The Young Man and the Sea

by Zac Sunderland

1 I sailed around the world. Alone. At age 16. Here’s the amazing tale of my 13-month adventure.

**Inspiration Leads to Action**

2 Extreme sleep deprivation was just one of the challenges I faced on my journey that took 13 months and 28,000 miles to complete.

3 I got the idea for my trip after reading “Dove” by Robin Lee Graham, a teen who sailed the world alone in the 1960s. I started sailing when I was 4 and loved it. Sailing is such an extreme sport. It’s such an adrenaline rush. I bought my boat for $6,500 and my dad (a shipwright), my friends and I worked on it for four months to get it ready for the trip.

4 I was 16 when I left Marina del Rey, Calif., on June 14, 2008. Reaching Hawaii, the first stop, took longer than expected—23 days—because the winds were mostly light. When I passed the continental shelf, Pacific rollers—tall swells like super-long mountains in deep water—jostled my boat. Seeing the Hawaiian Islands for the first time, I felt elated because I had just crossed an ocean alone.

5 It was so amazing that I just started laughing.

**Challenge After Challenge**

6 In the early days of my trip, I slowly got used to the loneliness and lack of sleep. It was not unusual for me to stay up for 48 hours. It is weird how you can fall asleep standing up.

7 As I continued across the Indian Ocean, the *Intrepid* was accosted by strong winds. I was rocking and rolling on turbulent seas one morning when I found about 200 flying fish swept onto the deck. I hoped they would wash away so I wouldn’t have to pick them off.

8 Then I found the lighters on my stove had all died and my matches were damp. I counted 32 left and rationed them so I could keep heating my food.

9 Keeping my matches dry, it turned out, was the least of my problems. I was still on the Indian Ocean one night when I was awakened by a loud, crashing sound and felt the boat being slammed around. I ran on deck and saw the tiller, used in turning the rudder to steer, had broken. The boom, which holds down the sail, had crashed to the other side of the boat and cracked in two pieces.
My main sail was sagging, but I managed to secure the boom. I was lucky the winds and current were in my favor as I maneuvered between two reefs to reach Home Island, a tiny island where I found a carpenter who made me a new boom from a chunk of teak.

One blistering hot day, I was working on deck and thinking about taking a swim. Then I saw a white shape moving under the water. Looking closer, I saw it was a shark. Not just one shark, but a school of them. These dangerous creatures were not like the dolphins in the Pacific that play around the boat. I was glad I hadn’t taken that swim.

Every day I got closer to home. Approaching Grenada, an island in the Caribbean Sea, I was trounced by a 20-foot high rogue wave at 2 a.m. When I saw the massive wave, I grabbed the mast and held on. It knocked the boat sideways, swamping it with water. I lost my electronics for four days. My parents were very relieved when I was finally able to call and let them know I was O.K.

For the Adventure

On July 16, 2009, I returned to Marina del Rey. I had celebrated my 17th birthday (eating a microwave cake) at sea. At the time, I was the youngest person to sail solo around the world and the first to do it before age 18.

I could not have made this voyage without my parents, who let me do it. When I started my trip, I was doing it more for the adventure and experience of it than for the record. I am glad to have the record because it shows that young people can accomplish much more than what is expected of them and what they expect of themselves.
How did the author’s reasons for making the voyage change over the course of his adventure? Use two details from the article to support your response.
MEASURES CCLS: RI.5.3:
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

HOW THIS QUESTION MEASURES RI.5.3:
This question measures RI.5.3 because it asks students to explain how the author’s reasons for making the voyage change over the course of his adventure. Students must relate the reasons the author had for the trip at the beginning of the journey to why he had different goals toward the end.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:
Responses that receive full credit will use textual evidence to discuss how the author’s goals for his voyage change as the journey progresses. Specifically, full credit essays will recognize how the author’s initial goals for undertaking the voyage do not match the motivations he reveals at the end of his journey. For example, details in paragraph 3 explain how the author got the idea in the first place, as well as the reasons he enjoys sailing. Paragraph 14 more thoroughly explains the author’s reasons for starting the adventure and why he “is glad to have the record.”

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 conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.3:
To help students succeed with questions assessing standard RI.5.3, instruction can focus on relating two or more ideas, concepts, events, or people. Students can practice finding aspects that relate to each other within a text and citing details that explain the relationships or interactions between them.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.
How did the author’s reasons for making the voyage change over the course of his adventure?
Use two details from the article to support your response.

The author reason changed throughout the story. He said that he made the trip because of a book called “Dove.” Also, in the beginning, he thought the trip would be an adventure. At the end, he said he took the trip for the record. The author changed why he took the trip so he could show young people that they could accomplish goals.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain how the author’s reasons for making the voyage change over the course of his adventure (in the beginning, he thought the trip would be an adventure and At the end, he said he took the trip for the record). The response provides a sufficient number of concrete details from the text for support as required by the prompt (he made the trip because of a book called “Dove” and so he could show young people that they could accomplish goals). This response includes complete sentences where errors do not impact readability.
How did the author’s reasons for making the voyage change over the course of his adventure? Use two details from the article to support your response.

The author’s reasons for making the voyage changed over the course of his adventure, because at first he when started the voyage he had done it for adventure, but when he came back he was glad he set a record, which showed that young people can do things. It states in the article, “When I started my trip, I was doing it for the adventure and experience of it than for the record. I am glad to have the record, because it showed that young people can accomplish much more than what is expected from them, and what they expect from themselves.” These two statements prove that the author’s reasons for making the voyage changed over the course of his adventure.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain how the author’s reasons for making the voyage change over the course of his adventure (when started the voyage he had done it for adventure, but when he came back he was glad he set a record). The response provides a sufficient number of concrete details from the text for support as required by the prompt (When I started my trip, I was doing it more for the adventure and experience and I am glad to have the record, because it showed that young people can accomplish much more than what is expected from them, and what they expect from themselves). This response includes complete sentences where errors do not impact readability.
How did the author’s reasons for making the voyage change over the course of his adventure? Use two details from the article to support your response.

I went all around the world to explore. He wanted to make a record for being the youngest person to sail around the world.

Score Point 1 (out of 2 points)
This response makes a valid inference from the text that explains how the author’s reasons for making the voyage change over the course of his adventure (He wanted to make a Record for being the youngest person to sail around the world); however, the response does not provide two concrete details from the text for support as required by the prompt.
How did the author’s reasons for making the voyage change over the course of his adventure? Use two details from the article to support your response.

The author’s reasons for making the voyage changed. The first reason was to get across the ocean. The second reason was to get home and have his birthday. Those are how the author’s reasons change.

Score Point 1 (out of 2 points)
This response makes a valid inference from the text that explains how the author’s reasons for making the voyage change over the course of his adventure (The first reason was to get across the ocean); however, the response does not provide two details from the text for support as required by the prompt.
How did the author’s reasons for making the voyage change over the course of his adventure? Use two details from the article to support your response.

The author’s reasons for making the voyage change over the course of his adventure was that at first it was hard out as he got more into his voyage it was even harder than before. For example from the article it said, “Keeping my matches dry was the least of my problems.” Another example from the article is, “In the early days in my trip, I slowly got used to the lankiness and lack of sleep.”

Score Point 0 (out of 2 points)
This response does not address any of the requirements of the prompt (the voyage change over the course of his adventure).
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.
MEASURES CCLS: RI.5.2:
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

HOW THIS QUESTION MEASURES RI.5.2:
This question measures RI.5.2 because it asks students to identify the lessons the author learns during his trip and discuss these lessons with the support of textual evidence. To develop this discussion, students must infer the lessons based on the details the author uses to describe his experiences.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:
Responses that receive full credit will identify the lessons the author learns based on the details used in the text. Specifically, the author frequently discusses the challenges he met at sea and implies the lessons learned are the characteristics that allowed him to overcome these challenges: perseverance, courage, patience, quick thinking, and a sense of adventure. All of these traits can serve as lessons and are supported by details throughout the text. A full-credit response determines a lesson, while citing specific, relevant details from the text that support the main idea.

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 conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.5.2:
Instruction can focus on identifying the main ideas in a text and the specific details an author uses to expand on those ideas. Students can practice identifying textual details and the ways they support the text’s main ideas.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.

**Score Point 2 (out of 2 points)**

This response makes valid inferences from the text to explain what lessons can be learned from the author’s trip around the world (*to never give up and believe*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The young man traveled for months through storms, lack of gas and isolation and once when he was in the Indiana Ocean a storm struck and broke the steer. He didn’t give up he still managed to sail*). This response includes complete sentences where errors do not impact readability.
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.

Score Point 2 (out of 2 points)
This response makes a valid inference from the text to explain what lesson can be learned from the author’s trip around the world (you can accomplish somethings). The response provides a sufficient number of concrete details from the text for support as required by the prompt (the young Man was 16 when he started sailing and He survived a school of shark). This response includes complete sentences where errors do not impact readability.
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.

Score Point 1 (out of 2 points)
This response makes a valid inference from the text to explain what lesson can be learned from the author’s trip around the world (*it doesn’t matter how old you are, it just matters if you are confident in yourself and you would like to take the risk*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he was the youngest person to sail around the world*).
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.

In “The Young Man and the Sea,” it teaches us the lesson that young people can accomplish much more than what is expect of them and what they expect of themselves.

Score Point 1 (out of 2 points)
This response makes a valid inference from the text to explain what lesson can be learned from the author’s trip around the world (young people can accomplish much more than what is expect of them and what they expect of themselves); however, the response does not provide two details from the text for support as required by the prompt.
In “The Young Man and the Sea,” what lesson can be learned from the author’s trip around the world? Use two details from the article to support your response.

Score Point 0 (out of 2 points)
This response does not address any of the requirements of the prompt (I could keep heating up my food).
How to be a Smart Risk-Taker

by Steven R. Wills

1 If the key to becoming a pioneer or a trendsetter is to be a smart risk-taker, then how can we learn to become smarter risk-takers? Some people figure this out by accident, or stumble on the secret of success—but most of us have to take charge and make these things happen for ourselves. If you want to be a smart risk-taker, you need a plan. Here’s one:

STEP 1: Learn how to evaluate yourself.

2 How do you feel about the word “risk”? Does it make you think of danger, of anxiety, or of losing something? Or does it make you think of possibilities, of excitement, and of adventure? We aren’t all the same, and we need to be honest about it.

3 How do you feel about yourself? Sure, we all feel lousy about ourselves sometimes (although usually more than we have reason to). But when you think you have done well, what traits do you think made you succeed? Stanford University professor Dr. Carol S. Dweck discovered something interesting about the praise we receive when we do something well. She found that, if students were praised for being “smart,” they were less likely to take risks than students who were praised for “working hard.” Why? It seems that, if we think we do well just because we are smart, then we are less willing to try things where we might fail. However, if we think we are hard workers, then we are more willing to try things where we have to work hard—after all, that is what we are good at, right? Next time you succeed at something, recognize the work you put into it and the risks you took—don’t just figure it came to you because you were “smart” or “talented.”

4 Do you need to have things “all set” before you do something? Are you afraid of being rejected, and need the approval of others? Do you have to always be right? Are you unwilling to take the consequences for your actions? Do you look to others to solve a problem because you don’t believe you can do it? Do you need to play it safe? These are all ways of thinking that will get in your way if you want to be a smart risk-taker. If they describe you, then you know what you have to work on first. Remember, the way you think now can be changed—so get started.

5 On the other hand, are you willing to be vulnerable? Can you accept the consequences when things don’t work out? (Keep in mind that we are not talking about dumb risks.) Are you able to do things even though you aren’t likely to get the approval of your friends? Can you confront a problem and not blame it on someone else? These are the traits of a smart risk-taker. On to STEP 2.
STEP 2: Learn how to evaluate risks.

Evaluating a risk isn't really difficult—although it can take some effort to do well. Think of it this way: A smart risk is one where the potential upside outweighs the potential downside. For example: Should you ask ____ to hang out with you? Best potential upside? He/She says “yes,” you have a great time, and maybe you get together again. Worst potential downside? He/She says “no,” and you are embarrassed for maybe a whole day. If that's the worst that can happen, you would be crazy not to ask, right?

Of course, sometimes it's more complicated than that. However, you can always write down the risk and make a list of upsides and downsides. Be thorough—you don't want to miss anything—and then examine your list. Which side carries more weight? (Remember, it's not the length of the list that matters, it's the importance of the items on the list.)

As you become more practiced at evaluating risks, you will be surprised to find that many risks have very limited downsides, but potentially awesome upsides. Clearly, those are the risks you should go for. This seems so obvious, yet we don't usually take these risks. Why not? One reason might be that, in your list, the downsides are all immediate and the upsides are all long term. Keeping long-term goals in mind will also help when your work doesn't seem to be paying off. Sometimes you just have to slug along. It's the old “no pain, no gain” thing.

STEP 3: Learn how to “make the move.”

Remember the slogan for Nike® shoes, “Just do it”? Well, there you go. You can only stand on the end of the diving board for so long. Sooner or later you are either going to have to climb back down (feeling lousy every step of the way) or you are going to have to dive. There is no third choice.

If you seem stuck on this step, don't give up. There is a reason, and you need to find out what it is. Brainstorm for a bit. Are you stuck because you don't really want this? Are you stuck because you think there is a better way to reach your goal? Pull out some scrap paper and make some lists. List alternative solutions. List reasons for not taking a risk in this case. List ways your life would be different if you didn't take a risk. The answer to your dilemma is in there somewhere.

STEP 4: Try it out.

Try some small risks first. Try joining a club in school (the drama club?). Try learning a new skill (Piano? Lacrosse? Cooking?).

Once you get the idea, the only thing left is to be on the lookout. Smart risks (also called “opportunities”) come up all the time. Be ready to be a smart risk-taker.

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How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response
MEASURES CCLS: RI.5.9:
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

HOW THIS QUESTION MEASURES RI.5.9:
This question measures RI.5.9 because it asks students to analyze how information in one text relates to information in a paired text. Students successfully responding to this question must comprehend the text enough to know what it means to be a “smart risk-taker” and then determine how Zac Sunderland demonstrates smart risk-taking by planning for and following through with his epic adventure.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:
Responses that receive full credit will identify a key theme from “How to be a Smart Risk-Taker” (e.g. taking good risks) and communicate how this idea emerges in “The Young Man and the Sea.” The elaboration on a common point between the two texts will utilize textual evidence as the basis for identifying the common theme and explain why the student considers the theme to be similar in both texts. Students can approach the topic in several ways, including analyzing ways Zac followed f Wills’ steps. First, Zac learned how to evaluate himself to prepare for the trip. Next, he learned to evaluate major and minor risks and kept his long-term goal in mind as he faced many challenges along the way. Zac also “makes the move” and plunges into his trip around the world, rather than getting stuck thinking about doing it.

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

HOW TO HELP STUDENTS MASTER STANDARD RI.5.9:
Instruction should focus on how to identify a similar topic in different texts, and then use details from each text to discuss the ways each text speaks to this common topic. Students can practice by finding common themes in different texts and explaining why they consider these themes similar based on textual evidence.

See Extended-Response (4-point) Holistic Rubric, suggested sample student responses and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, and one 0-pt response.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from both articles to support your response

Zac Sunderland from “The Young Man at Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker.” We should learn from him.

One idea described in “How to be a Smart Risk-Taker” is evaluating risks. It is smart to take a risk only when the potential upside outweighs the potential downside. Zac took the risk because the downside (dying) was outweighed by the upside (adventure, experience, record, and showing that young people can do way more than expected from them).

Another idea is “making the move.” This is like making your dream come true. Zac made his dream come true by buying the boat and setting sail. He also didn’t give up while in the middle of the challenge.
Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (Zac Sunderland…demonstrates the ideas described in “How to be a Smart Risk-Taker.” We should learn from him). This response demonstrates insightful comprehension and analysis of the texts [Zac took the risk because the downside (dying) was outweighed by the upside (adventure, experience, record, and showing that young people can do way more than expected)]. The topic is developed with relevant, well-chosen facts and concrete details from the texts (It is smart to take a risk only when the potential upside outweighs the potential downside and Zac made his dream come true by buying the boat and setting sail). The use of varied, relevant evidence is sustained throughout (He also didn’t give up while in the middle of the challenge and He is a hard worker). The response exhibits clear, purposeful organization, and ideas are linked using grade-appropriate words and phrases (One idea, Another idea, also). The language used is stylistically sophisticated with domain-specific vocabulary (Another idea is “making the move.” This is like making your dream come true). The response provides a concluding statement that follows from the topic and information presented (He demonstrates ideas in “How to be a Smart Risk-Taker.”). This response demonstrates grade-appropriate command of conventions, with few errors.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response

Zac Sunderland describes many details from “How to be a Smart Risk Taker”. Do you think he was a smart risk taker? Well let’s find out!

To Zac Sunderland the word “risk” probably means excitement and adventure because he got on a boat and sailed around the world! This means Zac was a smart risk taker because he knew how much he could take.

To sail out into the ocean at the age of 16 you had to be able to work hard! Zac Sunderland was a very hard working boy! He worked hard when he secured the boom on his ship that had broken into two. If he were to be smart but lazy it would have been
This response clearly introduces a topic in a manner that follows from the task and purpose (Zac Sunderlan describes many details from “How to be a Smart Risk Taker”. Do you think he was a smart risk taker?). This response demonstrates insightful comprehension and analysis of the texts (the word “risk” probably means excitement and adventure and he knew how much he could take). The topic is developed with relevant, well-chosen facts and concrete details from the texts (he got on a boat and sailed around the world and He worked hard when he secured the boom on his ship that had broke into two). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (Well, To, If, These are). The language used is stylistically sophisticated with domain-specific vocabulary (Zac Sunderlan had the traits of a smart risk taker too. he could exept the consequences when things don’t go right). The response provides a concluding statement that follows from the topic and information presented (These are some of the ways Zac Sunderlan demonstrates the ideas described). This response demonstrates grade-appropriate command of conventions, with occasional errors (excitment, exept, Sunderlan) that do not hinder comprehension.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from both articles to support your response

Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”. One idea that Zac Sunderland demonstrates is he just did what he wanted to do and in “How to be a Smart Risk-Taker” the Nike slogan is “Just do it,” and that’s exactly what Zac Sunderland did. Another idea Zac Sunderland demonstrates is he is “smart” and he took a risk, and that risk was to sail the world alone at age 16. In “How to be a Smart Risk-Taker”, it states that “smart people” don’t take risks that they will fail at. The third example on how Zac Sunderland
Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (Zac Sunderland... demonstrates the ideas described in “How to be a Smart Risk-Taker”). This response demonstrates grade-appropriate comprehension and analysis of the texts (he took a risk, and that risk was to sail the world alone at age 16). The topic is developed with relevant facts and concrete details from the texts (the Nike Solgan is “Just do it”; it states that “smart people” don’t take risks that they will fail at; he faced many challenges such as sleep deprivation; states that if you take a risk, you will face many challenges). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (One idea, Another idea, In, The third example). The language is precise with domain-specific vocabulary (that’s exactly what Zac Sunderland did). The response provides a concluding statement that follows from the topic and information presented (Zac Sunderland...demonstrates ideas from “How to be a smart Risk-Taker”). This response demonstrates grade-appropriate command of conventions, with occasional errors (Solgan and exactly) that do not hinder comprehension.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response

Zac Sunderland demonstrates the ideas of “How to be a Smart Risk Taker.” He was able to follow all the steps to the passage.

He was able to establish and evaluate himself. He also was able to follow through with his plans to travel the world and come back. So that was step 3: “make the move.” Zac also look the risk of going out there because of all the disastrous possibilities that could’ve arisen.

That’s how Zac Sunderland demonstrated the characteristics of a Smart Risk taker.

Score Point 3 (out of 4 points)
This response clearly introduces a topic in a manner that follows from the task and purpose (He was able to follow all the steps to the passage). This response demonstrates grade-appropriate comprehension and analysis of the texts (He was able to establish and evaluate himself). The topic is developed with relevant facts and concrete details from the texts (He also was able to follow through with his plans to travel the world and come back and that was step 3: “make the move.”). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (He also, So, also, That’s how). The language is precise with domain-specific vocabulary (all the disastrous possibilities that could’ve arisen). The response provides a concluding statement that follows from the topic and information presented (That’s how Zac Sunderland demonstrated the characteristics of a Smart Risk taker). This response demonstrates grade-appropriate command of conventions, with few errors (evaluate).
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to

• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response

In the story “The Young Man in the sea” Zac demonstrates the ideas described in “How to be a Smart Risk-Taker.”

Zac shows that he is a “smart Risk-Taker” because he was doing it more for the adventure than the record. Also, to complete his adventure he was a “hard worker” and faced all of the many challenges. In the story “How to be a Smart Risk-Taker” story states that to be a “Smart Risk-Taker” you have to be a hard worker and Zac did that. He was a Risk-Taker because he faced all those challenges.
That came to success to him. Zac also took risks because he went alone on a huge trip all alone in the ocean. Zac demonstrates the ideas on how to be a Smart Risk-Taker, by being a hard worker. And all that hard work came to an award.

Score Point 2 (out of 4 points)
This response introduces a topic in a manner that follows from the task and purpose (Zac demonstrates the ideas described in “How to be a Smart Risk-Taker”). The response demonstrates a literal comprehension of the texts (to complete his adventure he was a “Hard Worker” and faced all of the many challenges). The topic is partially developed with some textual evidence (he faced all those challenges and he went alone on a huge trip all alone in the ocean). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (Also, In the story, because). The response provides a concluding statement that follows generally from the topic and information presented (Zac demonstrates all the ideas on how to be a Smart Risk-taker, by being a hard worker. And all that hard work came to an award). The response demonstrates grade-appropriate command of conventions, with occasional errors (In the story...states and success) that do not hinder comprehension.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from both articles to support your response
Score Point 2 (out of 4 points)
This response introduces a topic in a manner that follows generally from the task and purpose (Zac Sunderland was being a smart risk-taker). This response demonstrates a literal comprehension of the texts (Zac sounded like a hard worker and the first article says hard workers take more risks than smart people). The topic is partially developed with some textual evidence (When he sailed all the way around the world he probably weighed the pros and cons and Pros: world record, fun, loves it. Cons: you could die, serious injury). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (When and Also). The response provides a concluding statement that follows generally from the topic and information presented (It shows Zac’s smart risk-taking). The response demonstrates grade-appropriate command of conventions, with few errors.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to

• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the texts but demonstrates little understanding of the task (Zac Sunderland is a hardworker that means he is more willing to do things where he has to work hard). The response demonstrates an attempt to use minimal evidence (He tried sailing across the world and the Nike slogan “Just do it.”). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors (hardworker and across the world that is hard) that do not hinder comprehension.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to
- explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
- use details from both articles to support your response

Zac Sunderland showed that he was a Smart Risk Taker. He sailed 28,000 miles, he had lots of damage done to his ship, but he got past that and was brave and strong. Some hard ships he faced were his tiller broke, so the boom that holds his sail fell. Then lots of flying fish landed on his deck so he had to get all of them off. Finally wind was racking his ship so it took longer to travel. But in the end he probably he said to himself which is because I'm a Smart Risk Taker.

Score Point 1 (out of 4 points)
This response introduces a topic in a manner that follows generally from the task and purpose (Zac Sunderland showed that he was a smart risk taker). The response demonstrates little understanding of the texts (his tiller broke so the boom that holds his sail fell). The response demonstrates an attempt to use minimal evidence (He sailed 28,000 miles and he had lots of damage done to his ship). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (lot's, ship. but, hard ship's, travel. but, probably) that may hinder comprehension.
How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk-Taker”? Use details from both articles to support your response.

In your response, be sure to

• explain how Zac Sunderland from “The Young Man and the Sea” demonstrates the ideas described in “How to be a Smart Risk-Taker”
• use details from both articles to support your response
subheadings. The third thing I saw was they both talked about the same thing which was do something new try to get to know it better then get the hang of doing better than you did it the first time you did it. Lastly, those were my three reasons both stories were similar.

Both stories are different from each other because they do not always interact with each other. Two reasons why they are different is because one the first story is about taking risks. Two the second story is about trying to find your way out. As you can see they are different in some ways.

In conclusion, both stories can be similar and different in their own ways. You can see how great they are prevented.

Score Point 0 (out of 4 points)
This response demonstrates a lack of comprehension of the texts and task (putting the events in order for example 1 to 10 and were described good enough for someone to read because they would possibly say it was neatly written). Evidence provided is completely irrelevant (each paragraph was numbered, each had only three subheadings, do something new try to get to know it better then get the hang of doing better than you did it the first time). Attempts to organize are irrelevant to the task. The response provides a concluding statement that is illogical (both stories can be similar and different in their own ways. You can see how great they are prevented).
# 2-Point Rubric—Short Response

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 Point</strong></td>
<td>The features of a 2-point response are</td>
</tr>
<tr>
<td></td>
<td>• Valid inferences and/or claims from the text where required by the prompt</td>
</tr>
<tr>
<td></td>
<td>• Evidence of analysis of the text where required by the prompt</td>
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<tr>
<td></td>
<td>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</td>
</tr>
<tr>
<td></td>
<td>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</td>
</tr>
<tr>
<td></td>
<td>• Complete sentences where errors do not impact readability</td>
</tr>
<tr>
<td><strong>1 Point</strong></td>
<td>The features of a 1-point response are</td>
</tr>
<tr>
<td></td>
<td>• A mostly literal recounting of events or details from the text as required by the prompt</td>
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<tr>
<td></td>
<td>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</td>
</tr>
<tr>
<td></td>
<td>• Incomplete sentences or bullets</td>
</tr>
<tr>
<td>*<em>0 Point</em></td>
<td>The features of a 0-point response are</td>
</tr>
<tr>
<td></td>
<td>• A response that does not address any of the requirements of the prompt or is totally inaccurate</td>
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<tr>
<td></td>
<td>• A response that is not written in English</td>
</tr>
<tr>
<td></td>
<td>• A response that is unintelligible or indecipherable</td>
</tr>
</tbody>
</table>

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

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
# New York State Grade 4-5 Expository Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts</td>
<td>W.2 R.1-9</td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— clearly introduce a topic in a manner that follows logically from the task and purpose</td>
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<tr>
<td></td>
<td></td>
<td>— demonstrate insightful comprehension and analysis of the text(s)</td>
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<tr>
<td></td>
<td></td>
<td>3 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— clearly introduce a topic in a manner that follows from the task and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate grade-appropriate comprehension and analysis of the text(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— introduce a topic in a manner that does not logically follow from the task and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate a literal comprehension of the text(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate a lack of comprehension of the text(s) or task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate a lack of comprehension of the text(s) or task</td>
</tr>
<tr>
<td>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td>W.9 R.1-9</td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</td>
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<tr>
<td></td>
<td></td>
<td>— sustain the use of varied, relevant evidence</td>
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<tr>
<td></td>
<td></td>
<td>3 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</td>
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<tr>
<td></td>
<td></td>
<td>— sustain the use of relevant evidence, with some lack of variety</td>
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<td></td>
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<td>2 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
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<tr>
<td></td>
<td></td>
<td>— use relevant evidence with inconsistency</td>
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<td>1 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
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<tr>
<td></td>
<td></td>
<td>0 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— provide no evidence or provide evidence that is completely irrelevant</td>
</tr>
<tr>
<td>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>W.2 L.3 L.6</td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— exhibit clear, purposeful organization</td>
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<tr>
<td></td>
<td></td>
<td>— skillfully link ideas using grade-appropriate words and phrases</td>
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<tr>
<td></td>
<td></td>
<td>— use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</td>
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<td></td>
<td></td>
<td>— provide a concluding statement that follows clearly from the topic and information presented</td>
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<tr>
<td></td>
<td></td>
<td>3 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— exhibit clear organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— link ideas using grade-appropriate words and phrases</td>
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<tr>
<td></td>
<td></td>
<td>— use grade-appropriate precise language and domain-specific vocabulary</td>
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<tr>
<td></td>
<td></td>
<td>— provide a concluding statement that follows from the topic and information presented</td>
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<tr>
<td></td>
<td></td>
<td>2 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— exhibit some attempt at organization</td>
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<tr>
<td></td>
<td></td>
<td>— inconsistently link ideas using words and phrases</td>
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<tr>
<td></td>
<td></td>
<td>— use grade-appropriate precise language and domain-specific vocabulary</td>
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<tr>
<td></td>
<td></td>
<td>— provide a concluding statement that follows generally from the topic and information presented</td>
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<tr>
<td></td>
<td></td>
<td>1 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
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<tr>
<td></td>
<td></td>
<td>— lack the use of linking words and phrases</td>
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<tr>
<td></td>
<td></td>
<td>— use language that is imprecise or inappropriate for the text(s) and task</td>
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<tr>
<td></td>
<td></td>
<td>0 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— exhibit no evidence of organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— exhibit no use of linking words and phrases</td>
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<tr>
<td></td>
<td></td>
<td>— use language that is predominantly incoherent or copied directly from the text(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— do not provide a concluding statement</td>
</tr>
<tr>
<td>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>W.2 L.1 L.2</td>
<td>4 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate grade-appropriate command of conventions, with few errors</td>
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<tr>
<td></td>
<td></td>
<td>3 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
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<tr>
<td></td>
<td></td>
<td>2 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
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<tr>
<td></td>
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<td>1 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>— demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
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<tr>
<td></td>
<td></td>
<td>0 Essays at this level:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

- 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).