rhizomes, and the colony of Phragmites expands in all directions.”*

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

- *because*
- *but*
- *therefore*
- *also*
- *According to*
- *This recognizes that*
- *it says*
- *This conveys*

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

- *organisms*
- *emphasis*
- *metaphoric sense*

GUIDE PAPER 1c

The response does not provide a concluding statement.

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

- *dont*
- *throughtout*
- *Marvals*
- *as thought they*
- Sentence Structure

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

The theme that is shared by “Excerpt from Marvels in the Muck” and “Blueflags” is that beauty is found everywhere in nature. The shared theme is developed in the story by the stories describing it.

The theme that is shared by “Excerpt from Marvels in the Muck” and “Blueflags” is that marshes and it’s animals and creatures are beautiful things in nature. On piece of evidence from the poem “Blueflags” is “In the distance with grapevine trellises with grape clusters small as strawberries on the vines and ditches running springwater that continue the gutters with willows over them.” This means that the marsh is beautiful and full of nature and peaceful. Another piece of evidence from “Excerpt from Marvels in the Muck” is “Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh.” This means that nature is beautiful because it is described as handsome and the gulls were laughing. In conclusion, an idea that is shared by both stories is that marshes are a magnificent.

The shared theme is developed in the story by the stories describing it. One piece of evidence from the poem is “The reeds begin like water at a shore their pointed petals waving dark green and light. But blueflags are blossoming in the reeds.” This means that the author is describing the reeds and how pretty it is. Another piece of evidence from the passage is “Salt marshes grow in bays and along creeks and rivers that flow into salt water. Salt marshes are wetlands with grasses and low-growing plants that are flooded by the tides. Salt marshes do best where the water is brackish—that is, less salty than the ocean, but not fresh enough to drink.” This means that the author is describing what a salt marsh looks like to people who don’t know to show how beautiful that nature is. In conclusion, the shared theme is developed in the story by the author describing it.

Score Credit 4 (out of 4 credits)

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

- *The theme that is shared by “Excerpt from Marvels in the Muck” and “Blueflags” is that beauty is found everywhere in nature. The shared theme is developed in the story by the stories describing it*

The response demonstrates insightful analysis of the texts.

- *marshes and it's animals and creatures are beautiful things in nature*
- *the marsh is beautiful and full of nature and peaceful*
- *nature is beautiful because it is described as handsome and the gulls were laughing*
- *The shared theme is dveloped in the story by the stories describing it*
- *describing the reeds and how pretty it is*
- *what a salt marsh loks like to people whod dont know to show how beautiful that nature is*

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

- *"In the distance with grapevine trellises with grape clusters small as strawberries on the vines and ditches running springwater that continue the gutters with willows over them."*
- *"Laughing gulls are migrating from shores and marshes farther south. With their black heads, gray backs, white breasts, and red bills and legs, these are the most handsome gulls of the salt marsh."*
- *"The reeds begin like water at a shore their pointed petals waving dark green and light. But blueflags are blossoming in the reeds."*
- *"Salt marshes grow in bays and along creeks and rivers that flow into salt water. Salt marshes are wetlands with grasses and low-growing plants that are flooded by the tides. Salt marshes do best where the water is brackish—that is, less salty than the ocean, but not fresh enough to drink."*

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

- *and*
- *One piece*
- *This means*
- *Another piece*
- *because*
- *In conclusion*

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

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

- *In conclusion, the theme that is shared by both stories is that marhses are a magnificent*
- *In conclusion, the shared theme is developed in the story by the author describing it*

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

- *dveloped*
- *marshes and it's animals*
- *are a magnificent*
- *evidence form the*

- *loks*
- *whod*
- *dont*

GUIDE PAPER 3a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

The theme that is shared by "Excerpt from Marvels in the Muck" and "Blueflags" is, the true beauty of nature is shown when you take time with it. The theme is developed in the article by explaining little details we would never remember or even think about if we were taking nature for granted. The same theme is also shown in the poem by explaining the scenery of the salt marsh.

In "Excerpt from Marvels in the Muck" the author shows the hidden beauty in nature through revealing informational details of the environment. He talks about the laughing gulls and how they laugh. He says, "The laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh." This shows the signal of new life, plants, and organisms we never knew existed.

In "Blueflags" the author also unveils the true vision of the places we thought we knew, like our home, Earth. William explains a scene as "small houses facing the reeds and the blue mist in the distance." As words, it doesn't seem like much. But, the scene meant so much to the author that he took the time to fluently piece together a poem to share the memory.

Score Credit 4 (out of 4 credits)

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

- *The theme that is shared by “Excerpt from Marvels in the Muck” and “Blueflags” is, the true beauty of nature is shown when you take time with it*

The response demonstrates insightful analysis of the texts.

- *The theme is developed in the article by explaining little details we would never remember or even think about if we were taking nature for granted. The same theme is also shown in the poem by explaining the scenery of the salt marsh*
- *the author shows the hidden beauty in nature through revealing informational details of the environment*
- *the signal of new life, plants, and organisms we never knew existed*
- *unveils the true vision of the places we thought we knew, like our home, Earth*

GUIDE PAPER 3b

- *it doesn't seem like much. But, the scene meant so much to the author that he took the time to fluently piece together a poem to share the memory*

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

- *laughing gulls and how they laugh*
- *"The laughing call of a gull overhead is the first sign of spring in this New Jersey salt marsh."*
- *explains a scene as "small houses facing the reeds and the blue mist in the distance."*

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

- *the same*
- *the author shows*
- *He says*
- *This shows*
- *also*
- *William explains*
- *But*

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

- *hidden beauty*
- *revealing informational details of the environment*
- *organisms*
- *unveils the true vision*
- *fluently piece together*

The response does not provide a concluding statement.

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

- *explaining*
- *we though we knew*

GUIDE PAPER 4a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

The theme that is shared in “Excerpt from Marvels in the Muck” and “Blueflags” is about how sometimes people try to get more than they can actually get.

In “Excerpt from Marvels in the Muck”, it shows how people take more than what they can get. To show this, the author uses Paragmites, which are stands of grass that are hard to walk through, as an example. In paragraph 6 of “Excerpt from Marvels in the Muck”, it says “Phragmites has taken over large areas of salt marsh, eliminating and replacing cordgrasses and other marsh plants.” This shows that Paragmites will too try to take more than what they should, because they can take over more areas of salt marsh. Another example in paragraph 6 is, “Phragmites will grow on the dirt pile. From there it will start to take over part of the marsh.” This too explains that Paragmites will take over more marsh than they should.

These details from “Excerpt from Marvels in the Muck”, show and explain how people can take more than they are supposed to, just like Paragmites.

The theme that is shared in “Blueflags” is like “Excerpt from Marvels in the Muck”, people sometimes take more than they should. From lines 23 to 30, it says, “But blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads which they part with bear arms to appear with fists of flowers” This explains that these children took more blueflags from the reeds than they should have took. Another example that goes from lines 9 to 18, it says, “and the blue mist in the distance with grapevine trellises with grape clusters small as strawberries on the vines and ditches running springwater that continue the gutters with willows over them.” This detail shows that the grape clusters are the size of strawberries, yet still continuing to gutters with willows, meaning that there were a lot of grape clusters in which they took up a lot of space.

These details from both “Excerpt from Marvels in the Muck” and “Blueflags” both have a theme about taking more than what was being offered.

Score Credit 3 (out of 4 credits)

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

- *The theme that is shared in “Excerpt from Marvels in the Muck” and “Blueflags” is about how sometimes people try to get more than they can actually get*

The response demonstrates grade-appropriate analysis of the texts.

- *it shows how people take more than what they can get*

GUIDE PAPER 4b

- *Paragmites will too try to take more than what they shoud, because they can take over more areas of salt marsh [...] take over more marsh than they should*
- *show and explain how people can take more than they are supposed to, just like Paragmites*
- *these children took more blueglags from the reeds than they should have took*

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

- *“Phragmites has taken over large areas of salt marsh, eliminating and replacing cordgrasses and other marsh plants.”*
- *“Phragmites will grow on the dirt pile. From there it will start to take over part of the marsh.”*
- *“But blueflags are blossming in the reeds which the children pluck chattering in the reeds high over their heads which they part with bear arms to appear with fists of flowers”*
- *“and the blue mist in the distance with grapevine trellises with grape clusters small as strawberries on the vines an ditches running springwater that continue the gutters with willows over them.”*

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

- *In [...] it shows*
- *To show this*
- *In paragraph 6*
- *it says*
- *This shows*
- *Another example*
- *This too explains*
- *From lines 23 to 30*
- *This detail shows*

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

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

- *These details from both “Excerpt from Marvels in the Muck” and “Blueflags” both have a theme about taking more than what was being offered*

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

- *Paragmites*
- *shoud*
- *blossming*
- *blueglags*
- *should have took*
- *vines an ditches*

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

I think the theme (the messgae) shared by both of the articles is anything can have beautie in it. I think this because in "Excerpt from Marvels in the Muck" behind all that tall grass taking over the marsh there are cool animlas and tides.

Another reason why I think this is because in "Blueflags" their are pretty blue and violet flowers. For example the text states ins Blueflags: "The reeds begin like water at a shore their pointed petals waving dark green and light. But blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads." This makes me feel like the marsh look very pretty and I can picture it in my head.

One last example is when in Excerpt from Marvels in the Muck they state that cordgrass and Phragmites make up alot of the marsh. But behind all that its very pretty. The text states: " Salt marshes grow in bays and along creeks and rivers that flow into salt water. Salt marshes are wetlands with grasses and low-growing plants that are flooded by the tides. Salt marshes do best where the water is brackish—that is, less salty than the ocean, but not fresh enough to drink" This is why I think the theme is anything can have beautie in it.

Score Credit 3 (out of 4 credits)

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

- *I think the theme (the messgae) shared by both of the articles is anything can have beautie in it*

The response demonstrates grade-appropriate analysis of the texts.

- *behind all that tall grass taking over the marsh there are cool animlas and tides*
- *This makes me feel like the marsh look very pretty and I can picture it in my head*
- *But behind all that its very pretty*

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

- *their are pretty blue and violet flowers*
- *“The reeds begin like water at a shore their pointed petals waving dark green and light. But blueflags are blossoming in the reeds which the children pluck chattering in the reeds high over their heads.”*
- *that cordgrass and Phragmites make up alot of the marsh*

- “*Salt marshes grow in bays and along creeks and rivers that flow into salt water. Salt marshes are wetlands with grasses and low-growing plants that are flooded by the tides. Salt marshes do best where the water is brackish—that is, less salty than the ocean, but not fresh enough to drink*”

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

- *because*
- *Another reason*
- *For example*
- *the text states*
- *One last example*
- *But*
- *This is why*

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

- *I think this because [...]*

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

- *This is why I think the theme is anything can have beautie in it*

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

- *messgae*
- *beautie*
- *animlas*
- *their are pretty blue*
- *ins Blueflags*
- *the marsh look very pretty*
- *alot*
- *its very pretty*

GUIDE PAPER 6a

39 What is a theme that is shared by *Marvels in the Muck* and "Blueflags"? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

Salt marshes are around the U.S. but they all have something unique about them how they look or the animals that inhabit them.

In the stories "Excerpt from Marvels in the Muck" and "Blueflags" this is shown by describing different salt marshes and how they look and what plants grow there.

First, in "Excerpt from Marvels in the Muck" the text states "Salt marshes grow in bays and along creeks and rivers that flow into salt water." this shows where the salt marshes grow here. this shows one example of a salt marsh. The text says "Smooth cordgrass is usually between six feet high (sixty centimeters to two meters) though it can shoot up as tall as nine feet (almost three meters)" this validates the plant that grows in that salt marsh.

Second, in the text "Blueflags" the salt marshes are shown through a stop in a road trip. The text states "at the marsh edge
and the reeds¹ begin
and there are small houses
facing the reeds
and the blue mist" This shows the whereabouts of the salt marsh. The text says "their pointed petals waving
dark green and light.
But blueflags are blossoming
in the reeds" This proves that the plants in this salt marsh is different from the ones in the other text.

Furthermore, these two texts show the differences on how each salt marsh looks and the diverse varieties in plants.

Score Credit 3 (out of 4 credits)

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

- *Salt marshes are around the U.S. but they all have something unique about them how they look or the animals that inhabit them*

The response demonstrates a literal comprehension of the texts.

- *describing different salt marshes and how they look and what plants grow there*
- *the salt marshes are shown through a stop in a road trip*
- *the plants in this salt marsh is different from the ones in the other text*

GUIDE PAPER 6b

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

- *“Salt marshes grow in bays and along creeks and rivers that flow into salt water.”*
- *“Smooth cordgrass is usually between six feet high (sixty centimeters to two meters) though it can shoot up as tall as nine feet (almost three meters)”*
- *“at the marsh edge and the reeds I begin and there are small houses facing the reeds and the blue mist”*
- *“their pointed petals waving dark green and light. But blueflags are blossoming in the reeds”*

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

- *this is shown by*
- *First*
- *the text states*
- *this shows*
- *The text says*
- *this validates*
- *Second*
- *This proves*
- *Furthermore*

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

- *inhabit*
- *wereabouts*
- *diverse varieties*

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

- *these two texts show the differences on how each salt marsh looks and the diverse varieties in plants*

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

- *text*
- *wereabouts*
- *different*
- *differences*
- *varieties*
- Capitalization

GUIDE PAPER 7a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

The theme shared by "Excerpt from Marvels in the Muck: Life in the Salt Marshes" and "Blueflags" from 'Sour Grapes': A Book of Poems" is the theme of nature. I think this because in the article it talks about plant lifes and salt marshes all around the world, and in the poem it talks about fruits, plant reeds and willows. My evidence is that in the article paragraph 5 it states "Of all the plants that grow in the mud of the salt marsh speices of cordgrass, smooth cordgrass, stands out as king. Another example is in the article paragraph 6 it states "In many places you will see dense stands of grass that you can barely walk through." I also think this because in the poem lines 10 through 18 it states" in the distance with grapevin trellises with grape clusters as small as strawberries on the vines and running spring water that continue the gutters with willows over them." The poem also states in line 23 "but blueflagsareblossoming in the reeds." To conclude, Both the article and poem were written about the topic of Nature.

Score Credit 2 (out of 4 credits)

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

- *The theme shared by “Excerpt from Marvels in the Muck: Life in the Salt Marshes” and “Blueflags” from ‘Sour Grapes’: A Book of Poems” is the theme of nature*

The response demonstrates a literal comprehension of the texts.

- *I think this because in the article it talks about plant lifes and salt marshes all around the world, and in the poem it talks about fruits, plant reeds and willows*

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

- *“Of all the plants that grow in the mud of the salt marsh speices of cordgrass, smooth cordgrass, stands out as king*
- *“In many places you will see dense stands of grass that you can barely walk through.”*
- *“in the distance with grapevin trellises with grape clusters as small as strawberries on the vines and running spring water that continue the gutters with willows over them.”*
- *“but blueflagsareblossoming in the reeds.”*

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

- *and*
- *because*

GUIDE PAPER 7b

- *in the article paragraph 5 it states*
- *Another example*
- *also*
- *To conclude*
- *Both*

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

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

- *To conclude, Both the article and poem were written about the topic of Nature*

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

- *plant lifes*
- *speices*
- *grapevin*

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

A theme shared in “Excerpt from *Marvels in the Muck*” and “Blueflags” is that you should not knock it 'till you try it. According to the poem, “But blueflags are blossoming in the reeds

which the children pluck

chattering in the reeds...” This shows that the children are playing and possibly having fun so you should not knock it 'till you try it. According to the article “Early spring is a pleasant time to visit the salt marsh.

Days are getting warmer but not yet warm enough to bring out the hordes of hungry mosquitoes and biting flies.” This shows that people like the marsh enough to visit, don't knock it 'till you try it.

Score Credit 2 (out of 4 credits)

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

- *A theme shared in “Excerpt from Marvels in the Muck” and “Blueflags” is that you should not knock it 'till you try it*

The response demonstrates a literal comprehension of the texts.

- *that the children are playing and possibly having fun so you should not knock it 'till you try it*
- *people like the marsh enough to visit, don't knock it 'till you try it*

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

- *“But blueflags are blossoming in the reeds which the children pluck chattering in the reeds...”*
- *“Early spring is a pleasant time to visit the salt marsh. Days are getting warmer but not yet warm enough to bring out the hordes of hungry mosquitoes and biting flies.”*

The response exhibits some attempt at organization.

- *According to the poem*
- *This shows*
- *According to the article*

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

The response does not provide a concluding statement.

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

- *till*
- *Accorting*

GUIDE PAPER 9a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

that people are greedy and want more than what they already have or are always expecting something for good deeds. In Blueflags it says "I stopped the car

to let the children down

where the streets end

in the sun

at the marsh edge

and the reeds1 begin" than later the narrator smelled the calamus. In Excerpt from Marvels in the Muck it talks about how geese and birds help and that we just take it for granted and don't care about the birds

Score Credit 2 (out of 4 credits)

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

- *that people are greedy and want more than what they already have or are always expecting something for good deeds*

The response demonstrates little understanding of the texts.

- *that we just take it for granted and don't care about the birds*

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

- *"I stopped the car to let the children down where the streets end in the sun at the marsh edge and the reeds1 begin"*
- *the narrator smelled the calamus*
- *geese and birds help*

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

- *and*
- *or*
- *it says*
- *later*
- *it talks about*

GUIDE PAPER 9b

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

The response does not provide a concluding statement.

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

- *than later*
- Capitalization
- Punctuation

GUIDE PAPER 10a

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

"Excerpt from Marvels in the Muck" and "Blueflags" both share a theme. I know this because they both talk about a "Marsh" I know this because in "Excerpt form Marvels in the muck" it states "this one kind of plant makes up most of the marsh." this shows that this story talks about a marsh. In "Blueflags" the text states "at the marsh edge."

this also show that this story talks about a Marsh.

Score Credit 1 (out of 4 credits)

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

- *“Excerpt from Marvels in the Muck” and “Blueflags” both share a theme. I know this because they both talk about a “Marsh”*

The response demonstrates little understanding of the texts.

- *this shows that this story talks about a marsh*

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

- *“this one kind of plant makes up most of the marsh.”*
- *“at the marsh edge.”*

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

- *I know this because*
- *it states*
- *this shows*
- *also*

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

GUIDE PAPER 10b

The response does not provide a concluding statement.

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

- *Excerpt form Marvels*
- *also show that*
- Capitalization

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

R/How the shared theme is developed in the article and the poem.

A/To take the hard way.

D1/In the text it stats "It is often about 10 feet(3meters)."

D2/facing the reeds and the blue mist in the distance."

Score Credit 1 (out of 4 credits)

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

- *R/How the shared theme is developed in the article and the poem*

The response demonstrates little understanding of the texts.

- *A/To take the hard way*

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

- *"It is often about 10 feet(3meters)."*
- *facing the reeds and the blue mist in the distance."*

The response exhibits little attempt at organization.

- *In the text it stats*

The response uses language that is predominantly copied directly from the texts.

The response does not provide a concluding statement.

The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 12

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

I think the theme is to be greatfull of what you got for one day it won't be there, in the paragraph.

Score Credit 1 (out of 4 credits)

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

- *I think the theme is to be greatfull of what you got for one day it won't be there*

The response provides no evidence.

The response exhibits no evidence of organization.

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

The response does not provide a concluding statement.

The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

1 theme of the text is the difference and distance when walking somewhere

Score Credit 0 (out of 4 credits)

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

- *1 theme of the text is the difference and distance when walking somewhere*

39 What is a theme that is shared by *Marvels in the Muck* and “Blueflags”? How is the shared theme developed in the article and the poem? Use details from **both** the article and the poem to support your response.

In your response, be sure to

- state a theme that is shared by both the article and the poem
- explain how the shared theme is developed in the article and the poem
- use details from **both** the article and the poem to support your response

Both of them are talking a bout the marshes

Score Credit 0 (out of 4 credits)

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

- *Both of them are talking a bout the marshes*



Grade 6
English Language Arts Writing

Scoring Leader Materials
2025 Training Set