

ELA/Literacy  
Released Item 2019

Grade 04  
Literary Analysis Task  
A Thousand Cranes describe feeling of characters  
BB431879093

**Today you will read a passage from the drama *A Thousand Cranes* and a passage from “Fiddle Fanatic.” As you read these passages, you will gather information about the characters, the settings, and the events. Then you will answer questions so you can write a response.**

Read the passage from the drama *A Thousand Cranes*. Then answer the questions.

from *A Thousand Cranes*

by Kathryn Schultz Miller

(SADAKO runs in out of breath and laughing.)

- 1 KENJI:** Beat you by four seconds!
- 2 SADAKO:** Four? You’re lying!
- 3 KENJI:** (*Laughing.*) It was actually four and a half, but I let you have that.
- 4 SADAKO:** Oh! You . . . ! (*Slumping.*) You always win! You should let somebody else win sometime.
- 5 KENJI:** Why, Sadako. You can’t mean that I should cheat so that you can win.
- 6 SADAKO:** Oh, it wouldn’t be cheating so much as . . . polite.
- 7 KENJI:** (*Laughing.*) And I suppose when you run in the girl’s contest next month, you’ll want the judges to be *polite* and let somebody else win.
- 8 SADAKO:** Well, no.
- 9 KENJI:** I thought so.
- 10 SADAKO:** Oh, Kenji, do you think I have a chance to win?
- 11 KENJI:** (*Mocking.*) You? You win a race against the fastest girls in Hiroshima? You can’t win.
- 12 SADAKO:** Why not?

- 13 KENJI:** Because you're a turtle that's why. A great, big, lumbering turtle. (*Mimes slow turtle, laughing at his jest.*)
- 14 SADAKO:** I am not a turtle!
- 15 KENJI:** Yes, you are.
- 16 SADAKO:** Am not.
- 17 KENJI:** Are, too.
- 18 SADAKO:** Well, if I'm a turtle, then you're a frog!
- 19 KENJI:** A frog?
- 20 SADAKO:** Yes. A great big green one with warts all over it.
- 21 KENJI:** Sadako, you can't possibly mean . . . croak . . . (*Putting her on.*) Well, where on earth could that have come from? Croak!
- 22 SADAKO:** Oh, you.
- 23 KENJI:** Look, Sadako, my hand is turning green . . . croak . . . and it has warts all over it! (*He crouches to a frog position and sticks out his tongue, leaping around, croaking. Uses bill of his cap to indicate the mouth of the croaking frog.*) Croak! Croak!
- 24 SADAKO:** (*Laughing in spite of herself.*) Now, you stop that. (*She is laughing almost uncontrollably, soon KENJI stops and laughs with her. They stop, leaning on each other, gaining composure.*) Kenji, tell me the truth. Do you think I have any chance of winning the races next month?
- 25 KENJI:** Sadako, I will tell you the truth. I believe you will win.
- 26 SADAKO:** (*Thrilled.*) You really think so? You really, really do?
- 27 KENJI:** Yes. I really, really do.
- 28 SADAKO:** Oh, Kenji! (*She hugs him.*) Wait until I tell my father. He will be so proud of me! (*She starts to go.*)
- 29 KENJI:** Now, don't quit practicing!

**30 SADAKO:** Oh, I won't.

**31 KENJI:** See you tomorrow?

**32 SADAKO:** Tomorrow! *(She moves upstage as if to exit.)*

*(KENJI, now ACTOR 1, moves to instrument station and makes music for scene change. SADAKO moves upstage as ACTOR 2, now MOTHER, moves into the scene. She is counting out candles and putting them on the table. She wears a kimono. ACTOR 1 counts and then fades as MOTHER joins in and finally ends the counting.)*

**33 ACTOR 1:** One hundred and eighteen, one hundred and nineteen, one hundred and twenty, one hundred and twenty-one, one hundred and twenty-two . . . one hundred and twenty-three . . . *(Again, they speak the primary numbers together.)*

**34 MOTHER:** *(Counting candles.)* One . . . two . . . three . . . four . . .

*(SADAKO comes running in, very excited.)*

**35 SADAKO:** Mother, Mother! Wait till you hear! I have wonderful news!

**36 MOTHER:** *(Not looking up, continues working.)* Your shoes, Sadako.

**37 SADAKO:** Oh. *(She calms down to remove her shoes, puts them by the door, then rushes back to MOTHER.)* Wait till I tell you!

**38 MOTHER:** Sadako, show your respect to your elders.

**39 SADAKO:** Oh. *(She bows, puts hands together as in prayer and bows her head toward MOTHER.)* Mother, Kenji just told me . . . !

**40 MOTHER:** Sadako, show your respect to our beloved ancestors. *(Disheartened, SADAKO kneels before an imaginary shrine, hands in prayer and bowing her head. Returns to MOTHER, somewhat subdued.)*

**41 SADAKO:** Mother, I . . .

**42 MOTHER:** You must wait for your father to tell this earth-shattering news. Now, it is time to prepare for dinner.

- 43 SADAKO:** But, Mother . . .
- 44 MOTHER:** Sushi has been prepared, the rice plates have been set. Sadako, you may warm the saki for your father.
- 45 SADAKO:** Yes, Mother. (*MOTHER straightens candles on the table.*)  
(*FATHER enters, takes off his shoes.*)
- 46 SADAKO:** Father! (*She runs to him, grabs him in embrace and almost twirls him around.*) Wait till I tell you!
- 47 FATHER:** Well, what is this?
- 48 MOTHER:** (*Not angry.*) This daughter of yours will not learn discipline.
- 49 FATHER:** Your mother is right, Sadako. You must learn moderation in all things.
- 50 SADAKO:** But, Father, I have such wonderful news!
- 51 FATHER:** (*Warm.*) It seems that everything in your world is wonderful, Sadako. (*Kisses the top of her head.*) You may tell us your news.
- 52 SADAKO:** (*Looks anxiously at them BOTH.*) Now?
- 53 FATHER:** (*Laughing.*) Now, Sadako.
- 54 SADAKO:** Kenji says I'm fast enough to win the race next month! Isn't that wonderful? He thinks I can *win!*
- 55 FATHER:** (*Genuinely impressed.*) You have been practicing very hard.
- 56 SADAKO:** Oh, yes, Father. Kenji and I run every day.
- 57 FATHER:** Kenji is a fast runner, an excellent athlete.
- 58 SADAKO:** Yes, he is, Father. And a good teacher, too.
- 59 MOTHER:** Even so, you must use discipline to practice very hard if you really want to win.

**60 SADAKO:** Oh, I want to win, Mother. I want to win more than anything on earth!

**61 FATHER:** We are very proud of you, Sadako. (BOTH *parents hug her.* MOTHER *begins to light candles.*)

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Read the passage from “Fiddle Fanatic” about Melanie (Mel) and her sister Abigail (Abbie). Then answer the questions.

from “Fiddle Fanatic”

by Elisabeth Deffner

- 1** *Mendoza, Abigail. Concertmistress.* Her little sister—leader of the whole orchestra?
- 2** Abbie squealed. “I can’t believe it!”
- 3** Mel kept reading. *Mendoza, Melanie. Second violins.* What? She wasn’t even in the first violin section?
- 4** “I can’t wait to tell Mom and Dad!” Abbie hurtled down the street toward their parents’ restaurant.
- 5** Mel followed Abbie slowly. There had to be some mistake. Mr. Benson had probably mixed up their names. She’d straighten everything out tomorrow.
- 6** But tomorrow was a long way off. When Mel reached the restaurant, Abbie was playing her audition piece right in the middle of the dining room.
- 7** Music poured from Abbie’s bow like water from a teapot—pure and perfect. And the trill sounded like a bird warbling. Customers applauded as Abbie lowered her violin. Mel fought the urge to clap. Abbie was good—really good—but that wasn’t the point.
- 8** Blushing, Abbie turned to Mel.
- 9** “Why are you playing in here?” Mel snapped.
- 10** Abbie frowned. “I like playing in the restaurant.”
- 11** “I guess you would be happy to play anywhere, even if you’re sitting with the seconds.”
- 12** “What?”
- 13** “Mr. Benson mixed us up. I should be in the first violins this summer, not you.”

- 14** Abbie stiffened. “He didn’t make a mistake, Melanie. He made me first chair because I’m good. Because I actually practice!”
- 15** “I practice!”
- 16** “Not the way I do. You’d rather spend time with your friends.”
- 17** “Because I actually care about having a social life.”
- 18** Her ponytail absolutely still, Abbie turned and walked toward the back of the restaurant. Mel’s stomach ached. She didn’t like it when Abbie was upset with her. But what would her friends say if her little sister had a better seat than she did?
- 19** The next morning, on the way to school, Mel watched her sister marching ahead of her again. Mel was a little mad and a little sad. But also a little glad. She didn’t want Abbie to see her slipping into the music room.
- 20** Inhaling stale air and rosin dust, Mel squared her shoulders. “Mr. Benson, I want to talk to you about the orchestra seats.”
- 21** “Yes—you must be proud of your sister.” Mr. Benson smiled. “Abigail is a rare student. If she continues to work hard and grow as a musician, she could become a professional. Then we’ll look back on our little orchestra and think about how lucky we were.”
- 22** Mel froze. So there wasn’t any mix-up. *She* was the one who’d made a mistake. Her little sister had earned the top spot—and she hadn’t even congratulated her.

From “Fiddle Fanatic” by Elisabeth Deffner from HIGHLIGHTS FOR CHILDREN, INC.  
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7. You have read about Sadako in the passage from *A Thousand Cranes*. You have also read about Mel in the passage from "Fiddle Fanatic." Think about the different feelings that these characters experience in the passages.

Write an essay that describes how the feelings of the two characters are similar and how they are different. Be sure to use specific examples from **both** passages to support your ideas.

# Anchor Set A1 – A10

With Annotations

In the drama *A Thousand Cranes* and the passage from *Fiddle Fanatic*, the main characters express similar feelings. However, they also express different ones.

For example, in *A Thousand Cranes*, Sadako is thrilled because Kenji told her that he believed she could win. For instance, Kenji told Sadako, "Sadako, I will tell you the truth. I believe you will win." Also, in the next line of dialogue, after Sadako's name they put the word 'thrilled' in parenthesis. This shows that Sadako is happy and excited that Kenji believes she's fast enough to beat all the other girls in Hiroshima.

However, although Sadako is thrilled by the fact someone believes she will win, she gets a little frustrated when she gets home. For example, when Sadako gets home, her mother keeps telling her to take off her shoes, pay respect to her elders and her ancestors. She also keeps cutting Sadako off in mid-sentence! If somebody kept cutting me off when I was in the middle of saying something, I would be frustrated, too. I would also be even more frustrated if I was almost bursting with excitement to say something, but I wasn't permitted to say it. Also, Sadako's mother made her wait until her father was home to tell her the "earth-shattering" news. After that, Sadako said, "But, Mother..." This shows that she starts to protest to her mother because she is angry that she can't share her good news.

In the passage from *Fiddle Fanatic*, the main character feels the same way, but a little more intensely. She also feels jealous. For example, Mel snapped, "Why are you playing in here?" at Abbie when Abbie was playing her violin in the restaurant. This shows that Mel is jealous and frustrated that her little sister is so good at violin, and also that she's concertmistress. Mel also doesn't understand how she's in the *second row* of violinists, not even the first row. This demonstrates how Mel is frustrated, flustered and jealous of Abbie's position and talent.

A different feeling in *Fiddle Fanatic*, is that Mel ends up feeling ashamed. Mel feels ashamed because her sister got to be concertmistress, and she didn't even congratulate her! Mel's negative feelings came out first, before she even thought about it. I think this teaches us to be happy for each other, even if we didn't get exactly what we wanted.

Although Fiddle Fanatic and a passage from the drama A Thousand Cranes are both different stories with separate characters, they share similar and different feelings.

## Annotation

### Anchor Paper 1

#### Reading Comprehension and Written Expression

#### Score Point 4

This response demonstrates full comprehension of ideas stated explicitly and inferentially in the passages. The response addresses the prompt and provides an accurate analysis to describe how the feelings of the two characters are similar and different (*Sadako is thrilled . . . . However, although Sadako is thrilled by the fact someone believes she will win, she gets a little frustrated . . . . In the passage from Fiddle Fanatic, the main character feels the same way [frustrated], but a little more intensely. She also feels jealous. . . . A different feeling in Fiddle Fanatic, is that Mel ends up feeling ashamed*). Clear reasoning supported by relevant, text-based evidence illustrates effective development of the topic that is consistently appropriate to the task (*Sadako is happy and excited that Kenji believes she's fast enough to beat all the other girls in Hiroshima. . . . when Sadako gets home, her mother keeps telling her to take off her shoes, pay respect to her elders . . . . She also keeps cutting Sadako off in mid-sentence! [and] Mel snapped, "Why are you playing in here?" at Abbie . . . . Mel is jealous and frustrated that her little sister is so good at violin, and also that she's concertmistress. . . . Mel feels ashamed . . . she didn't even congratulate her! Mel's negative feelings came out first, before she even thought about it*). The response is effectively organized with clear and coherent writing. An effective introduction synthesizes the ideas in the prompt and the conclusion follows from these ideas. Linking words and phrases connect ideas (*For example, However, Also, but, After that, In the passage*) within and between the body paragraphs that group related ideas. The response incorporates a variety of sentence structures and precise word choice (*bursting with excitement, permitted, starts to protest, share her good news, a little more intensely, negative feelings*), illustrating language that effectively clarifies ideas.

Sadako, in the passage, "A Thousand Cranes," had different feelings than Mel, in the passage, "Fiddle Fantastic," because, Sadako was ecstatic while Mel was confused and angry at Abbie. For example, Sadako was very thrilled when Kenji told her that he thought she could win the race. On the contrary, when Mel read that Abbie got the leader of the entire orchestra and she couldn't even get in the first violins section, she thought there was a mix-up with the names, and was angry at Abbie since she got a very high place in the orchestra while Mel didn't. In the story, "A Thousand Cranes," it states, "Sadako, I will tell you the truth. I believe you will win. (Thrilled) You really think so? You really, really do? Yes I really, really do. Oh, Kenji! (She hugs him) Wait until I tell my father. He will be so proud of me (She starts to go.)" While the text, "Fiddle Fantastic," it states, "Mendoza, Abigail. Concertmistress. Her little sister-leader of the whole orchestra? Abbie squealed. I can't believe it! Mel kept reading. Mendoza, Melanie. Second Violins. What? She wasn't even in the first violin section." Later on in the text it states, "Mel followed Abbie slowly. There had to be some mistake. Mr. Benson had probably mixed up their names. She'd straighten everything out tomorrow." Even later in the text it states, "Why are you playing in here? Mel snapped." This is showing how in the two stories Sadako and Mel have different feelings because Sadako was thrilled while Mel was the complete opposite by being furious and confused.

Sadako in the story, "A Thousand Cranes," has similar feelings to Mel in the story, "Fiddle Fantastic," because towards the end of the stories, they were both frustrated with either someone else, or themselves. For instance, in the story, "A Thousand Cranes," it was stating that Sadako was saying that she had wonderful news to share to her mom and her mom was frustrating her with making her take off her shoes, having her bow to respect her mother, and to wait for her father to come and share the amazing news. When Sadako was frustrated, it made me realize that Mel was frustrated with herself when she was so caught up with herself and thought she was better than Abbie, her sister just because she was older. She thought Mr. Benson made a mistake with the names and that she was going to be in the first violin section. Later on in the story, Mel went up to Mr. Benson and started to talk about the seats, Mr. Benson was saying you must be proud of your sister and that she is great which made Mel realize there was no mix-up. In the text, "A Thousand Cranes," it states, "Mother, Mother. Wait till you hear! I have wonderful news! Your shoes Sadako. Oh. Wait till I

tell you! Sadako, show respect to your elders. Oh. She bows, puts her hand together as in a prayer and bows her head toward her Mother. Mother, Kenji told me...! Sadako show respect to our beloved ancestors. Mother I... You must wait for your father." This is showing how in the story her mother really cared about prayers and made Sadako frustrated.

Overall, the two stories have some similarities but mainly differences. The two characters get easily frustrated but can be happy.

## Annotation

### Anchor Paper 2

#### Reading Comprehension and Written Expression

#### Score Point 4

This response demonstrates full comprehension of ideas stated explicitly and inferentially in the passages. The response addresses the prompt and provides an accurate analysis to describe how the feelings of the two characters are different and similar (*Sadako . . . had different feelings than Mel . . . because, Sadako was ecstatic while Mel was confused and angry . . . towards the end of the stories, they were both frustrated with either someone else, or themselves*). Clear reasoning supported by relevant, text-based evidence illustrates effective development of the topic that is consistently appropriate to the task (*Sadako was very thrilled when Kenji told her that he thought she could win the race. On the contrary, when Mel read that Abbie got the leader of the entire orchestra . . . she thought there was a mix-up with the names, and was angry at Abbie since she got a very high place in the orchestra [and] Sadako was saying that she had wonderful news to share to her mom and her mom was frustrating her with making her take off her shoes, having her bow to respect her mother, and to wait for her father to come and share the amazing news. . . . Mel was frustrated with herself when was so caught up with herself and thought she was better than Abbie, her sister just because she was older*). The response includes the grouping of related ideas within body paragraphs (*different feelings, similar feelings*), and although a minor lapse is evident towards the end of the second body paragraph when ideas for support abruptly shift from "Fiddle Fanatic" back to *A Thousand Cranes*, holistically the response is clear and coherent. Linking words and phrases effectively connect ideas within each body paragraph (*in the passage, For example, On the contrary, and, While the text, Later on in the text, For instance, When Sadako was frustrated, Later on in the story*), and a concluding statement recaps the topic for each body paragraph. Additionally, a concluding section sums up the overall piece to provide closure (*Overall, the two stories have some similarities but mainly differences*). The response uses language effectively to clarify ideas by integrating a variety of sentence structures and precise word choice (*ecstatic, leader of the entire orchestra, complete opposite, frustrated, caught up with herself*). Despite the minor lapse in organization, this response meets the rubric criteria for a score point 4.

In "A Thousand Cranes." and "Fiddle Fanatic." Sadako and Mel experience different feelings. In "A Thousand Cranes." Sadako first feels discouraged that Keji always beats her in the race. Then, after that she and Kenji make jokes at each other. When Kenji tells her that she can win the race she feels thrilled and excited and races to tell her mother the good news. After she arrives at her house she feels frustrated that she has to do so many chores and wait before she can tell the great news. When she finally can tell her parents what Kenji said she feels excited and blissful. Then she feels proud and realizes that being good at something requires lots of practice. She wants to win the race more than anything in the world.

Meanwhile, in "Fiddle Fanatic" Mel experiences many different feelings. She feels discouraged to and feels like there has to be a mistake and their names got switched up. She then feels mad and makes her sister mad at her which makes her feel bad. Then, after she talks to Mr. Benson, she freezes and feels extremely ashamed of herself that she hadn't congratulated her sister after getting top spot. She also realizes that becoming really good at something requires hard work.

Both Sadako and Mel realize that becoming really good at something is only possible after you work really hard. Sadako gets the better news while Mel feels bad and ashamed. In both they first feel upset that someone is better than them, but Sadako realizes first that that is because they worked more and she has great news, but when Mel hears this news she doesn't want to believe and acts mean toward her sister. She does not realize right away that it is because her sister worked harder than her since she spent more time with her friends instead of practicing violin. They both have similar situations yet they act differently and realize different things.

## Annotation

### Anchor Paper 3

#### Reading Comprehension and Written Expression

#### Score Point 3

This response demonstrates comprehension of ideas stated explicitly and inferentially in the passages by providing a mostly accurate analysis. The response uses mostly clear reasoning and relevant, text-based evidence to describe how the feelings of the two characters are different (. . . *Sadako first feels discouraged that Keji always beats her . . . . When Kenji tells her that she can win the race she feels thrilled and exited and races to tell her mother the good news. . . . she feels frustrated that she has to . . . wait before she can tell the great news [and] She [Mel] feels discouraged . . . She then feels mad and makes her sister mad at her. . . . and feels extremely ashamed of herself that she hadn't congratulated her sister*). The response uses mostly clear reasoning supported by relevant, text-based evidence to describe how the characters' feelings are similar (. . . *they first feel upset that someone is better than them, but Sadako realizes first that that is because they worked more*). Holistically, the response provides mostly effective development of the topic that is mostly appropriate to task, purpose, and audience; however, the conclusion is written to explain the theme—that "*becoming reall good at something is only possible after you work really hard*." This statement does not relate to the similarities or differences between characters. Mostly clear and coherent writing is evident. The response provides introductory and concluding statements, groups related ideas, and uses linking words and phrases to connect ideas (*In "A Thousand Cranes," Then, When, After, Meanwhile, and, In both, but*). The response uses language that is mostly effective to clarify ideas by incorporating varied sentence structures and mostly precise word choice (*thrilled and exited [excited], blissful, realizes, requires lots of practice, extremely ashamed, acts mean toward*).

In the story **A Thousand Cranes** Sadako experienced many feelings. In the beginning Sadako was feeling sad because Kenji won the race and he always won. In the middle of the story Sadako was feeling impatience because her mom made her wait to tell her wonderful news. At the end of story Sadako was feeling excited to tell her parents that Kenji thought she could win the race. In the end of the story she was also feeling happy that her parents were proud of her.

In the story **Fiddle Fanatic** Mel experienced lots of emotions. In the beginning Mel felt confused because she thought that her music teacher mixed her and her sister up. In the middle of the story Mel felt upset that her sister was mad at her. At the end of the story It says Mel felt a little mad but also a little bit glad at the same time, it says Mel was glad Abbie was in front of her because she didn't want Abbie to see her slip into the music room.

Sadako and Mel's feeling are the same because at some point in the stories they are mad. In the beginning of Sadako's story she was mad because Kenji kept winning later on in the story Sadako was mad because her mom made her wait. In Mel's story she was mad that her sister was better than her she was also mad because her sister was mad at her. The stories are different because Sadako actually practiced and Mel didn't practice. Another way they are different is because Sadako kept racing with Kenji and Mel didn't practice at all.

## Annotation

### Anchor Paper 4

#### Reading Comprehension and Written Expression

#### Score Point 3

This response demonstrates comprehension of ideas stated explicitly and inferentially in the passages by providing a mostly accurate analysis. While the response does not explicitly contrast the two characters' different feelings in the passages, it uses mostly clear reasoning and relevant, text-based evidence to describe the different feelings each character experiences (. . . *Sadako was feeling sad because Kenji won the race . . . . impatience because her mom made her wait [and] Mel felt confused because she thought that her music teacher mixed her and her sister up. . . . upset that her sister was mad at her*). The response uses mostly clear reasoning supported by relevant, text-based evidence to describe how the characters' feelings are similar (*Sadako and Mel's feeling are the same because at some point . . . they are mad . . . Sadako's story she was mad because Kenji kept winning . . . her mom made her wait. In Mel's story she was mad that her sister was better than her*). The response also briefly explains how the "stories are different," which is inappropriate to the task. Holistically, the response provides mostly effective development of the topic that is mostly appropriate to task, purpose, and audience. Despite the lack of an introduction and conclusion, the response is organized with mostly clear and coherent writing. The response groups related ideas and shows the use of linking words and phrases to connect ideas within each paragraph (*In the story, because, In the beginning, In the middle, At the end, also*). The response uses language that is mostly effective to clarify ideas by incorporating varied sentence structures with some general (*sad, lots of emotions, she was mad*) and precise (*impatience, proud, confused*) word choice.

Characters can be the same in many ways. Characters can also be the same in many ways. It doesn't matter if they are in the same story or are in a different story but they are still the same and different in many ways in many ways.

In the story "A Thousand Cranes" the character is Sadako is simmler to Mel from "Fiddle Fanatic" because they both encounter that you need to control their emotions when you want to win something. Mel is upset because she is not in the first seat to play the viollion instead her sister is and argues about the problem Sadako is excited that she might win the race and is so excited she doesn't think things that are more important than telling he parents. The two characters in the passages are different from each other because they each have a different problem. Mel is upset that she is not in the first chair to play the viollin. Sadako is exited that she might win the race but she leaves out other more important things. Also, they are the same because they both learn the same leason that you have to contral your emoutions and not to not over react. Mel learns that she can't get upset because she dosen't get what she wants. Sadako learns that you should what for the best time to tell exiting news. The are different because they both have a different way to solve thair problem. Mel solves her problem by talking to her leader. Sadako solves her problem by wating for the best time to tell her exiting news. The two charactors Sadako and Mel are simmerler because they learn that seccses in a lot of work. Mel learns this because she needs to practice more on her viollen. sadako learns this because people think she is going to win the race because she practices hard. The charactor Sadako is different from the charactor Mel because the one practices a lot and the other dosen't. Sadako practices hard so she can win the race. On the other hand Mel dosen't practice her viollin so she be the pearson siting in the first chair for viollions. They are different because they learn things in a different way. Mel learns by talking to her music instructor for the orcistra. Sadako learns differently form Mel because her parents tell her the leason she learns. The charactors are the same bcause they don't contral their emoutions. Mel is upset that she isen't in the first chair for viollins. Sadako is exited that people think she has a chance to win the race.

Characters can be the same in many ways they can also be different in many ways. They don't have to be in the same story but they can but they are still different and the same. Charactors can be different in many ways. They can also be the same in many ways.

## Annotation

### Anchor Paper 5

#### Reading Comprehension and Written Expression

#### Score Point 2

This response demonstrates basic comprehension of ideas stated explicitly and inferentially in the passages by addressing the prompt with some development of the topic that is somewhat appropriate to the task. The response provides an analysis that generally relates to the characters' feelings in the passages (*Sadako is simmler to Mel . . . because they both encounter that you need to control their emotions when you want to win something*). The response uses some reasoning and text-based evidence to support that idea (*Mel is upset because she is not in the first seat to play the viollion instead her sister is . . . . Sadako is excited that she might win the race and is so exited she doesn't think things that are more important than telling he parents*). Development regarding the characters' need to control their emotions (*. . . they both learn the same leason that you have to contral your emoutions . . . . Mel learns that she can't get upset because she dosen't get what she wants. Sadako learns that you should what for the best time to tell exiting [exciting] news*), the idea that the characters are "different because they both have a different way to solve thair problem," and the similarity in theme (*. . . they learn that seccses in a lot of work*) is inappropriate to task and audience. The response demonstrates some organization with somewhat coherent writing. The response provides an introduction that generally follows the topic of the prompt (*Characters can be the same in many ways . . . . and different in many ways*). Linking words and phrases aid to connect ideas (*In the story, because, and, Also, On the other hand*). Language is used to express ideas with some clarity by incorporating some sentence variety and some precise word choice (*control their emotions, argues about the problem, over react, wating for the best time*).

Sadako from "*A Thousand Cranes*" is mainly excited because she and Kenji have been traing for a race and Kenji has been beating Sadako in races and Kenji finally says " I belive you will win."But, before that Sadako was jelous and said " you always win.You should let somebody else win sometime." Sadako runs home and trys telling her mother but, mother kept on interrupting her say stuff like "Sadako, show your respect to your elders.Sadako, show your respect to our beloved ancestors.You must wait for your to tell this earth-shattering news." So on and so fourth.She is obveisly Sadako is upset to.

Mel from "Fiddle Fanatic" is mainly upset because her sister won a better seat than her in orchestra.I tink that Mel is upset because she says things like "why are you playing in here?Mel snapped.Mel fallowed Abbie slowly. There had to be some mistake.Mr.Benson had probabaly mixed up their names .She'd straighten everything tomarrow." So,Mel was jelous to.It states Mel was glad to." Mel was a little mad and a little sad.But also a little glad.She didn't want Abbie to see her slipping into the music room." Mel had alot of emotions.

## Annotation

### Anchor Paper 6

#### Reading Comprehension and Written Expression

#### Score Point 2

This response demonstrates basic comprehension of ideas stated explicitly and inferentially in the passages by providing a generally accurate analysis. Even though the response does not explicitly compare and contrast how the feelings of the two characters are similar and different, it uses some reasoning and text-based evidence to describe the two characters' feelings (*Sadako is upset [and] Mel . . . is mainly upset because her sister won a better seat than her in orchestra. . . . Mel was jealous [because she thought Mr. Benson mixed up their names] . . . . Mel was a little mad and a little sad*). Overall, the response provides development that is somewhat appropriate to the task. Despite the lack of an introduction and conclusion, the response demonstrates some organization by grouping ideas by passage and using linking words and phrases to connect ideas (*"A Thousand Cranes," because, and, but, from "Fiddle Fanatic," So*). Language is used to express ideas with some clarity.

These are the feelings of Mel and Sadako.

The feelings for Mel and Sadako are very similar. Sadako's feelings are excited and happy. An example of those feelings are when Sadako says "I have great news" says Sadako in an excited manner. Fiddle Fanatic's feelings are happy and excited.

The feelings for A Thousand Cranes and Fiddle Fanatic are very different. The feelings for A Thousand Cranes are happy, exhausted, and unpalatable. The feelings for Fiddle Fanatic are bad, selfish, mad, and glad.

As you can see, the feelings for A Thousand Cranes and Fiddle Fanatic are very similar and different.

## **Annotation**

### **Anchor Paper 7**

#### **Reading Comprehension and Written Expression**

##### **Score Point 1**

This response demonstrates limited comprehension of ideas in the passages by providing a minimally accurate analysis. The response describes how the feelings of the two characters are similar (*excited and happy*), but only provides text-based evidence from *A Thousand Cranes* for support (*"i have great news" says Sadako in a excited matter [manner]*). The response also describes how the feelings described in the two passages are different (*The feelings for A Thousand Cranes are happy exhausted and unpalit [unpolite]. The feelings for Fiddle Fanatic are bad selfish mad and glad*), but it does not provide text-based evidence from either passage to support the ideas. Consequently, development of the topic is limited in its appropriateness to the task. Even though development is sparse, the response demonstrates limited organization. An introduction and conclusion frame the response. Each body paragraph illustrates the grouping of related ideas (*similar, different*). Repetition of language results in a lack of sentence of variety (*The feelings for . . .*) and word choice that expresses ideas with limited clarity (*excited and happy, excited matter, happy and excited*). While on the higher end of the score point range, this response meets the rubric criteria for a score point 1.

SADAKO in the drama a thousand cranes is excited because KENJI her friend said she has a chance at winning the race. and in the story fiddle fanatic Mel is jealous because her friend abbie got to go up on stage before her and then is sad because ABBIE is mad at her

## Annotation

### Anchor Paper 8

#### Reading Comprehension and Written Expression

##### Score Point 1

This response demonstrates limited comprehension of ideas in the passages by providing a minimally accurate analysis. The response uses limited reasoning and text-based evidence to describe how the feelings of the two characters are different (*SADAKO . . . is exited [excited] because KENJI her friend said she has a chance at winning the race. . . . Mel is . . . sad because ABBIE is mad at her*). The idea that Mel is “jealous because her friend abbie got to go up on stage before her” is inaccurate. While the use of a few linking words provides limited coherence to the writing, it is a brief response that lacks organization. Language is used to express ideas with limited clarity.

*The feeling that these characters experience for A Thousand Cranes is when SADAKO and KENJI had an argument because KENJI said that SADAKO was a turtle the one that is a croak and SADAKO said that KENJI was a frog that has warts and then they both said that they will tell the truth and will not be mean to each other and then KENJI said to SADAKO you win and SADAKO said to KENJI see you tomorrow.*

## **Annotation**

### **Anchor Paper 9**

#### **Reading Comprehension and Written Expression**

##### **Score Point 0**

This response demonstrates no comprehension of relevant ideas in the passages. Instead of describing how Sadako's and Mel's feelings in the passages are similar and different, the response simply retells events from the beginning of *A Thousand Cranes*, resulting in a response that is inappropriate to the task. The response does not use language to express ideas with clarity.

In the articles "A Thousand Cranes" & "Fiddle Fanatic" they are alike and different. I'm gonna tell what is different first. First, they are different because in one of the things are two kids calling each other names. Second, in one

## Annotation

### Anchor Paper 10

#### Reading Comprehension and Written Expression

#### Score Point 0

This response demonstrates no comprehension of relevant ideas in the passages. Instead of describing how Sadako's and Mel's feelings are similar and different, the response describes how the passages are "*alike and different,*" which is inappropriate to the task (*. . . they are different because in one of the things are two kids calling each other names*). Despite the inclusion of a few linking words, it is a brief response that lacks coherence. Language is not used to express ideas with clarity (*gonna tell, one of the things*).

Practice Set  
P101 - P105

No Annotations Included

Sadako and Mel are alike because they are jealous of someone, Sadako is jealous of her friend Kenji cause Kenji is always wins every race they have. And Mel is jealous of her sister, Abbie for has become the Conertmistress.

they are different and similar because the both stories have characters and both have a problem and a solution

I think Mel and Sadako are having very different feelings between both stories. "Mel followed Abbie slowly there had to be some mistake,"

That is what Mel says when she finds out that her younger sister got a better part than she did and she feels sad about that so that is why she slowly walked home. Now if we look into the story of From a Thousand Cranes we see that Sadako is feeling a very different way when his track teacher says that he thinks he will win the race, Sadako comes skipping home and bursts through the door forgetting some of his manners. He was so enthusiastic that his mom had to correct him by saying

"Your shoes Sadako"

And "Shoe respect to your elders. One thing they do have in common is that Mel and Sadako both learn that effort leads to success. There are a lot more things and evidence that I can state to back up my opinion too much for me to even state.

in both passages the characters feelings are the same because some on was doubting on some on like **KENJI** from a thousand cranes and Melanie from fiddle fanatic.

and they are also different from their feelings because in both passages there is some on who has self confidence like Abigail or **SADAKO**.

People feel many emotions and feelings in life. Happy, sad, excited, miserable, proud. And much more that I'm too lazy to discuss. In the two passages "Fiddle Fanatic" and "A Thousand Cranes", the characters Sadako and Mel have different feelings because Sadako feels excited, Mel feels ashamed, and they don't have similar/same feelings.

First of all, the characters have different feelings because Sadako feels excited. Sadako feels excited because she thinks she might win the race. For example, in paragraph 26, it says she was thrilled after Kenji tells her he thinks she'll win. Another example is in paragraph 28. She says, "Oh Kenji! Wait until I tell my father. He will be so proud of me!" This shows Sadako is both excited and proud of herself. There is a lot more evidence, but I'm only going to list one more. My final example is on paragraph 35, Sadako squeals, "Mother, Mother! Wait till you hear! I have wonderful news!" Which shows Sadako is filled with enthusiasm, happiness, excitement, and pure joy.

Secondly, the characters have different feelings because Mel feels ashamed. Mel is ashamed and disappointed with herself for not being a good sister. For example, in the last paragraph, paragraph 22, it says, "Mel froze. So there wasn't any mix-up. Her little sister had earned the top spot-and she hadn't even congratulated her." This shows Mel realized her mistake and hadn't even congratulated her own sister. She was ashamed for not working as hard as her sister, and ashamed for not willing to congratulate her, either. She just assumed there was a mix-up and that she was the better musician after all. But that wasn't the case. Now she feels bad for not trying her best and not even stopping to tell her sister, "Congrats! You're real good. You'll make Mr.Benson and our family very proud."

Finally, the characters feel different because they don't have similar/same feelings. Mel feels ashamed, and Sadako feels excited. They are opposite feelings that are caused by different things. Mel is ashamed because she was selfish and rude to her little sister, even though she truly isn't a bad person. Just upset and jealous of her little sis. And Sadako felt real happy and proud because-well, why wouldn't she? She has a lot of hope that she'll win the race she's been practicing for. Clearly, the two characters are feeling very different, unlike, emotions currently.

We've all felt many emotions, and we're probably feeling some right now.. We probably all at one period felt disappointed like Mel or enthusiastic like Sadako. And probably for different reasons. One moment our world is falling apart, the next life couldn't be any better. But, in conclusion, the two characters have opposite emotions because Sadako feels excited, Mel feels ashamed, and because those two emotions are not similar/same.

## Practice Set

(Order of Scores: Reading Comprehension and Written Expression, Conventions)

<b>Paper</b>	<b>Score</b>
<b>P101</b>	<b>1,1</b>
<b>P102</b>	<b>0,0</b>
<b>P103</b>	<b>2,2</b>
<b>P104</b>	<b>1,0</b>
<b>P105</b>	<b>3,3</b>