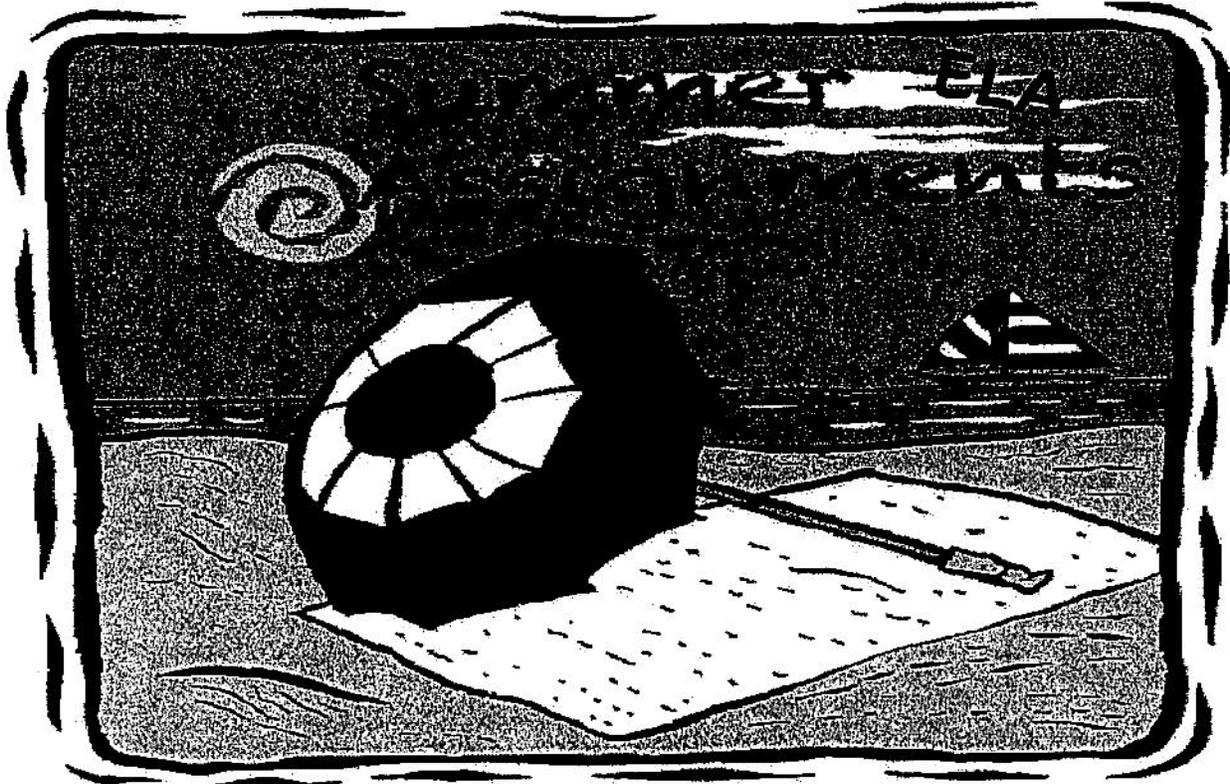


Walt Whitman Middle School 246

Rising Grade 7



Name: _____

Due Date: Friday, September 5.



Dear 246 Scholars,

Throughout the school year, you have worked hard to build a strong foundation of English Language Arts skills. You have grown in the past year academically, socially, and emotionally.

During your summer break, I encourage you to continue fostering a love of learning at home in preparation for grade 7.

Create a plan to complete the summer packet. Use your rubrics to help guide you in answering the questions.

The assignment will be used as data to help your teachers plan for instruction to better support you. In addition, it will count as 5% of your first marking period grade.

We look forward to seeing you on Thursday, September 4.



Directions

Read this story. Then answer questions 43 and 44.

A young girl is being gifted animals to celebrate her coronation, when she becomes Queen.

Excerpt from *Bartlett and the Ice Voyage*

by Odo Hirsch

- 1 There was hardly a thing that could be moved, carried or dragged that had not been sent to the Queen as a present. Since no two of her countries were alike, no two presents were the same. And it wasn't only furniture, ornaments, chess-sets and woven carpets that the Queen received. Crates arrived containing unusual animals that no one at Court had ever seen before, with strange names written on labels hanging around their necks.
- 2 The first to arrive was a giraffe. He came as a present for the Queen's coronation, and being only nine, she was barely able to reach his knee. The Queen was too young to choose where to put him, so the Prime Minister and the Stablekeeper had to decide for her. It was no simple matter. There was nowhere with a roof that was high enough! They kept him in his crate for a month, hoping that the giraffe's neck had somehow been stretched by his difficult sea journey, and that it might shrink with time. Every day the Stablekeeper took him out for a walk through the town on a leather leash. But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing. Eventually they let him loose in the park that surrounded the palace. Soon he was a familiar sight, cantering with his loose, loping run or standing with his head lost in the trees. People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them. . . .

GO ON

3

So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them. There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake. Two lions and a black jaguar stalked in a section that had been set aside especially for them. Zebras, antelope and a yellow llama roamed the open ground, looking for the most succulent grasses. There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. Each tribe had its own trees and was always attacking the territory of others, just like people. There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers. A very solemn emperor penguin reluctantly shared his pool with a playful seal. There were bats who lived in a cave on the edge of the park, possums and a sleek, shiny mink, who all came out at night. And there were birds . . .

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).

Directions

Read this article. Then answer questions 45 and 46.

French artist Rosa Bonheur painted wild and domesticated animals. Nathalie was her best friend and painting assistant.

Excerpt from Rosa's Animals: The Story of Rosa Bonheur and Her Painting Menagerie

by Maryann Macdonald

The Horse Fair, 1852–1855

1 Rosa, who was not quite five feet tall, had to stand on a ladder day after day to paint this enormous work of art. It measures 8 feet tall by 16½ feet wide (244.5 x 506.7 cm)! Despite the painting's size, no details were left out. The dust around the horses' hooves, for example, is clearly visible. Many who see the painting at the Metropolitan Museum of Art in New York City today claim that it seems so real that you can almost hear the hooves pounding. . . .

2 Ernest Gambart, a Belgian agent with a London office, purchased *The Horse Fair* and set about promoting it in Great Britain. Rosa made a smaller copy of the painting, and Gambart had prints made of it. Dubbed "The World's Greatest Animal Picture," its prints were sold all over Britain, Europe, and America. Copies were hung in many public places, including schoolrooms, and Rosa became a celebrity. A Rosa Bonheur doll began to be manufactured in Germany and became a popular toy. Everyone was fascinated by this spunky little woman with short hair who painted wearing pants. Even Queen Victoria wanted to meet her. At the queen's request, Gambart arranged for *The Horse Fair* to be brought to Windsor Castle for a private viewing.

Sheep, Oxen, and Deer

3 Rosa's skyrocketing success enabled her to acquire an even bigger art studio. This one had a huge window looking out on a courtyard, its own garden, and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm in the middle of Paris! . . .

GO ON

4 Ernest Gambart eventually sold *The Horse Fair* to an American collector. Back home in Paris, more and more people were eager to buy Rosa Bonheur's paintings. Now that she was famous, other celebrities wanted to meet her. Rosa enjoyed the attention at first but soon decided she needed more time to paint. So in 1859 she bought a large, "fairy-tale" country house, or château, near what could almost be described as an enchanted forest outside Paris. Rosa went to live in the Château de By with Nathalie, Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie!

5 Rosa Bonheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau. It was where she felt most at home. Rosa sometimes invited other artists to paint with her there; she generously wanted to share her bliss with them.

Planning Page

You may **PLAN** your writing for question 46 here if you wish, but do **NOT** write your final answer on this page. Writing on this Planning Page will **NOT** count toward your final score. Write your final answer on Pages 23 and 24.



GO ON

New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	NGLS	SCORE				
		4	3	2	1	0*
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)	W2 R1–9	—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	W2 R1–8	—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	W2 L3 L6	—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	W2 L1 L2	—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).

Lined writing area consisting of 20 horizontal lines.

STOP