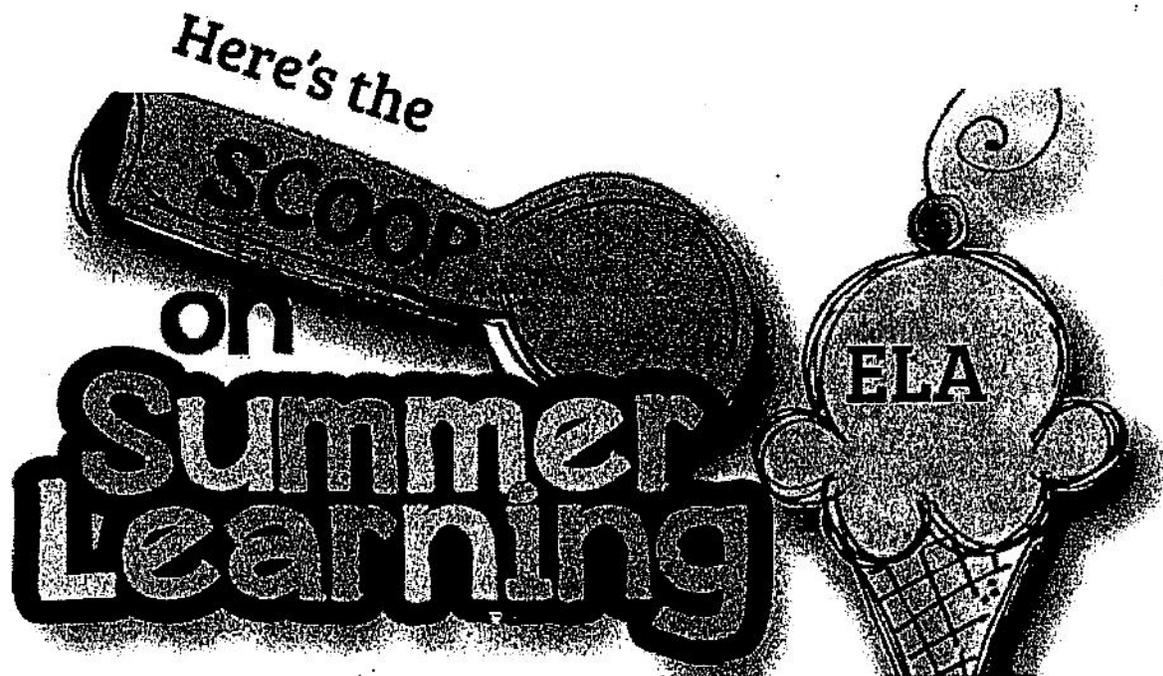


Walt Whitman Middle School 246

Rising Grade 8



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 8.

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.

# Excerpt from *Shadows Under the Sea*

by Sally Grindley

1 They soon arrived at the marker buoys at the edge of the Marine Protected Area. Rey cut the *banca's*<sup>1</sup> engine and allowed the boat to drift while they put on their equipment and got ready to lower themselves into the water. . . .

2 "Stay close to Rey," Angela called as she slipped into the water with Binti. "He'll make sure you're safe and will show you where the seahorses are most commonly found."

3 Rey dropped into the water last. To Joe's surprise, he wasn't wearing a snorkel, just a small pair of goggles carved out of wood and he only had a home-made flipper on one foot. . . .

4 With that, he grabbed a rope that hung down from the front of the *banca*, took a deep breath, turned a somersault in the water and disappeared under the surface, pulling the boat along behind him so that the gas lamp lit his route. He resurfaced several metres away before plunging in again.

5 Joe pulled down his mask, bit on the mouthpiece of the snorkel, rolled on to his front and carefully lowered his face into the sea. He felt the gentle ripple of the waves as he waited for his eyes to focus. When they did, he was filled with wonder at what he saw. The shapes and colours of the reef were more extraordinary than anything he had seen in books or on television and the noise was almost deafening. It was like entering a garden created by someone from a different planet. Fish of every size and hue were flitting in all directions, stopping briefly to explore nooks and crannies for food. Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals. Joe recognized a lionfish and followed its progress as it swam through crevices and willowy fronds. Then an enormous grey fish emerged just below him. He was so excited that he opened his mouth to call out—and immediately swallowed a large amount of briny water. Spluttering and choking, he rolled over to find Rey right next to him, grinning from ear to ear and holding a big crab. . . .

6 He let the crab go, took hold of the rope and disappeared again. When at last he came back up, some distance away, he gestured to Joe's family to come and join him.

7 "Here," he said. "Seahorses."

**GO ON**

8           The Brooks followed Rey as he tracked down several seahorses and pipefish. Their guide even cupped one seahorse in his hand and gave it first to Aesha and then Joe to hold. Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger.

9           “That’s a tiger tail seahorse.” Angela took off her mask to inform them. “They’re so well camouflaged that only someone as experienced as Rey can spot them, even though they’re bigger here than outside the Marine Protected Area.”

10          “He’s so cute,” said Aesha. “I can see why people are tempted to keep them as pets, even though it’s cruel.” . . .

11          For an hour they explored where the seahorses were most abundant. Rey led them to other sea creatures as well and every few seconds something new came into view.

<sup>1</sup>banca: small boat used in the Pacific Ocean

**GO ON**

## 2-Credit Constructed-Response Rubric

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

- 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).





## **D**irections

Read this article. Then answer questions 45 and 46.

# Excerpt from *Sea Horses*

by Steven Otfinoski

### **In Dangerous Waters . . .**

- 1 The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflage. A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings. If the background is a different color, the sea horse has the ability to change color to match it. Some sea horses can actually produce stringy growths on their body and heads to blend in with the plant growth they hide in. . . .

### **Sea Horses and People**

- 2 Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . .
- 3 Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they become prone to many diseases. Many pet sea horses starve because they will eat only prey, such as brine shrimp. They also don't usually breed in captivity, further endangering the world's overall sea horse population. . . .
- 4 What can be done to save the sea horse? It is unlikely that fishing for sea horses will be banned as many countries, especially in Asia, have a long tradition of using sea horses in medicines. Even if this trade in sea horses was outlawed, it would continue illegally.
- 5 The captive breeding of sea horses is another option. The science of aquaculture has developed technology to raise many sea creatures, including sea horses, on special aquatic or water-based "farms." Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life. Sea horses raised in Asian fishing villages with aquaculture programs could be bought and sold for medicines and other uses. People would not have to capture sea horses in the wild, and populations would increase as a result.

6

Organizations such as Project Seahorse are working around the world to preserve and protect the coastal areas where sea horses and other creatures live. Scientists study the sea horse and how it interacts with the world around it. They then use this knowledge to educate people and to promote the health of sea horses worldwide. There is still much to be learned about the sea horse. If people around the world work together, we can save this strange and beautiful creature for the enjoyment and wonder of generations to come.

**GO ON**



*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 21 and 22.



### New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	NGIS	SCORE				
		4	3	2	1	0*
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W2 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
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W2 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
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W2 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	—use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W2 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	—give 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 25 horizontal lines.

**STOP**