

PASSAGE 4

The following passage and folktale are about greed. First read the passage and answer questions 29–32. Then, read the Chinese folktale and answer questions 33–39.

The Greedy Dog

by Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls¹. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer² had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

¹ jowls—jaws

² schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi³ visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

“Put down those strawberries,” he growled. “They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!”

“No,” barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. “I asked the vendor for the strawberries. If you’d like some too, go ask for them.”

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher’s shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice⁴.

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

“Hey, Bulldog,” barked the schnauzer. “I have a tip for you, if you’re interested in having a fat, juicy steak. The butcher is not in the shop right now. He’s home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns.”

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn’t like him, should give him such a valuable tip. “Oh, well,” thought the bulldog. “No need to think about it too long or I’ll be too late to get the steak!”

So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

The bulldog was just setting out for the woods to eat it (for he didn’t want the butcher to catch him with it), when the corgi wandered by with another tip.

³ corgi—a type of small dog

⁴ avarice—desire to have everything

“Hey, Bulldog,” said the corgi, “listen up! I know where you can get another steak just as thick and juicy as the one you’re holding in your mouth. You’d better hurry, though, and not eat that one yet or you won’t be in time to get another one.”

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi’s plan.

“Go over by that stream, just over the hill. When you get there, look into the water and there you’ll see a dog holding a steak, thick and perfect just as the one in your mouth.”

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

“Oh my,” thought the bulldog. “I must have that steak, too!”

Well, as you may have guessed this greedy bulldog was none too clever. He didn’t realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog’s meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream’s current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream’s bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn’t come naturally to the big dog, he tried his best, and that turned out to be good enough!

MULTIPLE-CHOICE QUESTIONS

E04.A-V.4.1.1

29. Read the sentences from “The Greedy Dog.”

“One day, a small schnauzer had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night.”

What does the word procure mean?

- A. see
 - B. drop
 - C. get
 - D. want
-

E04.A-V.4.1.2

30. Read the sentence from “The Greedy Dog.”

“He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!”

What does it mean to have a “sixth sense”?

- A. to have a special interest in things
- B. to be patient about something that is to come
- C. to be able to count extra pieces of something
- D. to have a special awareness of things

E04.A-K.1.1.2

31. Which description is the **best** summary of “The Greedy Dog”?
- A. A bulldog tries to get special food from people like the baker and butcher. He does not receive any, so he steals it from other dogs. The corgi wants to teach the bulldog a lesson. The bulldog steals strawberries from the corgi. In the end, the bulldog has two steaks to eat.
 - B. A bulldog steals special food from other dogs. The other dogs think of a plan to teach the bulldog a lesson. The bulldog steals a steak and goes into the woods with it. The other dogs tell the bulldog about another steak he can get at a stream. In the end, the bulldog learns to be kinder and less greedy.
 - C. Three dogs want to teach a lesson to a greedy bulldog. The bulldog takes food from a corgi, a poodle, and a schnauzer. He eats some strawberries he gets from a fruit vendor. The other dogs decide to teach the bulldog a lesson. The bulldog sees his reflection in the water and is ashamed.
 - D. Some dogs get treats from people like the baker and butcher. A bulldog tricks the dogs and steals their food. The butcher gives the bulldog a nice steak to take home. The other village dogs are happy that the bulldog has lost his steak. They go to the stream and see the steak floating in the water.

Read the Chinese folktale and answer questions 33–39.

The Man and the Golden Fish

a traditional Chinese folktale
retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. "Can you let me go, please?" the fish begged the man.

"No, I am going to eat you," the man said.

"Please! Let me go. If you let me go, I will give you a golden rope," the fish said.

"Golden rope? Is that true? How can I trust you?" the man asked.

"You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope," said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

"Let me go now that you have the golden rope," said the fish.

"No, I won't let you go. I am going to sell you. I think someone will pay a very high price to get you," the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

MULTIPLE-CHOICE QUESTIONS

E04.A-K.1.1.1

33. In "The Man and the Golden Fish," why does the man think the golden rope is very long when he starts pulling it?
- A. The man had seen the rope earlier that day.
 - B. The man could not see the end of the rope.
 - C. The fish tells the man the rope is long.
 - D. The fish measures the length of the rope.

E04.A-V.4.1.2

34. In "The Man and the Golden Fish," which word is a synonym for completely?
- A. slowly
 - B. smoothly
 - C. grandly
 - D. entirely

E04.A-C.3.1.1

35. In which way are the patterns of events in the passages different?

- A. "The Greedy Dog" does not show the bulldog in water, but "The Man and the Golden Fish" does show the man in water.
- B. The bulldog does not become friends with other dogs in "The Greedy Dog," but the man becomes friends with the fish in "The Man and the Golden Fish."
- C. "The Greedy Dog" shows that the bulldog changed his behavior, but "The Man and the Golden Fish" does not show that the man changed his behavior.
- D. The bulldog tries to trick other dogs in "The Greedy Dog," but the man does not try to trick the fish in "The Man and the Golden Fish."

E04.A-C.3.1.1

36. What is a main theme of **both** passages?

- A. Take time before making a decision.
- B. Wanting everything leads to having nothing.
- C. Teamwork is needed to reach some goals.
- D. It is better to give than to receive.

E04.A-C.2.1.1

37. Which description **best** compares the points of view used in **both** passages?

- A. "The Greedy Dog" uses a first person point of view and is told by a character in the story. "The Man and the Golden Fish" uses a third person point of view and is told by a narrator.
- B. "The Greedy Dog" uses a third person point of view and is told by a narrator. "The Man and the Golden Fish" uses a first person point of view and is told by a character in the story.
- C. "The Greedy Dog" and "The Man and the Golden Fish" use first person point of view. Both are told by characters in the stories.
- D. "The Greedy Dog" and "The Man and the Golden Fish" use third person point of view. Both are told by narrators of the stories.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION

E04.A-K.1.1.3

38. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which word **best** describes the bulldog in “The Greedy Dog” and the man in “The Man and the Golden Fish”?

- A. selfish
- B. kind
- C. clever
- D. ashamed

Part Two

Which details from the passages support the answer in Part One? Choose **two** answers.

- A. “This baker rather admired the poodle’s fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail.” (“The Greedy Dog”)
- B. “Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.” (“The Greedy Dog”)
- C. “The man listened to the fish and put the fishing pole into the lake.” (“The Man and the Golden Fish”)
- D. “The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.” (“The Man and the Golden Fish”)

TEXT-DEPENDENT ANALYSIS QUESTION**E04.E.1.1**

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #39

Assessment Anchor:

E04.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
4	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning