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**New York State Testing Program
Grade 7 Common Core
English Language Arts Test**

Released Questions with Annotations

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
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New York State Testing Program Grade 7 Common Core English Language Arts Test

Released Questions with Annotations

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. In Spring 2013, New York State administered the first set of tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new tests, New York State released a number of resources during the 2012-2013 year, including test blueprints and specifications, and criteria for writing test questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the first ELA/Literacy and Mathematics Common Core tests in April 2013 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help students, families, educators, and the public understand how the Common Core is different. The annotated questions will demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the Common Core Learning Standards. (Note that these suggestions are included in the multiple-choice question annotations and will be included in the constructed-response question annotations in a forthcoming addendum.)

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be

answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors¹. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the Common Core Learning Standard measured.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences.

The rubric used for evaluating short-response questions can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended responses can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

¹ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

These Released Questions Do Not Comprise a Mini Test

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional test information is available at www.engageny.org/common-core-assessments.

Earth and Water and Sky

by Brian Bushemi

It was a long hike through the woods to the Thinking Pond, but David Brenner didn't mind. He'd been going there for three years, ever since he was ten and had found the lonely, stream-fed pool while exploring one summer afternoon. He liked to spend time there more than he liked doing almost anything else.

5 The other kids thought he was kind of weird for going off into the woods by himself so often. David couldn't understand why he seemed to be the only one who saw how amazing it was for a squirrel to run down a tree head first, or how unique each day's sky full of clouds was. His mom said he was more sensitive and thoughtful than other kids his age, but David just felt lonely and left out most of the time.

10 About a quarter of a mile from the pond, David caught sight of the huge, gnarled oak tree he'd nicknamed the Old Giant for its rough, craggy bark and tall, thick trunk.

15 When he reached the giant tree, David sat down and shrugged off his backpack. He unscrewed the lid from his thermos and thirstily drank the cool, tart juice inside. Then he leaned back against the wide trunk to rest for a few minutes.

20 Today David planned to sketch some interesting fallen trees near the Thinking Pond.

25 David stood up and continued toward the Thinking Pond. Suddenly, he heard a sharp, whining sound like the engine of a high-flying jet airplane. It was followed by a *crack!* like a whip being snapped, only a thousand times louder. Then a ball of fire roared overhead, followed by a searing gust of wind.

30 The shock wave knocked David to the ground, his ears ringing. A second later, he heard an explosive, hissing crash up ahead. A rush of air and hot steam billowed through the trees, and he covered his head as it washed over him.



After several minutes, David looked up. The warm, wet mist had dispersed, leaving the woods damp and sparkling with little droplets of water.

35 *What the heck just happened?!* he wondered as he got to his feet. Cautiously but curiously, he headed in the direction of the Thinking Pond. By now David could usually see the shine of sunlight on the gently rippling water, but today something was different. Covering the last hundred yards quickly, David stopped at the edge of the meadow where the pond lay.

40 “Whoa!” he said in amazement. Before him stretched a dry, cracked-mud crater, all that was left of the Thinking Pond. The water in the fifty-foot-diameter pool had evaporated, leaving a huge hole in the forest floor. The baked mud rippled out from the center in wide, shallow waves. In the middle of the crater, half buried in the ground, was a rounded, melted lump of something that looked like rock. It was a little larger than a basketball.

45 “I can’t believe it!” David whispered, awe-struck. “It’s a meteorite!”

It was indeed a meteorite. Amazingly, the extraterrestrial rock had landed almost exactly in the center of the Thinking Pond, its immense heat and force evaporating the water within a split second. But the water had slowed the meteorite down just enough so it hadn’t smashed to pieces when it hit the ground.

50 The wet dirt hissed and popped, then dried and stuck. The meteorite was definitely too hot to touch.

While he waited for it to cool down, David crouched and took his sketch pad out of his backpack. With quick, sure lines, he made an accurate drawing of the rock.

55 Even as he was drawing, David could hardly believe he was looking at something that had been flying through space only a few minutes before. He wondered where the meteorite had come from. Maybe an asteroid or a comet had passed too close to a planet or the Sun, and a chunk of it had been pulled off by gravity. Maybe it had been floating through space for millions of years before Earth’s gravitational field had caught it and dragged it in.

60 David sat on the ground beside the Thinking Pond and watched as the water slowly refilled the hole. It was getting dark when he finally got up to head back home. He could faintly see the meteorite in the darkening water, which was still rising. When he’d come here tomorrow, the rock would be under ten feet of water, and he probably wouldn’t be able to see it at all.

65 As he walked home through the woods, David hoped that nobody would come looking for the meteorite. Probably no one knew that part of it had survived its fiery journey through the earth’s atmosphere. He hoped that the meteorite would stay at the bottom of the Thinking Pond forever, in a place where the earth, the water, and a piece of the sky all touched each other.

Which sentence from the passage **best** shows how powerful the meteorite was?

- A** “Suddenly, he heard a sharp, whining sound like the engine of a high-flying jet airplane.” (lines 25 and 26)
- B** “Then a ball of fire roared overhead, followed by a searing gust of wind.” (lines 27 and 28)
- C** “The shock wave knocked David to the ground, his ears ringing.” (line 29)
- D** “A second later, he heard an explosive, hissing crash up ahead.” (lines 29 and 30)

Key: C

Measures CCSS RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RL.7.1

This question measures RL.7.1 because it asks the student to provide evidence to support an inference made about an event in the story. To answer this question correctly, students must consider the parts of the text that relate to the meteorite, identify which line or lines from the text depict the meteorite’s power, and correctly infer the line or lines that depict this power most effectively.

WHY CHOICE “C” IS CORRECT:

Students who chose “C” show an understanding of the implication of the shock wave resulting from the meteorite’s impact, and how this impact is the most effective description of the meteor’s power. The student who selects this response has correctly understood how the details in sequence contribute to the impact of an event, and how these details convey a sense of power as it relates to the impact of the meteorite.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students who choose “A” understand that this statement reflects a key detail about the falling meteorite. However, as a detail it describes one aspect of the total impact of the meteorite that David experienced. A student who selects this response may be able to identify a moment in the course of an event but has not connected the details to form a coherent understanding of the impact of the event, and/or has not understood that it is the description of the physical impact of the meteorite hitting the ground that most effectively conveys its power.

Choice B: Students who choose “B” understand that this statement reflects another key detail about the effect of the meteorite as it passes through the atmosphere. However, as a detail it is one sequence in the total events that lead to the impact the meteorite has on David. The student who selects this response is able to identify an event leading to a climax but has not connected the details to form a coherent understanding of the impact of the event, and/or has not understood that it is the description of the physical impact of the meteorite hitting the ground that most effectively conveys its power.

Choice D: Students who choose “D” understand that this statement reflects an aftermath of the event. The event was the impact that knocked David to the ground. The student who selects this response is able to identify moments in the course of events but has not connected the details to form a coherent understanding of the impact of the event, and/or has not understood that it is the description of the physical impact of the meteorite hitting the ground that most effectively conveys its power.

HOW TO HELP STUDENTS MASTER RL.7.1:

While choices "A," "B," and "D" are all plausible as being events related to the impact of meteorite and/or its impact, only "C" clearly describes physical impact of the meteorite hitting the ground. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend texts at grade-level complexity, and analyzing how inferences about a story are supported by specific details and sections of a text.

What does the meteorite event **mainly** represent to David?

- A** the wonder of nature
- B** the vastness of the universe
- C** the beauty of the landscape
- D** the violence of natural events

Key: A

MEASURES CCLS RL.7.2:

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

HOW THIS QUESTION MEASURES RL.7.2:

This item measures RL.7.2 because it asks students to determine a central idea in the passage. To answer this question correctly, students must identify how David perceives the event overall, which requires understanding of the text as a whole.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show an understanding of how the meteorite's landing causes David to be "awe-struck" (line 39). This feeling goes beyond simply appreciating the beauty of nature as David can "hardly believe" what he just witnessed in this familiar environment (line 54). Students who choose "A" also express understanding of the meaning of "wonder" as a feeling of admiration for something unexpected.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students who choose "B" demonstrate understanding of David's wonderment at the meteorite, but may not understand how the meteorite causes David to gain a new perspective on nature in general. Students who choose "B" may focus too much on the meteorite's origin, rather than the admiration he has of the way various parts of nature have come together.

Choice C: Students who choose "C" show understanding that David appreciates the woods and Thinking Pond's serenity and natural beauty, but the meteorite's crashing changes the landscape temporarily into "a dry, cracked-mud crater" (line 39), where "baked mud rippled out from the center in wide, shallow waves" (line 37). David is amazed not at the beauty of the meteorite, but at the way it transforms the scene.

Choice D: Students who choose "D" may not understand David's reaction to the event. While the narrator does describe the destruction caused by the meteorite, David is amazed at this event and does not consider it violent.

HOW TO HELP STUDENTS MASTER RL.7.2:

Choices "B" and "C" offer elements of how David perceives the meteorite's dramatic landing, but "D" misinterprets David's reaction to the event. Choice A provides the best description of how David considers the event overall. The incident of the meteorite embellishes the descriptions of David's wonderment at squirrels and clouds at the beginning of the passage. To help students succeed with questions like this, instruction can focus on analyzing how the author uses specific words and details to establish an overall theme or idea.

What does the author mean by the phrase “a piece of the sky” in lines 68 and 69?

- A** a cloud reflected in the pond
- B** an asteroid half-buried in a muddy crater
- C** a comet orbiting the Earth
- D** a meteorite under the water

Key: D

MEASURES CCLS RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

HOW THIS QUESTION MEASURES RL.7.4:

This question measures RL.7.4 because it asks students to determine the connotation of a phrase as it applies to the text. To answer correctly, students must consider each detail to determine if it accurately links the phrase with the submerged meteorite.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” show an understanding of the connection of the meteorite as an object that comes from the space above Earth’s atmosphere and will reside now submerged under water.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students who choose “A” show an understanding of the detail in line 8, but may not understand the reference to “sky” as the part of space above Earth’s atmosphere and instead focuses on the slowly filling crater, which may reflect the sky above it.

Choice B: Students who choose “B” show understanding that the meteorite may have come from an asteroid and made a muddy crater. However, students may not have understood that it was the meteorite that made it to earth, nor that the crater filled up slowly with water.

Choice C: Students who choose “C” show understanding of David’s thought that the meteorite may have come from a comet, but may not understand that the phrase “a piece of the sky” speaks to the piece of meteorite in the pond rather than a comet still in orbit.

HOW TO HELP STUDENTS MASTER RL.7.4

While choices “A,” “B,” and “C” all detail objects mentioned in the passage and related to the theme of the question, only “D” correctly makes the connection that the meteorite represents something from “the sky” and now will lay embedded in the bottom of the pond. To help students succeed with questions like this, instruction can focus on analyzing how authors use connotative language to express ideas in creative ways.

How is David's view of himself different from his mother's view of him?

- A** David feels left out, but his mother thinks he's sensitive.
- B** David feels most comfortable alone, but his mother thinks he's lonely.
- C** David thinks of himself as thoughtful, but his mother thinks he's too serious.
- D** David thinks of himself as odd, but his mother thinks he's just more mature than other kids.

Key: A

MEASURES CCLS RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

HOW THIS QUESTION MEASURES RL.7.6:

This question measures RL.7.6 because it asks the student to identify different points of view of characters in a passage. To answer correctly, students must carefully weigh a number of details against what the two characters actually think in the story.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show clear understanding that while David's mother thinks he is just sensitive, he actually feels "lonely and left out" (line 9). The passage clearly states how David's mother misconstrues his feelings about himself. Lines 6 and 7 state how David and his mother's opinions contrast.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students who choose "B" show an understanding that David may feel comfortable being alone in the woods, but may miss that he in fact feels lonely. Also, his mother believes that he is more sensitive than others, but not lonely.

Choice C: Students who choose "C" may not understand both David and his mother's opinions. David's mother believes he is thoughtful, not David. David's mother believes he is thoughtful and sensitive, but not serious.

Choice D: Students who choose "D" may confuse feeling left out with feeling odd. David thinks it is weird that others do not appreciate nature the way he does (line 5). Also, students choosing "D" may mistakenly equate being sensitive with being mature.

HOW TO HELP STUDENTS MASTER RL.7.6:

Options "B" and "C" are plausible because they include characteristics used in the story and option "D" represents an inaccurate inference based on textual details. However, students who choose "A" read the text closely and accurately identify the character's feelings as described in the passage. To help students succeed with questions like this, instruction could focus on reading closely for details that reveal how authors develop characters' distinct perspectives.

Which lines from the passage **best** support the idea that David thinks like a scientist?

- A** lines 15 through 20
- B** lines 29 through 31
- C** lines 54 through 59
- D** lines 65 through 69

Key: C

MEASURES CCLS RL.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RL.7.1:

This question measures RL.7.1 because it asks the student to provide evidence to support an inference made about a character. To answer this question correctly, students must consider David's character based on these sections, identify what elements define a scientist, and correctly connect details about David to the role of a scientist.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" show an understanding that observation, taking notes, and asking questions are elements of the scientific method that a scientist uses. David calmly observes his surroundings, draws what he sees, and wonders about the origins of the meteorite, much like a scientist would do in the situation.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students who choose "A" show an understanding that David is observant and prepared; however, thinking like a scientist means applying elements of scientific method to the thought process. This section, David is simply taking a break during his walk in the woods.

Choice B: Students who choose "B" may find it appealing because of David's response to the wash of hot steam over him. However, this response is not isolated to scientists only, but rather one that one would do when recognizing danger.

Choice D: Students who choose "D" may incorrectly associate keeping an important discovery a secret as something a scientist might consider. However, keeping secrets is not something that necessarily relates to being a scientist.

HOW TO HELP STUDENTS MASTER RL.7.1:

While choices "A," "B," and "D" might be interpreted to contain actions associated with scientists, only "C" clearly links the way a scientist thinks and acts to David's reaction to the meteorite striking the pond. To help students succeed with questions like this, instruction can focus on analyzing how inferences about a story are supported by specific details and sections of a text.

Read the last sentence of the passage.

He hoped that the meteorite would stay at the bottom of the Thinking Pond forever, in a place where the earth, the water, and a piece of the sky all touched each other.

Which sentence from the passage **best** matches this characterization of David?

- A** “David couldn’t understand why he seemed to be the only one who saw how amazing it was for a squirrel to run down a tree head first, or how unique each day’s sky full of clouds was.” (lines 6 through 8)
- B** “His mom said he was more sensitive and thoughtful than other kids his age, but David just felt lonely and left out most of the time.” (lines 8 and 9)
- C** “About a quarter of a mile from the pond, David caught sight of the huge, gnarled oak tree he’d nicknamed the Old Giant for its rough, craggy bark and tall, thick trunk.” (lines 10 through 14)
- D** “By now David could usually see the shine of sunlight on the gently rippling water, but today something was different.” (lines 35 and 36)

Key: A

MEASURES CCLS RL.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RL.7.1:

This question measures RL.7.1 because it asks students to determine which detail from the passage best supports David’s thinking at the end of the story. In order to answer the question correctly, students must analyze each choice and gauge whether it reflects David’s belief that he seems to be the only one who appreciates nature.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” show an understanding that David looks kindly toward nature. Choice “A” depicts the same feeling towards squirrels and clouds, which are now joined by a meteorite in the pond.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students who choose “B” show an understanding that David is sensitive; however, the choice does not strongly link that sensitivity to his appreciation of nature but rather discusses his feeling of loneliness.

Choice C: Students who choose “C” show an understanding of David’s attitude toward the woods, but choice “A” best makes the connection between David’s clear feelings of compassion for nature.

Choice D: Students who choose “D” demonstrate an understanding that David is observant and intuitive in nature. But being observant does not clearly describe the strong positive feelings David has towards nature as is expressed in lines 6 through 8.

HOW TO HELP STUDENTS MASTER RL.7.1:

Summary: Choices “B,” “C,” and “D” are plausible because they show that David is sensitive and observant toward nature. However, only choice “A” shows that David is in awe of nature. To help students succeed with questions like this, instruction can focus on analyzing how authors use specific details to develop various aspects of texts, including their main ideas and characters.

Read this sentence from lines 30 and 31 of the passage.

A rush of air and hot steam billowed through the trees, and he covered his head as it washed over him.

What do the words “billowed” and “washed” suggest about the steam?

- A** that it shrunk in size and speed
- B** that it thinned out and disappeared
- C** that it spread quickly and in waves
- D** that it was lightweight and remained close to the ground

Key: C

MEASURES CCLS RL.7.4:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

HOW THIS QUESTION MEASURES RL.7.4:

This question measures RL.7.4 because it asks students to determine the meaning of the words “billowed” and “washed” as they are used to describe the steam. To answer the question correctly, students must analyze how the words describe how quickly and completely the steam invaded the area where David was.

WHY CHOICE “C” IS CORRECT:

Students that choose “C” show an understanding that “billowed” gives the impression that the air and hot steam moved quickly enough to rise and swell, while “washed” indicates that the steam soaked everything which it contacted and moved away quickly like a wave.

WHY THE OTHER ANSWERS ARE INCORRECT:

Choice A: Students who choose “A” show an understanding that the steam eventually went away, but misunderstand that “billowed” means the steam increased in size before dispersing.

Choice B: Students who choose “B” show an understanding how the steam finally dispersed, but may not understand that the steam swelled first before disappearing.

Choice D: Students who choose “D” show an understanding that steam has virtually no weight, but may miss the connotation that “billowed” means the steam expanded over the area before settling down.

HOW TO HELP STUDENTS MASTER RL.7.4:

While choices “A,” “B,” and “D” each contains a different aspect of how steam behaves only choice “C” accurately summarizes the effect of the words “billowed” and “washed” on the sentence. To help students succeed with questions like this, instruction can focus on analyzing how authors use specific words to help describe a story’s events.

Race to the Klondike

by Lester David

Robert Henderson had searched for it all his life, all over the world. Now, in 1896, he could hardly believe what he saw shining in the bottom of his miner's pan.

Gold!

5 Henderson scrambled back to the nearest settlement in the remote Klondike region of northwest Canada and staked a claim. He called the site Gold Bottom.

The Great Rush Begins

Henderson may have been the first to find gold. But soon, George Washington Carmack made a strike at nearby Rabbit Creek and found enough gold to make him wealthy.

10 The discoveries triggered history's greatest gold rush. People caught gold fever, then joined what became known as the "great stampede." There probably will never be another like it.

Lure of Quick Riches

The stunning news of gold flashed across the United States and Canada. Men left their homes and families, lured northward by dreams of quick riches. Never mind that the journey was dangerous, as was the Klondike itself.

15 Gold-seekers jammed ships from around the world. Thousands made the grueling trip around Cape Horn at the tip of South America and sailed up to the Gulf of Alaska.

20 An endless line of stampeders trudged over Alaska's rugged Chilkoot Pass and the somewhat easier White Pass. From Skagway and Dyea, in southeastern Alaska, they struggled inland more than 30 miles, then had to build boats that would take them to the goldfields near Dawson, more than 500 miles away. Today, a historic park and hiking trail mark the location of the Chilkoot Pass.

World's Roughest Place

Skagway was dubbed "the roughest place in the world" by Canadian North West Mounted Police. Thieves, pickpockets, gamblers and swindlers packed the town.

25 Within days of the first gold find, the area was in chaos. Towns sprung up. In six months, 500 new houses were built in Dawson, the Klondike's capital. Food and supplies became scarce, and prices shot sky high.

Sled dogs cost \$350 each and soon were unavailable. Miners were lucky to buy tired old horses. A breakfast of ham and eggs cost \$10, enough in those days to buy a fine dinner for eight back East.

Battling the Numbing Cold

30 With the risk of starvation increasing, Mounted Police ordered that every man heading for the trails must have a year's supply of provisions. This meant each had to carry hundreds of pounds of food and gear.

A gold-seeker who lacked a horse or sled would haul about 65 of pounds of supplies, set it down and go back for the rest. Then he'd have to dig out his first load from under
35 the drifting snow. He'd eventually walk more than 2,500 miles to get his gear over the Chilkoot Pass.

Sometimes, the temperature plunged to 50 below, but the prospectors forged ahead. They huddled in caves during blizzards.

They Struck It Rich

Plenty of folks found pay dirt.

40 Louis Rhodes, a quiet, soft-spoken miner, recovered enough gold in just one year to enable him to live in luxury for the rest of his long life.

Charley Anderson did even better. A clever swindler convinced him to pay \$800 for a claim he said would be worth a fortune. Actually, it was considered to be a total dud. In a few months, though, Charley discovered his "worthless" claim was worth millions.

45 Then there was Alex McDonald, who took pity on a starving miner and traded a sack of flour for a claim neither thought was worth a cent. McDonald bought up several more claims like these and wound up with a bonanza of \$20 million.

Historians estimate that more than 100,000 men, as well as a large number of women, set out to find Klondike gold. Between 30,000 and 40,000 eventually got there.

50 Just two months after the first strikes, about \$5 million in gold was recovered. But by 1899, three years after it had started, the great stampede was over. All the streams had been claimed. People began leaving. Twenty years later, hastily built buildings were empty and crumbling, and machinery was rusting in the streets and canyons.

55 By 1904, \$100 million in gold had been wrested from the region. All that remains today is the memory of the last great rush for the elusive yellow metal.

A HEAVY LOAD

A gold prospector had to be well armed before heading into the Klondike. Harsh winters and scarce supplies made extra provisions valuable. Some miners carried up to 2,500 pounds of goods over the rugged trails. A typical year's supply of goods a Klondike miner might have carried:

<u>Food</u>	<u>Equipment</u>	<u>Clothing</u>
Bacon , 100 to 200 lbs.	Stove	1 heavy mackinaw coat
Flour , 400 lbs.	Miner's pan	3 suits heavy underwear
Dried fruits , 75 to 100 lbs.	Granite buckets	2 pairs heavy mackinaw trousers
Cornmeal , 50 lbs.	Tin cups and plates	12 pairs heavy wool socks
Rice , 20 to 40 lbs.	Knives, forks and spoons	6 pairs heavy wool mittens
Coffee , 10 to 25 lbs.	Coffee pot	2 heavy overshirts
Tea , 5 to 10 lbs.	Picks	2 pairs rubber boots
Sugar , 25 to 100 lbs.	Handles	2 pairs heavy shoes
Beans , 100 lbs.	Saws	6 heavy blankets
Condensed milk , 1 case	Chisels	2 rubber blankets
Salt , 10 to 15 lbs.	Hatchet	4 towels
Pepper , 1 lb.	Shovels	2 pairs overalls
Rolled oats , 25 to 50 lbs.	Drawknife	1 suit of oil clothing
Potatoes , 25 to 100 lbs.	Compass	Assorted summer clothing
Butter , 25 cans	Frying pan	
Evaporated meats	Matches	
Evaporated vegetables	Medicines	

Explain why the author of the article "Race to the Klondike" included the section entitled "A HEAVY LOAD." Use **two** details from the article to support your answer.

MEASURES CCLS RI.7.5:

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

HOW THIS QUESTION MEASURES RI.7.5:

This question measures RI.7.5 because it asks students to analyze why the author of the article includes a specific section. Students can demonstrate an understanding of the inclusion of the section by citing how it relates to and develops specific details in the rest of the passage.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can explain how the section further develops ideas in the main article demonstrate understanding of why the author includes the section in the text. The camp goods are an important element in the description of the journey to the Klondike that help the reader understand the difficulties that prospectors faced in the north. An essay that receives full credit will draw on details from the section in question and relate them to the development of a central idea of the text.

Possible reasons for including the section might include:

- To emphasize the harshness of the climate
- To emphasize how much gear each prospector needed to carry
- To make clear how much prospectors were willing to go through in order to strike it rich
- To emphasize that supplies were scarce

- To emphasize how heavy the loads were
- To emphasize that starvation was not unusual

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if included, do not impact readability.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

Explain why the author of the article "Race to the Klondike" included the section entitled "A HEAVY LOAD." Use **two** details from the passage to support your answer.

The author of "Race to the Klondike" included the section entitled "A Heavy Load" because he wanted to show the readers that a year supply for a person looking for gold will most likely need all this items for shelter, protection, and to survive. In the article, it states "With the risk of starvation increasing, Mounted Police ordered that every man heading for the trails must have a year supply provision." "Harsh winters and scarce supplies made extra provisions valuable". Miners had to be prepare for anything heading towards them.

Score Point 2 (out of 2 points)

This response provides a valid inference about why the author included the section entitled "A HEAVY LOAD" (*because he wanted to show the readers that a year supply for a person looking for gold will most likely need all this items for shelter, protection, and to survive*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*With the risk of starvation increasing, Mounted police ordered that every man heading for the trails must have a year supply provision and Harsh winters and scarce supplies made extra provisions valuable*). This response includes complete sentences where errors do not impact readability.

Explain why the author of the article "Race to the Klondike" included the section entitled "A HEAVY LOAD." Use **two** details from the passage to support your answer.

The author of the article "Race to the Klondike" included the section "A Heavy load" so the readers would know how and what they had to carry. They would need a typicle years of food. Some mines carryed up to 2,500 pounds of supplies.

Score Point 2 (out of 2 points)

This response provides a valid inference about why the author included the section entitled "A HEAVY LOAD" (*so the readers would know how and what they had to carry*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*They would need a typicle year's of food. Some mines carryed up to 2,500 pounds of supplies*). This response includes complete sentences where errors do not impact readability.

Explain why the author of the article “Race to the Klondike” included the section entitled “A HEAVY LOAD.” Use **two** details from the passage to support your answer.

The author added heavy load to show how people of the miners might have carried. For example it states a typical year supply of food miners might have carried.

Score Point 1 (out of 2 points)

This response provides a valid inference about why the author included the section entitled “A HEAVY LOAD” (*to show how people of the miners might have carried*); however, the response provides only one concrete detail from the text for support (*For example it states A typical year supply of food miners might have carried*). This response includes complete sentences where errors do not impact readability.

Explain why the author of the article “Race to the Klondike” included the section entitled “A HEAVY LOAD.” Use **two** details from the passage to support your answer.

The author added A section to show the reader of what you would need to go to the Klondike.

Score Point 1 (out of 2 points)

This response provides a valid inference about why the author included the section entitled “A HEAVY LOAD” (*to show the reader of what you would need to go to the Klondike*); however, the response does not provide two details from the text for support as required by the prompt.

Explain why the author of the article “Race to the Klondike” included the section entitled “A HEAVY LOAD.” Use **two** details from the passage to support your answer.

and becues she like
this article name Race
to the Klondike.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*becues she like this article*).

All About the Klondyke Gold Mines

by J. Armoy Knox and J. G. Pratt

“The man who wants the Yukon gold should know what he is going to tackle before he starts. If there is an easy part of the trip I haven’t struck it yet.

5 “Eight of us made the trip from Juneau to Dyea, 100 miles, on the little steam launch *Alert*. The steamer *Mexico* reached Dyea the same morning with 423 men. As she drew so much water she had to stay about three miles off shore and land her passengers and freight as best she might in more or less inaccessible places on the rocky shores. Then up came the twenty-two foot tide and many poor fellows saw their entire outfits swept into the sea.

10 “We camped the first night at Dyea. It is a most enjoyable thing, this making camp in the snow. First you must shovel down from three to six feet to find a solid crust. Then you must go out in the snow up to your neck to find branches with which to make a bed, and then comes the hunt for a dead tree for firewood. Dinner is cooked on a small sheet-iron stove.

15 “Always keep an eye on the ‘grub,’ especially the bacon, for the dogs are like so many ravenous wolves, and it is not considered just the proper thing to be left without anything to eat in this frostbitten land. At night it is necessary to tie up the sacks of bacon in the trees or build trestles¹ for them. But to the trip.



25 “The second day we went up Dyea canon. It is only three miles long, but seems fully thirty. This is true of all distances in this country. About one hundred pounds is about all a man wants to pull in this canon, as the way is steep and the ice slippery. So camps must be made short distances apart, as you have to go over the trail several times in bringing up your outfit. Remember an ordinary outfit weighs from 500 to 800 pounds, and some of them much more.

¹**trestles:** a framework of horizontal and vertical bars used to raise something off the ground

30 “But the summit of Chilcoot Pass—that’s the place that puts the yellow fear into many
a man’s heart. Some took one look at it, sold their outfits for what they would bring and
turned back. This pass is over the ridge which skirts the coast. It is only about 1,200 feet
from base to tip, but it is almost straight up and down—a sheer steep of snow and ice.
There is a blizzard blowing there most of the time, and when it is at its height, no man
35 may cross. For days at a time the summit is impassable. An enterprising man named
Burns has rigged a windlass² and cable there, and with this he hoists up some freight at a
cent a pound.”



Map of the Yukon Gold Diggings

²windlass: a machine used for hoisting or hauling

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

MEASURES CCLS RI.7.1:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RI.7.1:

This question measures RI.7.1 because it asks students to cite textual evidence to support analysis of what the text infers. Students can demonstrate an understanding of the text by identifying a specific instance (time, circumstance, or situation) and explain why it was the most dangerous.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students can cite specific details from the texts to explain what portion of the journey to the Klondike both authors would agree is most difficult. While both articles enumerate several difficulties and inconveniences during the trip, they both agree to the great dangers of the Chilcoot pass and transporting supplies to the campsites in general. An essay that receives full credit will use relevant details from both articles to defend the point of agreement between the two authors.

Possible responses can include the following details:

- Chilcoot Pass was rugged.
- Chilcoot Pass had temperatures as low as 50 below.
- Chilcoot Pass required several trips to transport gear, sometimes required people to walk over 2,500 miles.

- Chilcoot Pass was 1,200 feet and very steep.
- Chilcoot Pass was covered in snow and ice.
- Chilcoot Pass often has blizzard-like conditions.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

The part of the journey to the Klondyke that both articles agree was the most dangerous was the cold weather and blizzards. For example, in "Race to the Klondyke" in the section "Battling the Numbing Cold" it talks about how the weather was dangerous and how people huddled in caves during blizzards. Secondly, in "All About the Klondyke Gold Mines" in line 34, it says that there were blizzards there most of the time and when there were, people couldn't cross. In conclusion, I think that the weather was dangerous and it was a problem for men to find gold.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain which part of the journey to the Klondyke was the most dangerous (*the most dangerous was the cold weather and blizzards*). The response provides a sufficient number of concrete details from both texts for support as required by the prompt ("*Race to the Klondyke*"...*talks about how the weather was dangerous and how people huddled in caves during blizzards* and "*All About the Klondyke Gold Mines*"...*says that there were blizzards there most of the time and when there were, people couldn't cross*). This response includes complete sentences where errors do not impact readability.

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

I think that the authors would both agree that the snow and temperatures were the most dangerous part of the journey. That's because in *Journey to The Klondyke*, it said that the temperatures were negative 50°. Also, because in *All About The Klondyke Gold Mines*, the freezing water.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain which part of the journey to the Klondyke was the most dangerous (*snow and temperature's were the most dangerous*). The response provides a sufficient number of concrete details from both texts for support as required by the prompt (*Journey to the Klondyke...temperatures where negative 50°!* and *All About the Klondyke Gold Mines. the freezing water*). This response includes complete sentences where errors do not impact readability.

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

I think the authors of both articles would most likely agree that Shagway was the most dangerous region to go through. I think so because as said in the first article ~~Shagway~~ was dubbed "the roughest place in the world."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain which part of the journey to the Klondyke was the most dangerous (*Shagway was the most dangerous region to go through*); however, the response provides one concrete detail from a text for support (*said in the first article Shagway was dubbed "the roughest place in the world"*). This response includes complete sentences where errors do not impact readability.

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

The most dangerous part of the journey to make that is agreed on by both author is Chilcoot pass. Because in both stories they speak on how hard it is to get through.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain which part of the journey to the Klondyke was the most dangerous (*is Chilcoot pass*). The response provides some relevant information from the texts for support (*both stories they speak on how hard it is to get through*). This response includes complete sentences where errors do not impact readability.

Explain which part of the journey to the Klondyke the authors of both articles would **most likely** agree was the most dangerous to make. Use **one** detail from each article to support your answer.

The authors of both articles would most likely agree was most dangerous was the gold. What also was dangerous was the chas.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*most dangerous was the gold*).

Both articles, “Race to the Klondike” and “All About the Klondyke Gold Mines,” discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

Lined writing area with 20 horizontal lines.

MEASURES CCLS RI.7.9:

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

HOW THIS QUESTION MEASURES RI.7.9:

This question measures RI.7.9 because it asks students to explain how two authors discuss and develop their ideas on the same topic. Students can demonstrate an understanding of the texts by analyzing what each author includes in their description, how they organize the information, and finally synthesizing the information into a cohesive whole.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who cite specific details about the harsh conditions of camp, difficulties of travel, issues surrounding the flooding of people into the area, and allure of finding gold demonstrate an understanding of the central ideas conveyed in the texts. While both articles focus on the same subject of the Klondike, the choices the authors take regarding what information to include, organization of the information, and style of narrative are different. An essay that receives full credit will cite such relevant details from both texts to support a synthesis of information from the two articles.

There is no single “correct” response, but rather responses that sufficiently and clearly develop the topic based on the four overarching criteria in the Extended-Response (4-Point) Holistic Rubric, and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In the articles "Race to the Klondyke" and "All About the Klondyke Gold Mines," travelers and miners faced many challenges. People had too little provisions, everything was expensive, and it was very dangerous getting to the west. Many of these challenges were faced during the Gold Rush.

There was always a cause for challenges that occur, especially during the Gold Rush. Everything was expensive because farmers and merchants wanted to get rich too. They raise prices and miners had to buy them to survive. It was dangerous getting to the west because people were carrying hundreds of pounds, traveling hundreds of miles over icy, slippery, hot, and dangerous places. Another was that people had too little provisions and couldn't get into the towns and mines. This was because miners needed to have a few hundred pounds of provisions, at least lasting for a year. All these challenges had results for miners that went through all of this.

The results of some of these challenges caused some people to rise, and some to fall. Everything was expensive and some people were poor, but had to buy it. The result of this caused farmers and merchants to

became rich by selling provisions; products. Many people selling provisions and equipments got rich as well. Another challenge was carrying provisions and equipments across hundreds of miles of danger. The result of this was, some made it to mines and continued on their dreams. Some lost everything because their things were swept away by the sea. When miners had too little provisions and couldn't get into mines, they had to either turn back, or buy up provisions. The results of these challenges were cruel, but it brought some to success or failure.

Challenges faced by people during the Gold Rush were provisions, everything was expensive, and traveling long distances in dangerous places, carrying hundreds of pounds of provisions. The cause and result of these challenges either came out to be successful or failure. Some people may have even died. The challenges during this time was harsh, cruel, and brought many results that made some regret.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (In the articles "Race to the Klondyke" and "All About the Klondyke Gold Mines", travelers and miners faced many challenges. People had too little provisions, everything was expensive, and it was very dangerous getting to the west). The response demonstrates insightful analysis of the texts (They rose prices and miners had to buy them to survive). The topic is developed with the sustained use of relevant, well-chosen evidence from the texts that is varied (There was always a cause for challenges that occur, especially during the Gold Rush. Everything was expensive because farmers and merchants wanted to get rich too and It was dangerous getting to the west because people were carrying hundreds of pounds, traveling hundreds of miles over icy, slippery, hot, and dangerous places...people had too little provisions and couldn't get into the towns and mines). This response exhibits clear organization, with the skillful use of varied transitions (There was always, Another, The results of). The response provides a concluding section that follows clearly from the topic and information presented (The cause and result of these challenges either came out to be successful or failure. Some people may have even died. The challenges during this time was harsh, cruel, and brought many results that made some regret). The response demonstrates grade-appropriate command of conventions, with few errors.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In the articles "Race to the Klondyke" and "All about the Klondyke Gold Mines," there are many challenges that are explained. Some of them are about how you get there and others are about mining themselves. There are many causes and results as part of the challenges.

One challenge that is faced during the Gold rush is the amount of food that is available. A cause of this challenge is that the miners can't take a whole lot of food to begin with. Another cause is the high prices of meals once you get to the Klondyke Mines. As a result many people go without food and become hungry and have to hunt or search for their food.

Another challenge is the dangerous trip that you have to take in order to get to the Klondyke Mines.

The temperatures are very cold and the terrain is rough. A cause of having to go through this challenge is the wanting for gold or to become rich. As a result of this challenge many people turned around or did not make it to the mines.

In conclusion, many challenges are faced in both stories, and they are all caused by something and have a resulting outcome.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the articles "Race to the Klondyke" and "All about the Klondyke Gold Mines" there are many challenges that are explained.*). This response demonstrates grade-appropriate analysis of the texts (*Some of them are about how you get there and others are about mining themselves. There are many causes and results as part of the challenges.*). The topic is developed with the sustained use of relevant, well-chosen evidence from the texts that is varied (*the amount of food that is available, the miners can't take a whole lot of food to begin with, the high prices of meals once you get to the Klondyke Mines. As a result many people go without food, The temperatures are very cold and the terrain is rough, many people turned around or did not make it to the mines*). This response exhibits clear organization, with the skillful use of varied transitions (*One challenge that is faced, Another, As a result of*). The response provides a concluding section that follows clearly from the topic and information presented (*In conclusion, many challenges are faced in both stories, and they are all caused by something and have a resulting outcome*). The response demonstrates grade-appropriate command of conventions, with few errors.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

Many challenges were faced during the Gold Rush and in the articles "Race to the Klondyke" and "All About the Klondyke Gold Mines," they discussed these challenges.

Challenges faced in the article "Race to the Klondyke", were that miners had to travel far and carry heavy loads of gear. The cause of these was to get gold from the gold mine, as a result the people became rich and the town got bigger

but it was soon abandoned.
Challenges faced in "All About the Klondyke Gold Mines", were that miners had to build camps and survive the winter. The cause of this was for the people to get gold from the gold mines, as a result many people barley made it to the gold mines. Therefore those were challenges discussed in both "Race to the Klondyke" and "All About Klondyke Gold Mines."

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Many challenges were faced during the Gold Rush and in the articles "Race to the Klondyke" and "All About the Klondyke gold Mines"*). This response demonstrates grade-appropriate analysis of the texts (*they discussed these challenges*). The topic is developed with relevant details from the texts (*miners had to travel far and carry heavy loads of gear and to get gold from the gold mine, as a result the people became rich and the town got bigger but it was soon abandoned*). The use of relevant evidence is sustained, with some lack of variety (*miners had to build camps and survive the winter and as a result many people barley made it to the gold mines*). This response exhibits clear organization, with the use of appropriate transitions (*The cause of, as a result, Therefore*). The response provides a concluding section that follows from the topic and information presented (*Therefore those were the challenges discussed in both "Race to the Klondyke" and "all About Klondyke Gold Mines"*). The response demonstrates grade-appropriate command of conventions, with few errors.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In the story "All about the Klondyke Gold mines" and "Race to the Klondyke" faced some challenges before they got to where they wanted to go. Some of the problems they face were food, clothes, and equipment problems. Some of the people died and did not even get to where they wanted to go. What causes the challenges were mostly food problems because if you don't eat for a long period of days you may die and also walking long distance and hours.

The result of the challenges were 50/50 because some of the people who came got what they wanted and some didn't. Some people became rich, some just risked their lives and some just didn't get what they wanted and did not get anything out of the trip they went on. Some people just risked everything they had and lost everything they had.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the story "All about the Klondyke Gold Mines" and "Race to the Klondyke" faced some challenges before they got to where they wanted to go*). This response demonstrates grade-appropriate analysis of the texts (*What causes the challenges were mostly food problems*). This response develops the topic with relevant facts from the texts (*because if you don't eat for along period of days you may die and also walking long distance and hours and some of the people who came got what they wanted and some didn't*). The use of relevant evidence is sustained, with some lack of variety (*Some people just risked everything they had and lost everything they had*). This response exhibits some attempt at organization, with inconsistent use of transitions (*what causes and The result of*). The concluding statement follows generally from the information presented (*Some people just risked everything they had and lost everything they had*). This response demonstrates grade-appropriate command of conventions, with occasional errors (*Problems. some, Just*) that do not hinder comprehension.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

The challenges faced during the gold rush consisted of carrying 2,500 pounds of food and supplies while in -50°F weather. Another challenge was traveling with that weight and condition for over hundreds of miles.

The causes of these challenges were all almost brought upon you because of where you live. For example, if you lived closer to the mines you could pay and carry less food and maybe even supplies. You also might not even have blizzards in your path.

The results of these challenges

were very different from each person.
Over 100,000 people came. Many
not even ready for the challenges.
While only 40,000 made it, and
60,000 went home or did not
stop. Those were the challenges of
the gold rush.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The challenges faced during the gold rush consisted of carrying 2,500 pounds of food and supplies while in -50° weather*). The response demonstrates a literal comprehension of the texts (*traveling with that weight and condition for over hundreds of miles*). This response partially develops the topic with the use of some textual evidence (*were all almost brought upon you because of where you live. For example, if you lived closer to the mines you could pay and carry less food and maybe even supplies and Over 100,000 people came. Many not even ready for the challenges. While only 40,000 made it, and 60,000 went home or died not stopping*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The causes of and The result of*). The concluding statement follows generally from the information presented (*Those were the challenges of the gold rush*). This response demonstrates grade-appropriate command of conventions, with occasional errors (*were you live, blizards, from each person*) that do not hinder comprehension.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In both articles "Race to the Klondyke" and "All about the Klondyke Gold mines" both discuss the challenges faced during the Gold Rush. These two articles are similar and different for many reasons.

During the Gold Rush, these two articles tell the challenges that were faced. For example, in the "Race to the Klondyke" the risk of starvation was increasing. So, mount police ordered that every man going for the trail had to have a year's supply of provision (carrying hundreds of pounds of food and gear). Also, the temperatures were 150 and below.

In addition, most Gold-seeker who didn't have sled or a horse, had to carry 65 pound of supplies.

Further more, "All about the Klondyke Gold mines" the ground was steep and ice was slippery. Also, shoveling down from three to six feet to find a solid gold crust. In addition, blizzards blowing most of the time. Further more it was impossible.

These two article are similar and different. For example, the both discuss the struggles to get gold. But there challenges are different.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In both articles "race to the klondyke" and "all about the klondyke Gold mines" both discuss the challenges faced during the Gold rush*). The response demonstrates a literal comprehension of the texts (*These two article are similar and different for many reasons*). This response partially develops the topic with the use of some textual evidence (*tempatures were 50 and below; most gold-seeker who didn't have sled or a horse, had to carry 65 pound of supplies; shoveling down from three to six feet to find a solid gold crust; blizzards blowing most of the time*). This response exhibits some attempt at organization, with inconsistent use of transitions (*For example, Also, Furthermore*). The concluding statement follows generally from the information presented (*These two article are similar and different. For example, the both discuss the struggles to get gold. But there challenges are different*). The response demonstrates an emerging command of conventions, with some errors (*two article, tempatures, most Gold seeker, have sled, there challenges*) that hinder comprehension.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

Challenges faced during the Gold Rush
weather was low food, starvation, nothing to drink, and cold
The causes of these challenges are death or
starvation. The results from these challenges was
death. Many people died from these challenges trying
to walk many miles to get to a certain place.
Some people didn't have enough food or water so they
died.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Challenges faced during the Gold Rush was low food, starvation, nothing to drink, and cold weather*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*Many people died from these challenges trying to walk many miles to get to a certain place. Some people didn't have enough food or water so they died*), some of which is irrelevant (*causes of these challenges are death, or starvation*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The causes* and *The results*). No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*Challenges...was, causes...are, results...were*) that hinder comprehension.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In both stories Race to the Klondyke and All About the Klondyke gold Mines faced challenges in them. In Race to the Klondyke people faced the challenge of getting to the river faster. In All About the Klondyke Gold Mines the people faced the challenge of the harsh weather conditions like blizards. Both stories had challenges that people had to face and over come to acher these goal.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*in both stories Race to the Klondyke and All About the Klondyke gold Mines faced challenges in them*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*people faced the challenge of getting to the river faster and the harsh weather conditions like blizards*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In Race to the Klondyke, In All About the Klondyke Gold Mines, Both stories had*). The response provides a concluding statement that follows generally from the topic and information presented (*challenges that people had to face and over come to acher there goal*). The response demonstrates a lack of command of conventions, with frequent errors (*storys, fasted, geting, blizards, acher, there goal*) that hinder comprehension.

Both articles, "Race to the Klondike" and "All About the Klondyke Gold Mines," discuss the challenges faced during the Gold Rush. Compare the challenges portrayed in both articles. What were the causes of the challenges? What resulted from these challenges? Use details from **both** articles to support your answer.

In your response, be sure to

- discuss the challenges faced during the Gold Rush as portrayed in **both** articles
- explain the causes of these challenges
- explain the results of these challenges
- use details from **both** articles to support your answer

In both articles, it talked about
a gold rush. They had many of
the same details.

It said that it was a difficult
Journey. In "Race to the Klondyke"

I'm Done!

YOLO

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*They had many of the same details*) and little understanding of the texts (*It said that it was a difficult Journey*). There is no evidence of organization. This response uses imprecise language (*I'm Done! YOLO*). The response demonstrates an emerging command of conventions, with some errors (*Journey*) that hinder comprehension.