

ELA/Literacy
Released Item 2019

Grade 05
Research Simulation Task
Controlling Bad Insects
C1631

Today you will read two passages from the articles “Understanding Insects as Friends or Foes” and “Grasshopper Plague of 1874.” You will also watch a video about beneficial insects. As you read these texts and watch the video, you will gather information to help you understand ideas about insects. At the end of the task, you will be asked to write an analytical essay comparing the points of view in the texts and video.

Read the passage from “Understanding Insects as Friends or Foes.” Then answer the questions.

from “Understanding Insects as Friends or Foes”

by Michigan Department of Agriculture and Rural Development

- 1** Insects can be found nearly everywhere. Some insects are helpful to people. Other insects are harmful and cause damage to trees and crops. Farmers and gardeners need to know which insects are friends and which are not. Insects can carry diseases, damage crops, make fruits and vegetables look bad and can even destroy entire crops, which limits the amount of food available for people and animals to eat. Integrated pest management (IPM) is a pest management system that focuses on managing pests with the least possible impact on people, property, and the environment. Farmers use tools like crop rotation, sprays or good bugs to help their crops. Using traps, scouting and identifying insects, and controlling bugs are all important tools for farmers to use.

Farmers/Growers use:

- 2 Chemical crop sprays or powders**—farmers use as little as needed, to protect the environment and to protect the water and food supplies. Pesticide applications are a useful tool, when applied according to label instructions by registered and certified pesticide applicators.

3 Crop Rotation—farmers do not grow the same crop every year, but instead rotate which crops they plant in each field. For instance, one year a farmer may grow a field of corn. The next year, the farmer may grow alfalfa hay in that field. Farmers do this because certain bugs like certain crops. By growing different crops year after year, bugs will leave. Crop rotation is a common practice on sloping soils because of its potential for saving soil. Rotation also reduces fertilizer needs, because alfalfa and other legumes replace some of the nitrogen corn and other grain crops remove. With crop rotation, pesticide costs may be reduced by naturally breaking the cycles of weeds, insects and diseases. As added benefits, grass and legumes in a rotation protect water quality by preventing excess nutrients or chemicals from entering water supplies; meadow or small grains cut soil erosion dramatically; and crop rotations add diversity to a farming operation.

4 Good Insects—farmers also use “good” or beneficial insects to protect their crops and get rid of harmful insects. Some insects can do a lot of damage to crops and orchards. An insect’s worst enemies are other insects. Of the millions of insects that eat animals instead of plants, most feed on other insects. Using insects to control insects is called a “biocontrol” method. Biological control is the use of naturally occurring organisms that act as natural enemies to the pests in question. These approaches to pest management may be used to reduce pesticide use. The introduction and encouragement of natural predators is a highly effective method of controlling many bugs. Some quick biocontrol definitions: Pest—an unwanted insect or weed; Pathogen—bacterium or fungus that causes disease in a pest; Parasite—an insect that feeds in a living pest; and Predator—an insect that eats pests. When used effectively, biocontrol methods can be a safe and effective approach to pest management.

5 Scouting/Trapping—farmers must watch their fields or orchards closely. Farmers look on the leaves of the trees or plants for bugs. This is called scouting. To help find the insects, farmers use traps. When pests are found that could damage the crop, the farmer must

choose the best way to get rid of the pest. Traps are hung in fruit trees, in greenhouses and on posts in fields for other crops. A scent, called a pheromone, is used inside the trap. This attracts the bugs to the trap. The trap is sticky inside, so when the bugs fly into the trap to smell the pheromone they get stuck. Killing adult bugs stops the cycle of egg laying or larval development and reduces pest populations. Sometimes farmers need help identifying the insects they find. They use a key, or guide. A key uses color, the number of legs or other things to determine what bug they have found.

- 6** In addition to the pest management tools listed above, keeping things clean goes a long way toward reducing pest problems, especially indoor pests like cockroaches, ants and houseflies. Cleanliness is also important on farms for pest control, especially around feed piles and manure-prone areas.
- 7** The most important thing you can do to control bugs is to learn as much as you can about the life cycles and preventative treatments for bugs that are bugging you.

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Read the passage from "Grasshopper Plague of 1874." Then answer the questions.

from "Grasshopper Plague of 1874"

by The Kansas Historical Society

- 1 Following the Civil War, many settlers came to Kansas in hopes of finding inexpensive land and a better life. By 1874, many of these newly arrived families had broken the prairie and planted their crops. During the spring and early summer months of that year the state experienced sufficient rains. Eagerly the farmers looked forward to the harvest. However during the heat of summer a drought occurred. Yet this was not the most devastating thing to happen to the farmers that summer.
- 2 The invasion began in late July when without warning millions of grasshoppers, or Rocky Mountain locusts, descended on the prairies from the Dakotas to Texas. The insects arrived in swarms so large they blocked out the Sun and sounded like a rainstorm. Crops were eaten out of the ground, as well as the wool from live sheep, and clothing off people's backs. Paper, tree bark, and even wooden tool handles were devoured. Hoppers were reported to have been several inches deep on the ground and locomotives could not get traction because the insects made the rails too slippery.



A fig tree stripped of its foliage and bark from a locust plague

- 3 As a whole, Kansans refused to be defeated. The settlers did their best to stop the hoppers by raking them into piles, like leaves, and burning them. But these efforts were in vain because of the sheer numbers of the pests.

Inventive citizens built hopper dozers or grasshopper harvesters to combat future visitations. The hoppers usually stayed from two days to a week and then left as they had come, on the wind.



Americans try to flag thousands of invading locusts into a trap.

- 4 The areas hit the worst were where most of the settlers were new arrivals, not having had the time to establish themselves in their new homes. The needs of the newly arrived immigrants in the western counties of Kansas were greater than the more settled eastern portion. They needed grain for their next year's crops and to feed their work animals. They also needed provisions and clothing to make it through the coming winter.
- 5 In September the governor convened an extra session of the legislature hoping to find a way to help Kansans survive the calamity. The legislature determined that it did not have the power to take money directly from the state's treasury to help with the emergency. The plea for help went across America. Soon aid for the destitute. Kansans began to arrive. Railroads provided free transportation of the barrels, boxes, and bales of supplies such as beans, pork, and rice. America's farmers even donated railcars full of barley and corn to assist Kansans with the next year's planting.

Glossary

calamity = disaster; destitute = needy

From "Grasshopper Plague of 1874" by Kansas Historical Society from KANSAS HISTORICAL SOCIETY/KANSAPEDIA. © 2003; modified 2011.

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Watch the video *Pollinators and Beneficial Insects*. Then answer the questions.

Pollinators and Beneficial Insects

by William Moss of the National Gardening Association

Copyright restrictions prevent the video POLLINATORS AND BENEFICIAL INSECTS from being displayed in this format. The content was available on the YouTube website, accessible via the Internet, as of August 1, 2019. You may also check your local library for other sources of this video.

9. Write an essay that analyzes how the passages and video demonstrate similar points of view about controlling “bad” insects. Support your ideas with evidence from **at least two** sources.

Anchor Set A1 – A10

With Annotations

The two passages and the video demonstrate similar ways of controlling "bad" insects. People want to protect their crops or gardens from pests. There are some ways on how to get "good" guys instead of "bad" guys. "Understanding Insects as Friends or Foes", "Grasshopper Plague of 1874", and the video Pollinators and Beneficial Insects all have text-based evidence of how to control "bad" insects. Read on to learn more about how these passages/videos share common ways on how to handle "bad" guys.

To start, all the informative pieces share one thing. They all talk about how bugs can eat other plants that humans are growing. For example, "Understanding Insects as Friends or Foes" talks about how they plant their crops in a cycle so the same bug won't come back every year. "Grasshopper Plague of 1874" informs that grasshoppers and locusts went south to Kansas as they were going to Texas and ate most of farmers crops. The farmers just moved or immigrated to Kansas and then all of a sudden the invasion started. Pollinators and Beneficial Insects talks about how putting lady bugs on a plant will eat aphids who are trying to eat peoples' plants.

In addition to the three passages sharing similar point of views about insects eating crops and plants, two of the three passages talk about bringing in the "good" guys. In the passage "Understanding Insects as Friends or Foes" farmers bring in other bugs. Those bugs are predators and like to eat pests and bugs that are eating plants and crops. In the video Pollinators and Beneficial Insects the person speaking says that placing ladybugs will get rid of aphids, bringing pollinators to help keep fruits and vegetables alive, and planting flowers and colorful things will attract some of the "good" guys. Bringing in the "good" insects helps people and farmers a lot. Most people see one bug and scream and try to kill them but some of them you need to help you with plants and crops.

Finally, two of the three passages share a common view about insects. Both passages talk about how "bad" guys can invade farmers plants. "Understanding Insects as Friends or Foes" has this problem in it. Bugs are coming onto the farms and eating a bunch of crops. It is hard for farmers because they always have to keep an eye out and be ready to capture or identify a type of bug. "Grasshopper Plague of 1874" has the same problem in it too. Many settlers came to Kansas for cheap affordable land. Without a warning grasshoppers and locusts from the Dakotas were

going south to Texas. During there trip they invaded Kansas and all the new farmers. Sadly, These bug ate most of their crops, plants, bark on the trees, and paper.

All in all, the two passages and the video shared similar points of view about controlling "bad" insects. People lose a lot of their crops and plants each year. This is all because of the "bad" guys. Luckily people are doing things to bring in the good guys so people dont have to lose a lot of there crops each year. Hopefully, we wont see a lot of "bad" insects eating crops anymore.

Annotation

Anchor Paper 1

Reading Comprehension and Written Expression

Score Point 4

This response demonstrates full comprehension of the ideas by providing an accurate analysis that notes all sources share the point of view that “bad” insects hurt the plants we grow, and that the sources “*share common ways on how to handle*” the problem. The response is effectively organized as each body paragraph includes development of a similarity in the ways the stimuli approach the topic. The first is used to establish the danger, that “*bugs can eat other plants that humans are growing.*” This assertion is supported with text-based reasoning as evidence. The second recognizes that two of the three stimuli discuss bringing in other insects that “*are predators and like to eat pests and bugs.*” Again, the development is effective with reference from the two stimuli and clear reasoning (*Most people see one bug and scream and try to kill them but some of them you need to help you*). The third explains why it is important to be vigilant since “bad” insects can appear suddenly. Finally in the conclusion, the ideas are connected and summarized; people lose crops, and fortunately people have learned to protect their crops. The effective organization and consistently relevant development are matched by precise use of language to convey ideas (*invade, informative*), resulting in clear and coherent writing.

In the video, "Pollinators and Beneficial Insects" and the articles "Grasshopper Plague of 1874" and "Understanding Insects and Friends or Foes," they demonstrate similar points of view about controlling "bad" insects.

The video, "Pollinators and Beneficial Insects," by William Moss demonstrates a similar point of view about controlling bad bugs to the articles. This video is telling you how to get rid of the harmful bugs. William Moss talked about tips to remove the harmful insects in your garden. At the beginning of the video, he said, "and we're going to discuss some tips to bring the good guys to your garden." This leads me to believe that they are also going to tell you about how to get the bad insects out. Towards the end of the video (1:16-1:31), William Moss discussed pesticide. This was one of the ways to get rid of the "bad guys." Another way was to have other bugs eat them. He thinks that bad insects are bad. One of the other articles also talks about pesticide. It is similar to the other articles because it talks about good and bad insects.

The article, "Grasshopper Plague of 1874" by The Kansas Historical Society has a similar point of view to the video and the other article. This article is about harmful bugs invading Kansas. This article is similar to the other sources because they all state why the bad bugs can be dangerous and how to try to stop them. In 1874, the settlers tried to stop the bugs in many ways, but they all failed or didn't work well. One of the ways they tried to stop the bugs was raking them up and then burning them. The text states, "Inventive citizens built hopper dozers or grasshopper harvesters to combat future visitations." The author/s described the harmful bugs as a bad thing. It has a similar point of view about controlling the bad bugs.

In the article, "Understanding Insects as Friends or Foes," by Michigan Department of Agriculture and Rural Department, has a similar perspective about controlling harmful (to the plants) bugs as the other sources. This article is about ways farmers control the bugs on their crops. Some ways they deal with them are, pesticide, crop rotation, good bugs and trapping. These all help the farmer control the bad bugs on the plants. This article talks about how most insects that

don't eat plants, eat other insects. This is a good thing because then you will have fewer bad bugs. This article mentions a lot of the things the other sources do. The authors of this text made me infer that they think the bad bugs pose a threat to the crops. I can infer that the other authors feel the same way. This article demonstrates a similar point of view about controlling the bad bugs to the other sources.

The three sources, "Understanding Insects as Friends or Foes," "Pollinators and Beneficial Insects," and "Grasshopper Plague of 1874" all demonstrate similar perspectives on controlling the bad insects.

Annotation

Anchor Paper 2

Reading Comprehension and Written Expression

Score Point 4

This response demonstrates full comprehension of the ideas stated explicitly and inferentially in the sources, with an accurate analysis of how the sources share the point of view that “bad” insects threaten crops. The organization is based on stimuli, with each article and the video examined independently. The response describes the video as *“telling you how to get rid of the harmful bugs.”* Evidence is relevant and consistently appropriate as substantial textual details describe the value of beneficial pests, as well as pesticides. The article, “Grasshopper Plague of 1874,” is described, and the topic is developed with relevant text-based evidence (*This article is about harmful bugs invading Kansas*), and clear reasoning to connect to the task (*This article is similar to the other sources because they all state why the bad bugs can be dangerous and how to try to stop them*). The final stimulus, “Understanding Insects as Friends or Foes,” is identically developed. The response uses linking terms to connect ideas and increase clarity of ideas (*In the article, These all help*). The language is precise with word choice and sentence variety that effectively clarifies ideas.

The passages and video demonstrate similar points of view about controlling bad insects. In one passage, the author talks different ways to control bad insects. In the other passage, the author talks about Kansas farmers trying to get rid of grasshoppers that are damaging everything. Also, in the video, the person talking talks about different ways to get rid of bad insects.

In the passage *Understanding Insects as Friends or Foes*, the author writes about ways to get rid of pests: chemical crop sprays or powders, crop rotation, using good insects, scouting and trapping, and keeping clean. According to the passage, it states, "In addition to the pest management tools listed above, keeping things clean goes a long way toward reducing pest problems, especially indoor pests like cockroaches, and and houseflies." This means the author mentioned many ways to get rid of pests. There are similar ways in another passage, too.

In the passage *Grasshopper Plague of,1874*, people have come to Kansas to start new life after the civil war. They farmed until a swarm of grasshoppers destroyed everything. They had to get rid of the grasshoppers, and found ways to do so. Unfortunately, not until every crop was destroyed. The author wrote in the passage, "Inventive citizens built hopper dozers or grasshopper harvesters to combat future visitations." This conveys the people of Kansas found a way to attempt to defeat the grasshoppers. This is similar to the passage *Understanding Insects as Friends or Foes* because the people of Kansas got rid of pests that were destroying crops.

In the video *Pollinators and Beneficial Insects*, the person speaking speaks about good insects, what they do, and what pesticides to use. I heard in the video, " So by using those contact killers on specific bad guys, and by planting lots of beautiful flowers, you will have plenty of good guy insects come and help you have a healthy garden all season." This reveals the person speaking knew how to get good insects to come into your garden. This is similar to the other passages because in the video it was talking

about how to get good insects, like pollinators, to help you and your garden.

These texts both show how people got rid of their pests and took care of their garden. In a passage, the author told me how to get rid of pests and get good insects. Another says about how people in Kansas shoos grasshoppers away. Finally in the video a person talks about how to attract good insects to your garden.

Annotation

Anchor Paper 3

Reading Comprehension and Written Expression

Score Point 3

This response demonstrates comprehension by providing an analysis that notes while the sources share the same point of view about the need to control “bad” insects, methods of controlling these insects differ by passage. The passage “Understanding Insects as Friends or Foes” is *“about ways to get rid of pests: chemical crop sprays or powders, crop rotation, using good insects, scouting and trapping, and keeping clean.”* This relevant text is paired with reasoning that *“the author mentioned many ways to get rid of pests.”* This development is mostly effective. However, the reasoning and evidence are essentially the same, which is not entirely effective. The paragraph about “Grasshopper Plague of 1874,” begins with valuable background explaining that the settlers had *“come to Kansas to start new life after the civil war,”* but this idea is never connected to the prompt. The development relating to the video is also mostly effective, explaining that beneficial insects can improve garden health and limit pests. The quote demonstrates that *“the person speaking knew how to get good insects to come into your garden,”* and identifies this as the similarity between this and the other stimuli. The language is mostly clear (*conveys*), but is general in a few spots (*many ways, similar ways*).

In the two passages "Understanding Insects as Friends or Foes" and "Grasshopper Plague of 1874" and in the video Pollinators and Beneficial Insects, they all show points about controlling bad insects.

In the first passage "Understanding Insects as Friends or Foes" the author writes how you can make bugs leave. For example in paragraph 3, the text states, "Farmers do not grow... year, bugs will leave." This quote shows that farmers use Crop Rotation to get rid of bugs. Also, farmers use "good" insects to get rid of "bad" insects. In paragraph 4, Good Insects, the author writes, "Some insects can do a lot...may be used to reduce pesticide use." This shows that farmers have different methods to get rid of bad insects.

In "Grasshopper Plague of 1874" the people that experienced all of the grasshoppers used different methods to get rid of them. For example some people built a machine that got rid of them. Or some people raked them liked leaves, then burned them. This shows people were really mad about this. They tried a lot of other things too. They just wanted the grasshoppers to go away. In this case, they would be very bad insects.

In the video Pollinators and Beneficial Insects, the guy explains what you can use to make bad insects go away and how to use good insects to help your plants live. In fact 80% of all plants relay on pollination for survival. This is where the good insects are really important. To get rid of bad insects you can use the "good guys" or use pesticide thats more of acontact killer. This will make sure you have great plants and no bad guys in you plants.

Overall, good guys and a lot of other things are important of getting rid of bad insects that will harm your plants. You don't want any bad guys coming into your garden, so it's important to learn about different and safe ways to keep your plants alive. But also the good guys so they can help you.

Annotation

Anchor Paper 4

Reading Comprehension and Written Expression

Score Point 3

The selection of key methods to control bad insects from both passages and the video demonstrates full comprehension of ideas explicit in the stimuli. The development is mostly effective. In the first body paragraph, quotations are used to demonstrate that farmers use crop rotation and "good" insects as tools to control more dangerous insects. The reasoning (*This shows that farmers have different methods to get rid of bad insects*) is a summary statement. Relevant text is evidence of the lengths to which the people in "Grasshopper Plague of 1874" would go to combat the infestation to make the grasshoppers "go away." Finally, the video is examined, and once again, the idea of "good" insects appears. The response is mostly organized, with an introduction, a conclusion, and ideas that are not always logically ordered, but are grouped by passage. Sentence structures are varied, contributing to language that mostly effectively clarifies ideas, despite some general word choices (*a lot of other things, very bad insects, great plants and no bad guys*).

In the passages "Understanding Insects as Friends or Foes" and "Grasshopper Plague of 1874" and the video "Pollinators and Beneficial Insects" all have similar view points. They also all talk and show information about not only how to control your bad insects but to get rid of them.

In the passage "Understanding Insects as Friends or Foes" it gives you information about your garden and how to keep it safe. That is one of the main authors point. It proves this in the text it says "By growing different crops each years bugs will leave."

This proves how it gives it has a similar view point to the others which is how to protect your garden.

In the video "Pollinators and Beneficial Insects" William Moss tells you how to protect your garden. he tells you the type of good insects and bad insects. He also tells you how you can get rid of the bad guys who eat your crops. In the video William proves this, he says "so good in fact it has been common now to buy them and use them on your tomatoes, peppers, or roses."

This also show the view point of controlling bad guys because the lady bugs than protect the crops.

In the end it is easy two say that the two stories and one video all have one basic idea and that is to know how to control and handle the bad guys. They all of the same basic idea but explain it in their own way.

Annotation

Anchor Paper 5

Reading Comprehension and Written Expression

Score Point 2

This response demonstrates basic comprehension by providing a somewhat general analysis of how both the passages and video share similar ideas on controlling and removing bad insects (*In the end it is easy to say that the two stories and one video all have one basic idea and that is to know how to control and handle the bad guys*). Despite mentioning all three sources, the response contains some development using text-based evidence from the second passage and video that provides quotations about the control of “bad” insects using crop rotation and good insects. Some reasoning explains how these quotations support how both authors have a similar view on “*how to protect your garden.*” However, this development is only somewhat appropriate to the task because it addresses similarities about control more than it does the authors’ similar points of view about it. The brief introduction and conclusion framing ideas, and grouping ideas and quotations together by passage provide some organization and coherence. Sentence structures and word choices are somewhat repetitive (*It proves, This proves how, tells you how, William proves this, he says, This also show*), but language still expresses ideas with some clarity.

In the 2 passages Understanding Insects as Friends or Foes and Grasshopper plague of 1874 and the video Pollinators and Beneficial Insects it shows similar points of view on bad insects.

In these 2 passages and video all three talks about how to control the bad insects and how to control them. In the passage Understanding Insects as Friends or Foes says similar things like the video Pollinators and Beneficial Insects to control bad insects. Such as using the good insects. Both tells you need to know how to know who is the good guy and who who is the bad insects especially the farmers. If you make flowers it would attract the good guys so they could help fight the bad guys.

Also some similar things in the passages and video were try not to use insect toxin that has harsh toxins cause that does not just kill the bad insects but also the good insect. Which would mean next time when the bad guys come back there wont be any good guys to help fight. So then even do you were trying to help your crops it kinda made it worse. Because now the good guys cant help you any more. So try to use a contact killer on specific bad insects and not a toxin spayer.

In Grasshopper Plague of 1874 it was similar to the others by saying what to do and what not to do like try getting rid of the bad insects in a trap which only made it worse. It also what to do after a insect invasion. Because after the invasion they have experince incase it happens ever again. Even at first there plan failed after that they know how to deal with it.

This is how the 2 passages Understanding Insects as Friends or Foes and Grasshopper Plague of 1874 and the video Pollinators and Beneficial Insects have similar ways of controlling bad insects.

Annotation

Anchor Paper 6

Reading Comprehension and Written Expression

Score Point 2

This response demonstrates basic comprehension by providing a generally accurate analysis of the similar point of view the passages have about controlling “bad” insects because sources all talk about control “*by saying what to do and not to do.*” The response uses some reasoning and text-based evidence to provide some development of how the passages show what you should do to control “bad” insects. For instance, the response uses some reasoning to develop how both the video and passages are similar by explaining that you should only use pesticides without harsh chemicals (*Also some similar things in the passages and video were try not to use insect toxin that has harsh toxins So try to use a contact killer on specific bad insects*). While the response also notes “Grasshopper Plague of 1874” is similar because the failure of trapping to stop the bugs taught them what not to do, the link between this reasoning and the text-based evidence is not adequately supported (*Because after the invasion they have experince incase it happens ever again. Even at first there plan failed after that they know how to deal with it*). The response has some organization, but the coherence is limited. Linking words connect ideas within paragraphs, but the connections of ideas between paragraphs are less clear. Some sentence variety is present, and there are some precise word choices, resulting in language that expresses ideas with some clarity.

The similar points of view about bad insects is that both the passage and video state that you should use helpful or "good guy" insects, such as pollinators (butterflies and bees) and those who eat "bad guy" insects (dragonflies, praying mantis, and ladybugs,) to keep your crops safe.

As said in "Pollinators and Beneficial Insects," "good guy" insects are the best way to go while trying to kill "bad" insects. Dragonflies eat the annoying mosquitoes, the praying mantis eats grasshoppers, and ladybugs are great at eating aphids. Pollinators such as butterflies and bees help pollinate your plants, and that attracts other "good guy" insects. You should also keep from using pesticides with harsh residual toxins because they kill "bad guy" and "good guy" insects, so use a pesticide that has a contact killer.

As said in "Understanding Insects as Friends or Foes" farmers rotate what crop they make each year, and use the "good guy" bugs to keep away the "bad guy" insects. Farmers also scout for insects, to see what kind are in the area. Then, they set traps for those insects, killing them and also stopping the population from growing. People need to clean their houses well so insects like cockroaches and houseflies stay out. Farmers especially need to clean because they don't want their crops to die.

As you can see, the passage and video have the same basic idea: keep crops and plants safe from "bad guy" insects.

Annotation

Anchor Paper 7

Reading Comprehension and Written Expression

Score Point 1

This response demonstrates limited comprehension by providing a minimal analysis of how "Understanding Insects as Friends or Foes" and the video share the view that you should use "good" insects to keep crops safe (*The similar points of view about bad insects is that both the passage and video state that you should use helpful or "good guy" insects . . . to keep your crops safe*). The development of the topic is minimal and limited in its appropriateness to the task. While the response includes text-based information from the video and second passage, limited reasoning only explains how evidence from the video supports the point of view that "good" insects are "the best way to go." Irrelevant text-based information about the need to keep houses clean to prevent pests does not contribute to the development because it applies to indoor pests instead of the ones harming crops (*People need to clean their houses*). While the response groups ideas by passage, within much of the response few linking words or phrases are present. As a result, ideas are listed but not clearly connected, demonstrating limited organization and coherence. Language and sentence structure are less of a limiting factor, and the writing is relatively clear, but this factor alone is not able, holistically, to make up for the fact that the response provides minimal development.

How you can control bad insects

There are many different ways to control bad bugs. "First there are two types of good guy insects, the pollinators and those that eat the bad bugs," from the video Pollinators and Beneficial Insects . Ladybugs are a common insect that gardeners use in their gardens because ladybugs eat other insects.

One way you can reduce the amount of bad bugs is to use chemical crop sprays or powders. "Farmers use as little as needed to protect the environment and to protect food and water supplies,"-Understanding Insects as Friends or Foes. Don't use pesticides that have harsh toxins because that will take out not only the bad guys but also the good guys.

Next, gardeners and farmers also use crop rotation to help with bad bugs. "Farmers do not grow the same crop every year but instead rotate which crop the plant in each field. Farmers do this because certain bugs like certain crops. By growing different crops year after year the bugs will leave." from the passage Understanding Insects as Friends or Foes

Lastly, if you plant lots of colorful flowers and plants it will attract the good insects to your garden. Butterflies and bees help in your fruit and vegetable garden. "80% of all plants rely on pollination for survival" from the video Pollinators and Beneficial Insects

Bad bugs destroy your garden but good bugs can help you get rid of them. Good bugs eat the bad to stop more insects from being made and the good insects also are the pollinators. "Fortunately most of them are good guys that help us out during the summer season," from the video Pollinators and Beneficial Insects.

Annotation

Anchor Paper 8

Reading Comprehension and Written Expression

Score Point 1

This response demonstrates limited comprehension of the similar point of view the sources share on controlling “bad” insects. The response provides an analysis drawing a distinction between “good” and “bad” insects (*Bad bugs destroy your garden but good bugs can help you get rid of them. Good bugs eat the bad to stop more insects from being made and the good insects also are the pollinators*). Development of the topic is minimal and limited in its appropriateness to the task by including irrelevant text-based information, which is largely summary. Limited reasoning connects the quotation about the use of pesticides from “Understand Insects as Friends and Foes” to the analysis by explaining you should only use pesticides that harm “bad” bugs (*Don't use pesticides that have harsh toxins because that will take out not only the bad guys but also the good guys*). Although another quotation from that passage about crop rotation appears, it does not contribute to the development because there is never a connection between this information and how it helps. While the introduction and conclusion help provide coherence, the limited original writing and reliance on direct quotations provide a limited demonstration of organization and coherence. Limited sentence variety and repetitive word choices result in language that expresses ideas with limited clarity.

Gardens are really important. You need gardens because without them we couldn't have orange , apple , grapes , pair, mango , strawberry , and all of that kinds of fruits. Without types of bugs we can't have crops but with some bugs to they can ruin your crops. Also it makes it go bad. For example: bees they help you grow your plants but misdeeds the just ruin it like make it rout from the inside out and you don't even know it but then when you try to take a bite of the apple , mango , grapes , pairs ,strawberry ,orange then you taste and who know if the ruin all of your crops thats why you really need to listen and look out for the type of bugs you looking for and you might not know ifs a good bug or some times for example you might see a ladybug but you think its a misdeed the you just kill it and you may have killed some of your crops when you killed that ladybug then your fruits die because of you before you start to grow plants know what kinds of bugs you are killing or some you should be killing so watch out

Annotation

Anchor Paper 9

Reading Comprehension and Written Expression

Score Point 0

This response demonstrates no comprehension. While the response provides ideas about the importance of gardens and certain types of insects, it provides no analysis addressing point of view or controlling insects (***Gardens are really important. You need gardens Without types of bugs we can't have crops but with some bugs to they can ruin your crops***). Despite mentioning things like bees and ladybugs, the response does not provide any text-based evidence, lacks organization and coherence, and does not use language to express ideas with clarity.

they would all use traps with sentces on them in the first passage when the hung traps on trees. They would all use crop rotatons so that bad insects would leavebecuase of the new plant the farmers planted.

Annotation

Anchor Paper 10

Reading Comprehension and Written Expression

Score Point 0

This response demonstrates no comprehension of how the sources demonstrate similar points of view about controlling “bad” insects. The response lists trapping and crop rotation as ways the people from the sources would control bad insects without addressing point of view (*they would all use traps . . . They would all use crop rotations*). In addition to not addressing point of view, the idea that all of the sources would use these methods is inaccurate. While trapping appears as a method of control in both articles, crop rotation only appears in the second article. Neither method appears in all of the sources. The response lacks organization, and does not use language to express ideas with clarity.

Practice Set
P101 - P105

No Annotations Included

In the passages from the articles Understanding Insects as Friends of Foes and Grasshopper Plague of 1874 and the video *Pollinators and Beneficial Insects*, they all talk about problems and solutions for pests while farming. All of them have similar points of view about controlling pests. They use "good" insects like pollinators and ladybugs to clear all the unwanted pests.

In the articles, both have a similar point of view of pests. They use insects that help you in farming and hopper dozers to get rid of insects. In the article Grasshopper Plague of 1874 it said, "...Kansans refused to be defeated.....piles, like leaves, and burning them.....Inventive citizens built hopper dozers.... ." Both articles write about getting rid of pests with creative ideas. In the article Understanding Insects as Friends or Foes, it said, " An insect's worst enemies are other insects." It shows evidence that both articles share similar points of insects that are "good" or "bad".

The video shares a similar point of view, but shows the information visually. The video said, " ...the pollinators, and those that eat the "bad bugs"." the bad bugs are the pests. The video gives the same info as Understanding Insects as Friends or Foes and a similar view. Bad insects are pests and good insects are predators, like it says in Understanding Insects as Friends or Foes.

As you can see, the articles and video share similar points of view about "bad" insects and "good" insects. They all wanted to get rid of unwanted insects and came up with creative ideas to trap them, or make them go away. The points of view are similar because they all give ideas on how to get rid of pest insects and don't like pests.

I will tell you how the passages and video demonstrates similar points of view about controlling "bad" insects. In Pollinators and Beneficial Insects it demonstrates how to use the right things for your garden like the right pesticide and good guy bugs to help control "bad" insects. That's how this story controlled the "bad" insects. In "Grasshopper Plague of 1874" it demonstrates that people built hopper dozers or grasshopper harvesters to combat future visitations. It got worse so people began to arrive and help them by giving them stuff. That is how they controlled the "bad" insects. That is what I think.

they both explain similar points to controlling bad bugs like in the video when he put lady bugs in his garden so they kill all of the bad bugs that you dont want and it states that you should use a pesticide that is more of a contact killer so it doesnt kill the good bugs.

in insects friend or foes it explains how the bugs can be good and bad just like the bugs in the video and you want to remember to us a contact killer pesticide

Have you ever had a beautiful garden and all that you see in it like Grasshoppers, Aphids and other insects? Well I have just found some resources that are called Pollinators and Beneficial Insect and Grasshopper Plague Of 1874 that explains all about controlling the "Bad Guys" Or the insects and it also is about how you can prevent these insects from coming! In this Essay, I will be explaining how the passages Grasshopper Plagues of 1874 and Understanding Insects As Friends Or Foes and the video Pollinators and Beneficial Insects, all demonstrate similar points of view about controlling the insects.

In the article Grasshopper Plague Of 1874, the point of view demonstrates about controlling by stating "As a whole, Kansans refused to be defeated. The settlers did their best to stop the hoppers by raking them into piles, like leaves, and burning them." So basically they used rakes to rake them up into piles and then burned them up into flames and the hoppers ruin their crops and plants and stuff that that they need but they were able to plant their crops in the end. This point of view is similar because both the video and passage both exclaim that the insects need to be controlled in some way.

In the article Understanding Insects as Friends or Foes, the point of view also demonstrates about controlling the insects by stating "Farmers use as little as needed, to protect the environment and to protect the water and food supplies. Pesticide applications are a useful tool, when applied according to the label instructions by registered and certified pesticide applicators." so basically what this means is that if you add a spray to your plants it will keep the bad insects away. But don't use too much because if you use too much it can kill the plant because of the chemicals inside of the spray and that isn't good for the plant or the good insects that are trying to keep the plants safe. This is similar because in both the article and the video it states that if you want to control these bad insects you need to do things to get to that.

In the video Pollinators and Beneficial Insects it states that Ladybugs eat Aphids and they are just one of the bad insects that many people find in their gardens. If you want to control these insects you will need to let Ladybugs, Dragonflies, Primitives, Bees and Butterflies and other types of insects. So if you find any of these insects in your garden don't kill or harm them because they will help you with other harming insects. These are similar points of view because they all explain how you can help keep your garden safe and your fruits and veggies nice and ready to eat!

If you ever run into insects like ladybugs, Butterflies and stuff like that don't harm them because they are there to help you keep your garden safe and healthy!

The two passages "Understanding Insects ad Friends or Foes" and "Grasshopper Plague of 1874" plus the video Pollinators and Beneficial Insects all show different ways to help control and manage the "bad" insects.

The passage "Understanding Insects as Friends or Foes" shows a lot of different and unique ways of managing the insects in your farm/garden. Some of those ways include using pesticides and doing crop rotation. Using pesticides is the easiest way to get rid of insects, however you shouldn't use *too* much. In the text it states: "Chemical crop sprays or powders-farmers use as little as needed, to protect the water and food supplies (Paragraph 2)." So as you can see using pesticides is a useful tool, but using too much is not good for the environment. Crop rotation is another tool mentioned in the passage. Crop rotation is simply switching around what crops you grow each year so that the same bugs don't destroy the same crops every year.

In the passage "Grasshopper Plague of 1874" locusts had invaded the prairies of Dakotas to Texas. They tore through eating everything from plants and foliage to wool off of live sheep and people's clothes. The victims of this did not give up despite the amount of bugs that had invaded, but instead tried to fight back. The victims instead would rake the bugs into a pile and burn them or some would build hopper dozers to combat this dilemma and ones to come. However in the text it states: "As a whole, Kansas refused to be defeated. The settlers did their best to stop the hoppers by raking them into piles, like leaves, and burning them. But these attempts were in vain because of the sheer numbers of pests (Paragraph 3)."

Finally, the video *Pollinators and Beneficial Insects* describes not only ways that you can manage the "bad guys" but how to use "good guys" to your advantage. One way it describes is by using pesticides (again). However it also says that if you use too much it will also kill the "good guys" which would be bad news for your garden. Another way it describes getting rid of bad guys is using the "good guys" to eat the "bad guys." In the video it says: "First there are two types of 'good guy' insects. The pollinators and the ones that eat the 'bad bugs.' So the dragonflies eat the mosquitoes, the praying mantises eat the grasshoppers, and lady bugs are really good at eating aphids (0:17 - 0:31)." So as you can see there are many different types of "good" bugs that will help us get rid of the "bad guys."

In conclusion there are many different ways to manage the "bad guys" such as crop rotation, pesticides, using "good guys," and many more. So as you can see not all insects are icky and bad for our gardens. Some can actually help us get rid of the ones that actually do cause problems. So what are you waiting for? It's time to plant!

Practice Set

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

Paper	Score
P101	2,3
P102	1,1
P103	0,0
P104	2,2
P105	3,3