

# SESSION TWO

## FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

### ENGLISH

# E

Friday, August 17, 2001—8:30 to 11:30 a.m., only

#### SCORING KEY AND RATING GUIDE

##### Mechanics of Rating

The following procedures are to be used for rating papers in the Comprehensive Examination in English. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Comprehensive Examination in English*.

##### Scoring of Multiple-Choice Questions

Indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

Session Two	
Correct Answers	
Part A	
(1)	2
(2)	1
(3)	3
(4)	4
(5)	2
(6)	2
(7)	3
(8)	1
(9)	3
(10)	1

### **Rating of Essays**

- (1) Follow your school's procedures for training for rating. This process should include:

*Introduction to the task—*

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

*Introduction to the rubric and anchor papers—*

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary

(**Note:** Anchor papers are ordered from high to low within each score level.)

*Practice scoring individually—*

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located at the end of these scoring materials should be used for determining the final examination score.

SESSION TWO – PART A – SCORING RUBRIC  
READING AND WRITING FOR LITERARY RESPONSE

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
<p><b>Meaning:</b> the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</p> <p><b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p><b>Organization:</b> the extent to which the response exhibits direction, shape, and coherence</p> <p><b>Language Use:</b> the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p> <p><b>Conventions:</b> the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p><b>6</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-establish a controlling idea that reveals an in-depth analysis of both texts</li> <li>-make insightful connections between the controlling idea and the ideas in each text</li> <li>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts</li> <li>-maintain the focus established by the controlling idea</li> <li>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</li> <li>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</li> <li>-vary structure and length of sentences to enhance meaning</li> <li>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</li> </ul>	<p><b>5</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-establish a controlling idea that reveals a thorough understanding of both texts</li> <li>-make clear and explicit connections between the controlling idea and the ideas in each text</li> <li>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</li> <li>-maintain the focus established by the controlling idea</li> <li>-exhibit a logical sequence of ideas through use of appropriate devices and transitions</li> <li>-use language that is fluent and original, with evident awareness of audience and purpose</li> <li>-vary structure and length of sentences to control rhythm and pacing</li> <li>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</li> </ul>	<p><b>4</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-establish a controlling idea that shows a basic understanding of both texts</li> <li>-make implicit connections between the controlling idea and the ideas in each text</li> <li>-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts</li> <li>-maintain a clear and appropriate focus</li> <li>-exhibit a logical sequence of ideas but may lack internal consistency</li> <li>-use appropriate language, with some awareness of audience and purpose</li> <li>-occasionally make effective use of sentence structure or length</li> <li>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</li> </ul>	<p><b>3</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-establish a controlling idea that shows a basic understanding of the texts</li> <li>-make few or superficial connections between the controlling idea and the ideas in the texts</li> <li>-develop ideas briefly, using some evidence from the texts</li> <li>-may rely primarily on plot summary</li> <li>-establish, but fail to maintain, an appropriate focus</li> <li>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</li> <li>-rely on basic vocabulary, with little awareness of audience or purpose</li> <li>-exhibit some attempt to vary sentence structure or length for effect, but with uneven success</li> <li>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</li> </ul>	<p><b>2</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-convey a confused or incomplete understanding of the texts</li> <li>-make a few connections but fail to establish a controlling idea</li> <li>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</li> <li>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</li> <li>-use language that is imprecise or unsuitable for the audience or purpose</li> <li>-reveal little awareness of how to use sentences to achieve an effect</li> <li>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</li> </ul>	<p><b>1</b></p> <p>Responses at this level:</p> <ul style="list-style-type: none"> <li>-provide minimal or no evidence of textual understanding</li> <li>-make no connections between the texts or among ideas in the texts</li> <li>-are minimal, with no evidence of development</li> <li>-show no focus or organization</li> <li>-are minimal</li> <li>-use language that is incoherent or inappropriate</li> <li>-are minimal, making assessments of conventions unreliable</li> <li>-may be illegible or not recognizable as English</li> </ul>

- if the student addresses only one text, the response can be scored no higher than a 3.
- if the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

It has been said that a book is a magic carpet ~~which~~ <sup>that</sup> can transport one to innumerable worlds of wonder. Both the memoir as well as the poem demonstrate dramatically the power which a storehouse of books can hold.

The memoir focuses on the power of one library book, The Field Book of Ponds and Streams, to unleash an outpouring of musings, suppositions, and outright questions. For example, the child wonders about the nature of this "field" as compared to the football field which she knows. She questions where, in fact, she could ever find a wooden bucket. Her questions segue into musings about what freedom Ann Haven Morgan must have had, as well as who else among the book's community of readers in Homewood was dreaming of ponds or saving for microscopes. It is in this community of other readers, culled from the numbers on the book card, that the author discovers the ultimate irony in the popularity of this text. She realizes "the visible poverty" of Homewood will most likely preclude the readers from ever following their dream. The Field Book of Ponds and Streams not only created a new natural world for the author, but provided her with sudden insight and understanding about her own: a powerful book, indeed.

The poem, on the other hand, expanded the lens of the library to embrace the panorama of the world. The poet was enchanted with the total discovery of eclectic knowledge which ranged from "the women in the tribe of Moost," through haiku, to zella recipes.

As with the memoir, the challenge of the vast unknown included questions of the here and now since the poet wished to unravel the mystery of the "half-smile" which vast reading has apparently brought to the librarian. As the child enamored of The Field Book of Ponds and Streams turned her thoughts ever inward to that special world, the writer expanded greedily to take out as many books as allowed: "six books, six volumes of bliss." Metaphorically, he hopes to "eat an elephant" as he consumes a great deal of knowledge in "small bites."

The style of the poem also contributes heavily to its overall effect. It is written in free verse, which creates a smooth and lively flow. The techniques of alliteration and internal rhyme such as in "step by step the slow disclosure," "video codes," and "play of light... painting" enable the work to glide forward smoothly and effortlessly.

In conclusion, for both writers the library was instrumental in unleashing a torrent of innate curiosity as well as a

**Anchor Paper – Part A—Level 6 – A**

thrust to both question and explore the world and the present realities of their lives. It was, for both, truly a magical place to visit and to explore.

**Anchor Level 6-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Reveals an in-depth analysis of both texts by establishing a sophisticated controlling idea (<i>the power which a storehouse of books can hold</i>). The response makes insightful connections between the controlling idea and the ideas in each text. In Passage I, the power of books is demonstrated by the ability of one book, <i>The Field Book of Ponds and Streams</i>, to unleash an outpouring of musings, suppositions, and outright questions. In Passage II, the power is seen in the ability of the library to embrace the panorama of the world.</p>
<b>Development</b>	<p>Develops ideas clearly and fully, drawing upon the authors' use of literary elements such as irony and metaphor in Passage I and style, alliteration, and internal rhyme in Passage II to illustrate how books are <i>a magic carpet that can transport one to innumerable worlds of wonder</i>. Relevant and specific evidence, as well as appropriate quoted material, are incorporated skillfully throughout the response.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea and exhibits a logical sequence of ideas through use of appropriate devices (repetition of the idea of power in paragraphs 1 and 2) and skillful transitions (<i>on the other hand</i> and <i>As with the memoir</i>).</p>
<b>Language Use</b>	<p>Uses language that is stylistically sophisticated, precise and engaging throughout (<i>total discovery of eclectic knowledge</i> and <i>was instrumental in unleashing a torrent of innate curiosity</i>). The structure and length of sentences are varied to reveal a notable awareness of audience (<i>It is in this community of other readers, culled from the numbers on the book card, that the author discovers the ultimate irony in the popularity of this text</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors (except for the lack of capitalization in <i>jello</i> and missing ellipses in <i>"rodeo codes"</i> to signify an omission). The response correctly uses the colon, quotation marks, commas and ellipses within sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

## Anchor Paper – Part A—Level 6 – B

Visiting a library may prove both an exhilarating and a somewhat overwhelming experience, especially for a child. Libraries provide glimpses of worlds completely foreign to the everyday experiences of those who check out books. These books may also provide a wealth of additional knowledge. Both the memoir and the poem reveal significant and poignant experiences of young people who explore libraries.

In rough first person point of view, the author of *Passage I*, the memoir, depicts the adult section of the Homewood Library as "... an enormous silent room with marble floors" having "... leaded windows set ten feet from the floor." We feel awe not only at the architecture but also at the wealth of knowledge housed inside ~~there~~.

The Field Book of Ponds and Streams serves to open the mind of the author first to the wonders of nature. She learned how she might create "sweep nets" and "killing jars;" she imagined a world of "planaria" and "tadpoles." Later her vistas widen when she notes that the author is a woman even though the book exhibits "authority and freedom." We can infer that the position of women in her world is less than lofty and certainly not authoritarian. Finally the speaker realizes, after looking at the card in the back of the book, that she is one of a community of readers. This kinship is slightly altered by the realization that she may have an advantage of youth, "anything might happen" but adult residents of Homewood could only dream trapped as they were amid "bined out houses."

The poet also embarks on a voyage of discovery. In free verse this writer reveals a vast array of information. Metaphorically, the speaker can "smell wisdom" and "touch... the harsh parchment of dreams." The poem alternates between vivid images—"salt and paprika upswamp, her British accent"—and eclectic lists to acquaint the reader with the many and diverse sensory stimuli of the library. The poem ends

**Anchor Paper – Part A—Level 6 – B**

with the author carrying a treasure<sup>trove</sup> of books past an old garage upon which is scrawled "I CAN EAT AN ELEPHANT IF I TAKE SMALL BITES;" a message the author applies to his own intention to devour the library's wisdom, one book at a time.

Both authors enter libraries with a sense of wonder and emerge greater for what they have found.

**Anchor Level 6-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals an in-depth analysis of both texts by establishing the controlling idea that <i>libraries provide glimpses of worlds completely foreign and a wealth of additional knowledge</i>. The response makes insightful connections between this idea and the texts, noting, in Passage I, the parallel between the architecture and <i>the wealth of knowledge housed inside</i> and discussing the world of "planaria" and "tadpoles" in Passage I and the <i>voyage of discovery</i> in Passage II.</p>
<b>Development</b>	<p>Develops ideas clearly and fully discussing the capacity of <i>The Field Book of Ponds and Streams ... to open the mind of the author</i> and to trigger social insights (<i>the position of women in her world and her advantage of youth</i>). The response incorporates literary techniques into relevant observations, referring to the point of view of each, as well as utilizing the metaphors from the poem to illustrate the controlling idea (<i>devour the library's wisdom, one book at a time</i>).</p>
<b>Organization</b>	<p>Maintains the focus on the power of libraries to broaden <i>vistas</i> and provide a <i>wealth of knowledge</i>. Skillfully chosen quotes in paragraphs 3, 4, and 5, echo ideas introduced in the first paragraph, transitions are skillfully used (<i>Later</i> and <i>Finally</i>), and a concluding paragraph succinctly connects both passages with the controlling idea.</p>
<b>Language Use</b>	<p>Uses language that is precise and engaging (<i>significant and poignant experience and her vistas widen</i>) and sometimes sophisticated (<i>kinship in slightly altered and reveals a vast array of information</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	



The two passages, a memoir and a poem, concern visiting a library. Each visitor has a different reaction to visiting the library, but each is open to what the library has to offer.

In the first passage the visitor is taken to the library and is finally allowed into the adult section where she discovers The Field Book of Ponds and Streams. However, her understanding was limited. The only field she knew of was the football field. She then read of many things that existed in ponds and streams—Tadpoles—and of the tools that would be used by a biologist—cheesecloth and killing jars. The speaker presents all this information in long lists. The speaker learns from the book but her learning only begins there. There is more to learn from the card. The card on which is recorded the names of the people who borrowed the book is full. This is a surprise because the library is in Pittsburgh, which has no streams or ponds. The speaker wonders about these others. She thinks that they might be frustrated or disappointed because they can't find ponds or streams. She hopes that in her life she will be able to have experience beyond the city.

The library visitor who speaks in the second passage has a different experience. He is older and wants all he can get from the library. As he looks around the library he sees all kinds of knowledge. He is struck by the volume of volumes. He gives us lists of all the information around ~~the~~ <sup>him</sup>. Such as "binary codes, phonics, Gestalt theory." He gives us images that allow us to see the librarian, a classmate's mother, "with her salt and paprika up sweep, her British accent and sweater clip." He gives us reasons why he chose the books, such as "haiku because they were small." He learns how to deal

**Anchor Paper – Part A—Level 5 – A**

with so much information by reading a slogan on an old garage. It says, "I can eat an elephant if I take small bites." He will read the books one at a time.

Both visitors enjoy the library. The girl studies one book over and over and it lets her ~~see~~ <sup>see</sup> her city differently. The boy is greedy and wants all the library can give him. His city teaches him how to use the great amount of information that he has found in the library.

**Anchor Level 5-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts (<i>Each visitor has a different reaction to visiting the library</i>). Connections between this idea and the texts are made clear and explicit through separate discussions of each visitor's experience and a conclusion comparing the two. (<i>The girl studies one book over and over and The boy is greedy and wants all the library can give him</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, providing details about the contents of the book in Passage I (<i>Tadpoles ... cheesecloth and killing jars</i>) and the sources of information (the book and card in Passage I; the topics <i>such as "binary codes"</i> in Passage II) to describe the reactions of each visitor. The response refers to appropriate literary elements (lists and images).</p>
<b>Organization</b>	<p>Maintains the focus on the differing reactions of library visitors. Ideas are logically sequenced. For example, the discussion of <i>the second passage</i> begins by repeating the controlling idea of <i>different experience</i> and then explains how that visitor's experience was different. The response appropriately categorizes evidence from the text as <i>lists ... images ... reasons</i>). Transitions (<i>However</i> and <i>She then read</i>) are used appropriately.</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes fluent, but sometimes imprecise (<i>he sees all kinds of knowledge and the volume of volumes</i>). Sentences are generally simple (<i>Both visitors enjoy the library</i>), but occasionally effective: parallel structure in paragraph 3 (<i>He gives us lists ... he gives us images ... he gives us reasons</i>) serves both organization and rhythm.</p>
<b>Conventions</b>	<p>Demonstrates control of conventions exhibiting occasional errors such as the capitalization/punctuation error resulting in the fragment <i>Such ... theory</i>, the failure to indent the initial paragraph, and a tense change in the second paragraph.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5.</p>	

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## Anchor Paper – Part A—Level 5 – B

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Libraries are storehouses of knowledge with each book being its own treasure box. You can find out anything you want to know such as "The Origins of the Mean-Value Theorem of Calculus." Even the answers to simple questions like what are the origins of the United States? are found in the library. Both of these passages tell of libraries as information centers.

This said, the reactions of the two young visitors are different. The narrator of the first passage, a memoir, has difficulty imagining a world that is much different from her home of Homewood. The second narrator of the poem seems the victim of "overkill" She finds tremendous amounts of information and wants to assimilate it all.

The desire to discover is disclosed in the first passage by the author's repeatedly checking out *The Field Book of Ponds and Streams* the list of its contents effectively communicate to the reader how much information is in the book. The card at the back of the book reveals additional important information. The author finds that she is not alone in her desire for information about ponds and streams. Other Homewoodians are also interested. This discovery leads the author to a whole new spree of inquiry. Were there readers averse? Did they know where to find

Dodging of water in Homewood? What was the relationship between "killing jars" and "burned out buildings?" What's cheesecake? This author reveals the complex need for wisdom through these rhetorical questions.

In Passage II, a poem of three stanzas, the author is less gleamy. The information he finds in the library, revealed by the lists in the poem, is accessible. This author understands. Unlike the speaker in the first passage, this author finds sample all kinds of books. Some of this information is described figuratively!

"The plague of too much money" (metaphor),  
"equations elegant as a French Twist" (simile),  
"the harsh parchment of dreams" (metaphor),  
"all the world on a single page" (hyperbole)

His gluttony is put into perspective when on his way home, carrying six heavy books, he reads on an old garage "I can eat an elephant if I take small bites." This ends the poem with a solution to

the problem of how to use all the information. The author says "that's what I'm gonna do!"

Both passages tell us that libraries have extensive amounts of information but the result of a visit can be different for different people.

**Anchor Level 5-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Reveals a thorough understanding of both texts by establishing the controlling idea that <i>libraries are storehouses of knowledge</i> asserting that each passage presents a different personal view. The response clearly connects this idea to the texts by discussing, for Passage I, the visitor’s <i>desire to discover</i> and the varied information found in one book and, for Passage II, the visitor’s desire to <i>sample all kinds of books</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently (<i>The desire to discover is disclosed in the first passage</i>). The response makes reference to relevant and specific evidence (<i>The card at the back of the book reveals additional important information</i>). The analysis refers to appropriate literary elements from both texts (<i>the lists of its contents, The author reveals ... through these rhetorical questions, and the list with parenthetical identification</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea (<i>Both passages tell us that libraries have extensive amounts of information</i>). The response exhibits a logical sequence of ideas although the reference to “<i>The Origins of the Mean-Value Theorem of Calculus</i>” in the opening paragraph is not closely connected to the analysis.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>Thin author reveals the complex need for wisdom</i>). The response varies structure and length of sentences (<i>The narrator of the first passage, a memoir, has difficulty imagining a world that is much different from her home of Homewood</i>) to control rhythm and pacing. The use of second person in paragraph 1 weakens an otherwise strong sense of audience.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>memoir</i>), capitalization (<i>Communicate</i>), and usage.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is slightly weaker in conventions.</p>	

Libraries have always been attractive. Passages I and II tell us about the reactions of two young people that visit libraries. The passage talk about the desire for knowledge. When knowledge is found, a person may realize the smallness of the world and may feel connections with others.

Passage I tells of the reactions of a fifth grader who seems to have been protected from ideas until she was allowed to use the "adult" section of the Homewood library. She describes the library in great detail - "enormous room, marble floors, leaded windows." Her wonder at the building turns to disappointment when her experience with The Field Book of Ponds and Streams turns from discovery to frustration. She wonders if the other readers whose names are on the card had found any ponds or streams.

The writer of Passage I uses repeated questions showing the girl's curiosity. The first person viewpoint lets us experience and understand her feelings.

Passage II shows the effect of a library on a 15 yr. old. This passage contains lists of things that can be found in a library. The things that can be learned are in these lists: "kitchen, history, cubist art." This writer is more optimistic. He reads graffiti on an old garage "I can eat an elephant if I take small bites" as instructions in how to use the library and exclaims "That's what I'm gonna do."

Because Passage II is a poem we find figurative language in it. "Elegant as a French twist" is a simile used to describe equations; and "six volumes of bliss" is a metaphor describing books. The author also uses lists in each of the three stanzas to stress the variety of information in the library. The author also uses italics to draw attention to some ideas.

Both authors learn from their visits to the library. The first learns less from the books and more from the experience; the second is the opposite. Libraries are great places for young people.

Anchor Level 5-C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Establishes a controlling idea (<i>the desire for knowledge and the resulting realization of connections with others</i>) that reveals a thorough understanding of both texts. The response makes clear and explicit connections between this idea and the texts by discussing, for each passage, the speaker's pursuit of knowledge. The discussion of Passage I implies a connection between the speaker and <i>the other readers</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. For example, the discussion of Passage I is developed through character analysis (<i>a fifth grader who seems to have been protected from ideas</i>), specific examples of description, and the relevant observation that the speaker's <i>experience with <u>The Field Book of Ponds and Streams</u> turns from discovery to frustration</i>. However, the response provides no details about the book to support the idea of <i>discovery</i>.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea. Ideas are logically sequenced. The discussion of each passage begins with an examination of the speaker's reaction to the library and is followed by a discussion of literary elements in that passage. Coherence is achieved through the appropriate use of demonstrative pronouns (<i>This passage and these lists</i>) and transitions (<i>also, Both, The first, The second</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes fluent and original (<i>Her wonder at the building turns to disappointment</i>) with some awareness of audience and purpose (<i>Both authors learn from their visits to the library</i>). The final sentence is trite. The response varies sentence structure and length to control rhythm and pacing as in paragraph 1.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions exhibiting only occasional errors in spelling (<i>dissapointment and stanzas</i>) and punctuation (<i>poem we</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language and development.</p>	

## Anchor Paper – Part A—Level 4 – A

The simple act of visiting a library can allow the visitor to both gain knowledge and awareness of the world. The authors of both Passage I and Passage II use the literary elements of characterization, structure, and point of view to convey what they experienced at the library.

From the reading of Passage I, the reader gets the impression that the main character is an adolescent just starting to truly take an interest in his surroundings and the knowledge that can be found in the library. From reading The Field Book of Ponds and Streams, he raises many questions which make him examine another time period and wonder about things he doesn't understand. For instance, he wonders what Precambrian is, and about enamel. Even the definition of "Field" is explored, for he interprets the broader concept of a field of study as a wet area of land. In Passage II, the visitor to the library investigates a broader array of topics, some for research projects for school. Other times, visits to the library culminate simply in flipping through the magazines, exploring simpler issues, such as roads from traffic.

The structure of passage one is relatively simple, first describing the imposing Homewood library facade, which reads "Free to the People." The simple statement brings out a whole other issue in the passage. Many of the residents of Homewood are disadvantaged, but they still have the opportunity to better themselves and increase their knowledge at the library. Then the author describes the book he found and its contents, leading to him bringing up the question that the book raised and how it explained. After that, his reaction to the discovery that many others have read the book is discovered. Passage II is structured somewhat differently, constructed as a poem which describes the library, its librarian, the books, and title of all the topics the visitor examined. Both passages convey the wonder and interest that the visitors experienced as they visited the library and read books on a variety of topics.



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## Anchor Paper – Part A—Level 4 – A

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The point of view is the first important element that supports the idea that libraries allow visitors to gain knowledge and awareness. Both passages utilize the first person to achieve an effect of wonder and awe as the authors visit the libraries. In Passage I the author tells readers he ~~visit~~ learned a lot of things at the libraries. Some he learned from the books and others he learned from thoughts his visits provided. From the card in the back of ~~the~~ ~~of~~ one of the books, he finds out even things many in his neighborhood are poor, they still have interest in academic subjects such as he read of. Passage II, from the same point of view, has the author explain how he/she learned many things from the books in the library, and also a little about life from his experiences in the library. He uses the expression "I can eat an elephant if I take small bites" to mean.

Passages I and II use the literary elements of characterization, structure, and point of view to express the two visitors' feelings about the library. In the libraries, they learned both material facts and broadened their horizons and outlook on life. From ~~the~~ single visits to the library, they learned to better understand the world and community they lived in.

**Anchor Level 4-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Establishes a controlling idea that shows a basic understanding of both texts (<i>visiting a library can allow the visitor to ... gain knowledge and awareness of the world</i>). The response makes implicit connections between the controlling idea and the texts, observing that the character in Passage I is beginning to <i>take an interest in his surroundings and the knowledge that can be found in the library</i> and that the character in Passage II <i>investigates a broader array of topics</i>. The response misinterprets the references to “rush-hour traffic,” referring to it as an example of <i>simpler issues</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. In the discussion of structure in paragraph 3, the connection between the structure of Passage I and the controlling idea is unclear, with the structure of Passage I being described only as <i>relatively simple</i>. The discussion of structure for Passage II is only one sentence long (<i>Passage II is structured somewhat differently, constructed as a poem which describe the librarian, the books, and tells of all the topics the visitor examined</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus. The response is logically structured, beginning with a statement that identifies the literary elements used by the authors that support the controlling idea, followed by a discussion of each idea, and concluding with a unifying idea that restates the introduction. However, transitions between paragraphs are weak, starting paragraphs 2, 3, and 4 with identification of the literary element being discussed in that paragraph (<i>The structure of passage one and The point of view is</i>).</p>
<b>Language Use</b>	<p>Uses language that is generally fluent and original. Word choice is often effective (<i>broader concept, imposing, and final important element</i>), but the first sentence conveys an idea that is unclear (<i>the visitor to both gain knowledge and awareness</i>) and there is one lapse into the informal with the use of a contraction (<i>doesn't</i>) in the second paragraph.</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>relitively</i> and the consistent misspelling of the word “visitor” as <i>visiter</i>), and punctuation (<i>read's</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language.</p>	

There are many things one can learn in a library. All kinds of books are available to you, and it is amazing, the amount of information that is enclosed inside the book cover. Visiting the library can be fun, but it also can be strenuous. It is a difficult task to decide which book you'd like to read. When you discover a book that really gets your attention, you may sign it out at the librarians desk. In the back of the book will be a little card with the due date of your book, so you can bring it back for other people to read. When you finish a book, you may also sign out another book, and that is what increases your span of knowledge.

The author of passage one enjoys visiting libraries. ~~According to the author in a~~ <sup>author</sup> The uses words that allows you to visualize the inside of a library. The library he describes is one with marble floors, large windows, many bookshelves, and a quiet, serene environment. The book that the author liked best, ~~was~~ one that he signed out numerous times, was "The Field Book of Ponds and Streams". The book was full of descriptions of beautiful streams, ponds, and yields, unlike the environment in Homewood... where the author of the passage lived. The fields in the book were well watered, and was filled with many types of wildlife. The author of the passage thought about writing a letter to the author of "The Field Book of Ponds and Streams" to ask where he could find such beautiful fields, since there were none where he lived. It is ironic that the book made the author of the passage realize the poverty of the Homewood people.

In passage two, the author also enjoys going to the library. He likes to look at the magazines, read the adult

section to see the sadness brought by social problems. In the library, he read books about how to lay out a road, the study of flowers, women's position in the Moost tribe, and much more. There were step-by-step books available or books that just simply loaded you with information. The author could walk down any aisle and smell the wisdom. He believes that books are filled with dreams, and really, many are. A quote that the child once read on the way home from the library was, "I can eat an elephant, if I take small bites". The author told himself that he was going to do just that. Only, he referred that quote to reading books. If he could read a book little by little, he ~~can~~ can learn a little more each day. In the poem, written by the author, he used a simile and a metaphor. In ~~the~~ line 9, he wrote, "There were equations elegant as a french twist", and that is a simile. He used a metaphor in line 10, when he said, "fractal geometry's unwinding maple leaf". He also, one day, would like to ask the librarian, what she read that keeps a smile on her face every day. From that line, you realize that books can also make you happy.

In a library, you can learn basically anything and everything. There ~~are~~ is a variety of books to choose from, and it is a difficult thing to do. But remember, you can go to the library anytime you'd like, and learn as much as you allow yourself to intake!

**Anchor Level 4-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Establishes a controlling idea (<i>There are many things you can learn in a library</i>) that shows a basic understanding of both texts. The response further makes the textual connections that <i>the book made the author ... realize the poverty of the Homewood people</i> and that <i>one may learn as much as you allow yourself to intake</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response cites specific and relevant evidence that there is an <i>amazing, ... amount of information ... enclosed inside the book cover</i>, but the idea that <i>visiting the library can be ... strenuous</i> is not supported. In paragraph 3 the response identifies simile and metaphor in both passages, but does not elaborate.</p>
<b>Organization</b>	<p>Maintains a clear focus on the power of both libraries and books to provide pleasure and new vistas. The response progresses from general observation (<i>There are many things one can learn in a library</i>) to the specific examples from each text. The analysis parallels the similarities of both texts before moving to the specifics of each. The discussion of the poem, however, lacks internal consistency with references to step-by-step book, simile, metaphor, and the librarian.</p>
<b>Language Use</b>	<p>Uses appropriate language, as well as effective structuring of complex ideas. The response occasionally employs run-on structures, and sometimes slips into the second person (<i>which book you'd like to read</i> and <i>uses words that allows you to visualize</i>) which introduces an informal level into a response that otherwise shows a proper awareness of audience.</p>
<b>Conventions</b>	<p>Demonstrates partial control of the conventions, exhibiting occasional errors in agreement (<i>fields ... was</i>), possessive case (<i>librarians desk</i> and <i>womens position</i>), misplaced periods (<i>Ponds and Streams".</i> and <i>small bites".</i>) and improper use of the ellipsis (<i>Homewood ... where the author</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

## Anchor Paper – Part A—Level 4 – C

Libraries give people the opportunity to gain knowledge in many different ways. One can learn about things that he/she can't from their normal everyday life. Passage I and Passage II <sup>both</sup> convey this by idea by ~~using~~ their ~~own~~ author's use of point of view.

Passage I is a memoir of a young child who visited his or her library quite often in the section of Pittsburgh named Homewood. The child seemed content in her life and discovering different parts of the library. One day she came upon a small book on a bottom shelf <sup>of the Natural History section</sup> entitled The Field Book of Ponds and Streams. This book instructed people ~~in~~ different ways to collect scientific data in the field and gave information on different kinds of life that can be found in ponds and streams. The child was fascinated with this book, most probably because she had never seen a pond or stream in Pittsburgh and wasn't quite sure what one was. He/she was delighted by all of this <sup>free</sup> information he/she was able to obtain in this library, and that she shared this along with her enthusiasm for it with other people in her town. The passage was written in first person point of view so the ~~author~~ <sup>reader</sup> is able to understand exactly what the author was saying. Readers can tell that the child's ~~to~~ little knowledge of the world outside of her town causes his/her fascination with this fantastic subject matter. The setting described in the library also gives the reader a clear view of what the child was experiencing, and how he/she gained so much knowledge.

The poem, Passage II, is about another ~~young~~ child's thirst for knowledge and how he/she is able to quench that ~~fire~~ <sup>thirst</sup> little by little by the innumerable amount of books in ~~the~~ <sup>the</sup> nearby library. The poem lists many different types of information that he/she has or could learn by reading some of the books. The library ~~is~~ gives him/her the opportunity to gain knowledge. The poem also uses the first person point of view. This point of view allows the reader to get into the mind of the author and share his/her thoughts. The ~~other~~ author lists many different <sup>topics</sup> ~~types~~ of interest to show different book

## Anchor Paper – Part A—Level 4 – C

genres and topics that he/she used as excuses to learn more. The structure of the poem, by way of the listing, allows the author to give a lot of information at once without having to write unimportant content.

Both of the passages show how a library has affected the author in some way or another and how it enabled them to gain much knowledge in different ways. Both of the authors ~~were made~~ <sup>wrote about</sup> the happiness that they or someone else has gotten from learning, by way of the library.

### Anchor Level 4-C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea that shows a basic understanding of both texts ( <i>libraries give people the opportunity to gain knowledge in many different ways</i> ). The response makes implicit connections between the controlling idea and the ideas in each text ( <i>Passage I and Passage II both convey this idea by their author's use of point of view</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response's discussion is limited to positive elements of books and libraries, and does not discuss the central ironic element in Passage I. The response refers to specific and appropriate literary elements from both texts ( <i>He/she was delighted by all of this free information he/she was able to obtain in this library, and that she shared this along with her enthusiasm for it with other people in her town, and Readers can tell that the child's to little knowledge of the world outside of her town causes his/her fascination with this fantastic subject matter, and finally This point of view allows the reader to get into the mind of the author and share his/her thoughts</i> ).
<b>Organization</b>	Maintains a clear and appropriate focus. The initial assertion that <i>one can learn about things that he/she can't from their normal everyday life</i> is carried through ( <i>the poem lists many different types of information that he/she has or could learn by reading some of the books and Both of the passages show how a library has affected the author in some way or another and how it enabled them to gain much knowledge</i> ).
<b>Language Use</b>	Uses appropriate language, with evident awareness of audience and purpose ( <i>Passage I is a memoir of a young child who visited his or her library quite often in the section of Pittsburgh named Homewood</i> ). The response occasionally makes effective use of sentence structure ( <i>The child was fascinated with this book, most probably because she had never seen a pond or stream in Pittsburgh and wasn't quite sure what one was</i> ). The repetition of his/her is awkward.
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>to</i> for "too", <i>experiancing</i> , <i>thirts</i> ), punctuation ( <i>author's</i> ), agreement ( <i>One can learn about things that he/she can't from their normal everyday life</i> ), and usage ( <i>amount</i> for "number") that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4.	

A library is the perfect place to go when in need of information. In a library you can find just about anything on any topic. Books are loaded with information on past, present and even future topics. Whether you want to relax and laugh at a fiction book, or research seriously on a nonfiction book, the library has it all for you. The experience of visiting a library is not only wonderful but full of learning.

In passage one, the writer is telling about her experience visiting a library in her town called Homewood. It was in this library she found the book that astonished her: The Field Book of Ponds and Streams. She found this wonderful book in the deepest, darkest depths of the library. She was shocked by the life described in the book. The library and the book opened her mind and gave her new knowledge of nature. She wanted badly to find a pond or stream so she could test out the instructions in the book but, being poor, she couldn't. Another thing that amazed her about the library was the fact that everyone got to share the knowledge

in the book because many people signed it out after her. In this passage the author uses many specific literary elements such as irony, characterization and point of view. The irony is that after finding such joy and amazement in the book, she can't act out any of it because she is only a child and she is poor. He uses the first person point of view to give



the memoir more meaning and feeling. He also uses the setting of the library to show the experience of visiting a library and a child taking out an adult book and the effects of it.

In the second passage, this author is also telling about his wonderful experiences in the library and all the books he's read. This passage shows how there are so many different varieties of books on any subject you can think of are in the library. The writer seems overwhelmed by the many books on so many topics. He loves the library and reads as much as they will allow him, this is the effect of a good experience of a library. This author also set his setting in the library where books are about to be signed out. The irony in this story is no matter how much he reads, he will never be able to read all the books in all the libraries.

**Anchor Level 3-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Shows a basic understanding of both texts by establishing the controlling idea that visiting the library is a <i>wonderful</i> experience that <i>is full of learning</i>. The response demonstrates the multiple effects of the newly discovered world of nature on the writer, but makes few connections (<i>The writer seems overwhelmed by the many books on so many topics</i>) between the controlling idea and the poem.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The idea that <i>The Field Book of Ponds and Streams</i> exposed the reader to both nature and community is developed fully, but the idea that the poet seems <i>overwhelmed</i> is largely unexplored. The response explains the irony of both works in that the newfound joys are unattainable; however, other literary elements are less supported (<i>This author also set his setting in the library and He uses the first person point of view to give the memoir more meaning and feeling</i>).</p>
<b>Organization</b>	<p>Establishes an appropriate focus by repeating the idea that libraries and books are filled with information. The response is inconsistent, however, in that it fully supports the ideas of the first text with specifics, but generalizes the experiences from the poem (<i>He loves the library and reads as much as they will allow him</i>). A lack of transition makes the concluding statement seem somewhat abrupt.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary with some awareness of audience and purpose. The response includes some awkward structures in attempts to compound material (<i>This passage shows how there are so many different varieties of books on any subject you can think of are in the library</i>) as well as an occasional colloquial phrase (<i>Books are loaded with information</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control with occasional errors in spelling (<i>overwhelmed</i>) and punctuation (<i>book but, and hes read</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in development and conventions.</p>	

Once in our life we all have visited a library or two. Visiting the library is an adventure and there are various subjects you can read about. Today there are so many books you can choose from to get information and there are so many books that you can just escape to and journey on an adventure.

In Passage I it said at the Homewood Library they had engraved across the front of the library "Free To The People," so that's a lovely feeling they put across to the people who come to the library. The author shows that in the library it was very simple to find a book of your choice.

The author uses listing methods to show the reader how many different things you can find in the library. For example he says he wanted to know what cheese cloth was and what scientists do with it.

There are many ways to find that out. The book the author kept on referring to "The Field Book of Ponds and Streams" was a great book, it was very interesting and was a shocker at the end.

In Passage II the author explains what type of different books you can choose from the library. They refer to a fifteen-year-old that can get a magazine or slip into the adult section, so there are

looks for all ages in the library. In the library there is so much to discover from old to new. The author uses tons of techniques in this passage from symbolism to metaphors like through the bedroom window and onto a lavender spill of stars. also Tell me what you've read that keeps that half smile afloat.

There are so many adventures you can go on in the library, at the end of Passage II <sup>when</sup> the boy goes home he sees on the door I can eat an elephant if I take small bites and he said that's what I'm gonna do. He was right your imagination can let you do anything in the library. So visiting the library is a lifetime experience.

**Anchor Level 3-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Shows a basic understanding of the texts by asserting the controlling idea that <i>visiting the library is an adventure and there are various subjects you can read about</i>. Connections between the texts are limited to numerous repetitions of the controlling idea (<i>there are so many books that you can just escape to and journey on an adventure, There are so many adventures you can go on in the library, and In the library there is so much to discover</i>).</p>
<b>Development</b>	<p>Develops ideas briefly. The response states that <i>the author shows that in the Library it was very simple to find a book of your choice</i>. The response further asserts that <i>the author uses listing methods ... for example he says he wanted to know what cheesecloth was and what scientists do with it</i>. The response states that <i>The Field Book of Ponds and Streams was a great book, it was very interesting and was a shocker at the end</i>. The third paragraph of the response labels an unrelated portion of the text as symbolism and metaphor.</p>
<b>Organization</b>	<p>Exhibits a rudimentary structure consisting of the introduction, Passage I, Passage II, and the conclusion. However, the response lacks an appropriate focus other than expressing a positive attitude toward libraries (<i>He was right your Imagination can let you do anything in the library. So visiting the library is a lifetime experience</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, with one colloquial clause (<i>The author uses tons of techniques</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>There are so many adventures you can go on in the library, at the end of Passage II when the boy goes home he see's on the door I can eat an Elephant if I take small bites and he said Thats what I'm gonna do</i>).</p>
<b>Conventions</b>	<p>Demonstrates emerging control. Errors in spelling (<i>Visting, see's, lovley, refering, differnt</i>), capitalization (<i>Library</i>), and incorrect use of quotation marks and underlining occasionally hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

Visiting the library can bring about truths that you never would have realized. In passage I, his visiting the library brought about the truth that his town is poor. In Passage II, his visiting the library brought about the truth that some things take patience. In both passages the author uses tone, imagery and theme to describe their experience in visiting the library.

In passage I, visiting the library and reading "The Fair Book of Ponds and Streams" by Ann Haven Morgan allows the writer to see the truth in his town. By reading the book he realizes that his town is poor. They don't have beautiful ponds and streams to look at. They have crowded streets and burned-out houses. The person speaking in passage I has a calm tone to express his feelings of the book and his feelings of his town. "Very well watered you could distinguish among daphniae, planaria, water pennies, stonefly larvae, dragonfly nymphs, salamander larvae, tadpoles, snakes, and turtles". The writer's theme is based on his experience at the library allows him to see the truth in his own town. There's imagery in passage I "one was to go in to "the field" wearing hip boots, and perhaps a head net for mosquitoes. You can see someone wearing the objects describe.

In passage II, visiting the library allows the person in the passage to realize that he doesn't have to rush, he can be patient when reading books. Going to the library allow the person in the passage to realize that they didn't have to rush to read all the books if they take their time they can read a lot of books. The tone in the passage is that of excited, very interested.

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Anchor Paper – Part A—Level 3 – C

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"There was so much to discover - how to layout road, language of flowers and place of women in the tribe of moose." The theme having a good time at the library, they excited to be at the library. There also imagery in the passage "with salt and paprika up-sweep her british accent and sweater clip."

Visiting the library can bring about truths that you never would have realized. In passage I he realized that his town is in poverty, they don't have beautiful streams to look at, they have burn-out building to look at. In passage II he realizes that he can be patient, that he doesn't have to read all the books at one time, he can be patient and read one book at a time. Going to the library you can experience time and places that you've never been in. It can also bring about the truths to your own surroundings.

**Anchor Level 3-C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Conveys an incomplete understanding of the text by discussing the truths about Homewood’s being a poor community as the entire message of the memoir. The response gives a confused analysis of the poem’s message in stating that <i>he doesn’t have to rush, he can be patient when reading books.</i></p>
<b>Development</b>	<p>Is incomplete and largely undeveloped. The response makes unjustified assertions from the memoir (<i>some things take patience</i>). The references to literary terms (<i>the author uses tone, imagery, and theme</i>) are either unsupported with textual examples or, as in <i>There’s imagery in passage I ... , You can see someone wearing the objects,</i> confused with description. The response often restates, rather than develops, the idea that <i>visiting the library can bring about truths.</i></p>
<b>Organization</b>	<p>Establishes an appropriate focus that libraries can influence a person. The response exhibits a rudimentary structure, moving from Passage I to Passage II and then to the conclusion, but is often inconsistent. For example, the quoted material “<i>very welled watered... and turtles</i>” is illogically placed between statements about Homewood.</p>
<b>Language Use</b>	<p>Relies on basic vocabulary that reveals little awareness of audience and uses unreferenced <i>you’s, he’s</i> and <i>they’s</i> throughout. The response makes no effort to vary sentence structure or content, with numerous sentences beginning with the phrase <i>visiting the library.</i></p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting several proofreading oversights (<i>welled, larve, feild, some things, crowed streets</i>); lack of punctuation causes some run-on sentences; and inaccurate pronoun usage (<i>the author uses tone, imagery and theme to describe their exprince</i>) hinders comprehension somewhat.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning and development.</p>	



I was given two passages to read, about the experience of visiting a library. ~~Then~~<sup>Then</sup> I was asked to write an essay on it, using a controlling idea from both of the passages.

Visiting a library is an educational experience. A person can read about ~~many~~<sup>and learn about</sup> subjects while visiting a library. In the ~~the~~ first passage a girl ~~took~~ took out a book called The Field book of Ponds and Stream. This book teaches people how to make sweep nets, plankton nets, glass bottomed and killing jars. It specified how to mount slides, how to label insects on their pins, and how to set up a fresh water aquarium.

The girl's passage one did not ~~read~~<sup>only</sup> ~~the~~ ~~the~~ ~~book~~ and got information ~~from~~. She also learned that many adults were interested in the same thing.

Passage two <sup>also</sup> ~~show~~ ~~show~~ shows that visiting a library is an education experience. A boy slipped into the adult section of the library and was overtaken with all the things he could learn by reading.

In conclusion these is the experience of visiting a library.

**Anchor Level 2-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys an incomplete understanding of the texts. The response establishes the controlling idea that <i>visiting a library is an educational experience</i> and makes a few connections between this idea and each of the texts. The response states that in the first passage <i>The Field book of Ponds and Stream</i> is noted as being educational because it <i>teaches people how to make sweep nets, plankton nets, glass bottomed and killing jars</i>; and for Passage II, the response states that <i>a boy slipped into the adult section ... and was overtaken with all the things he could learn by reading</i>.</p>
<b>Development</b>	<p>Is largely undeveloped, relying on only a few brief examples from Passage I and only one very brief reference to Passage II (<i>A boy slipped into the adult section of the library and was overtaken with all the things he could learn by reading</i>) to support the controlling idea.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, the focus on the educational experience of visiting a library. The response exhibits a rudimentary structure, but the shortness of the concluding paragraph diminishes coherence (<i>In conclusion these is the experence of visiting a library</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary, using language that is imprecise and inappropriate for the audience (<i>The girl is passage one did not only read the book and got infromation</i>). The frequency of sentence errors demonstrates little awareness of how to use sentences to achieve an effect. Two sentences in paragraph 2 are copied almost verbatim from the text.</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>liberary, infromation, sliped</i>) and punctuation (<i>infromation. She also learned</i>) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization and language use.</p>	

A memoir and a poem is about the experience of visiting libraries. And what they get an information or knowledged about their experience or life so these two passages show us that what the author think about the visiting about the libraries, what we can find there: which types of information do we need. What are we think about other things and what is our opinion about those things. In my essay I write about the Passage one about the author memoir and the passage two about a Poem that what the author think about the nature and what he want or his hope.

According to the Passage one the author describe his memory that when he was a child he had a library near his house but the children and adults session was almost empty everyday. but they gave him a card after a long period that he borrowed any book which he want. So one day he borrowed a book which name was 'The Field Book of Ponds and streams.' and its about the nature and he was shocked when he know about the author that was a man and he wrote in his book that the things <sup>how to</sup> attract the man. He was also shocked the the story have many different moods and story changed his place everywhere in the story.

This story about the Homewood people

that how they live, what they want, what they did and what they wanna do.

They enjoy their life because they have a little money and had a little free time.

According to the poem the author describe his teenaging thinking. that when you are young. you are free you don't have any tention but here he is talking about his visit to the library that what he was looking in the adult session and he saw the book in the order and he try to find the book which he want to read and enjoy that book. when he found the book about the nature. When he was reading that book. He was laughing and he saw that how the world we see and how the world chang. He also read the how the human made the things what are the effect on the human nature. So he carried the book and read it at home and he think that what he is going to do now.

According to these passages both writers said there story about the visting of the library and what they face there, what they want, what they saw, what they try to do and what they got knowledge about the human nature and nature of the world.

**Anchor Level 2-B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete ( <i>so these two passages show us that what the author think about the visiting about the libraries, what we can find there</i> ) and confused ( <i>he wrote in his book that the things how to attract the man</i> ) understanding of the texts. The response fails to establish a clear controlling idea.
<b>Development</b>	Is undeveloped and relies upon vague, repetitive, and irrelevant references to the texts ( <i>the author describe his memory that when he was a child he had a library near his house but the children and adults scession was almost empty everyday but they gave him a card after a long period that he borrowed any book which he want</i> ). The response does not include any discussion of literary elements from either text.
<b>Organization</b>	Exhibits a rudimentary structure consisting of an introduction, mention of Passage I, then Passage II, and a conclusion. The response lacks an appropriate focus, which makes comprehension difficult
<b>Language Use</b>	Uses language that is imprecise ( <i>What are we think about other things and what is our oponion about those things</i> ). Many sentences are incoherent ( <i>He also read the how the human made the things what are the effect on the human nature</i> ) and contain language that is unsuitable for the audience ( <i>they wanna do</i> ).
<b>Conventions</b>	Demonstrates emerging control. The response exhibits occasional errors of syntax and spelling ( <i>knowelged, oponion, diffrent, tenssion, chang, visting</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in language and somewhat stronger in conventions.	

you receive a great experience after visiting a library. There are great books there that you can read you may even be able to watch movies in Passage 1 they say that in the Homewood library they have two sections one for the adults and one for the children. They also have a big store that says free to the people. They give you a card to the adult section when you turn into an adult. They say that the room has marble floors. They have different sections for the books. For example they have a nonfiction section and a fiction section. They also have nice friendly librarians that you can sit down and talk with. They have books in there for example a book called the field book of ponds and streams that shows you that there is an existence of different ways of life. It also shows you that opportunities in life is very unequal. But going to the library shows you that not just you learn things from reading books but your whole community can learn things as well. In Passage 2 they also have two different sections one for the adults and one for the children. In there adult section they have tristesse books also know as sadness books. you receive alot of help from the librarians also. Well I am just say that you can learn alot from going to the library.

Anchor Level 2-C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Conveys a confused and incomplete understanding of the texts by referring mainly to the physical library as having two sections, a stone front, a card system, and <i>friendly librarians</i>. The response ignores the specific characters and ideas of each text. The analysis gives a vague controlling idea that visiting a library is <i>a great experience</i>. There is no analysis of content or ideas beyond a restatement of the first few lines of the poem.</p>
<b>Development</b>	<p>Is largely undeveloped. The response states the idea that visiting the library is a great experience and concludes that <i>you can learn alot from going to the library</i>. The references to the text are irrelevant and repetitive descriptions of what one can do, such as see movies and get help from the librarians, which are unjustified by the content.</p>
<b>Organization</b>	<p>Lacks an appropriate focus, but suggests some organization around the idea that libraries are good places. Much of the response is either personal, repeating descriptions of what a library has such as adult sections and <i>nice ... librarians</i>, or unspecific as in <i>they give you a card... when you turn into an adult</i>.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>It also shows you that opportunities in life is very unequal</i>) in reference to the <i>existence of different ways of life</i>. Sentences are simple, with most statements beginning with <i>they have</i>, <i>they give</i>, and <i>they say</i>. There is no attempt to vary structure or length. The colloquial <i>you</i> and run-on statements such as <i>they have books in there ... existence of different ways of life</i> indicate a lack of awareness of audience and purpose.</p>
<b>Conventions</b>	<p>Demonstrates emerging control with errors in spelling (<i>to</i> for “two”), commas (<i>to sections one for</i> and <i>books in there for example a book</i>), agreement (<i>opportunities in life is</i>), tense (<i>know</i> for “known”), underlining of the title, and paragraph divisions. These errors occasionally hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

Since the dawning of time, mankind has starved for knowledge. Knowledge holds the power of the world in its being. In order to gain infant knowledge, one must journey to the nearest public library. Enclosed in the enormous stone facade is the knowledge of many ~~of the~~ important scholars. With the creation of the public library, men and women of all ages can come and experience this vast knowledge. ~~There~~ ~~is~~ Here there questions will be answered.

Experiencing the library for the first time by a young child, ~~starts~~ with sections ranging from mathematics to the "Adults". A child's mind can be very ~~for~~ fulfilled.

Anchor Level 1-A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of understanding the first text with the idea that knowledge is gained in a library, but makes no connection of this idea to the details of the text. The mostly personal response shows no comprehension of the task.
<b>Development</b>	Is minimal, relying on a generalization concerning the quest for knowledge and the location of <i>the knowledge of many important scholars</i> in a library. Paragraph 2 contains a vague reference to the poem with unsupported inferences about <i>experiencing the library from mathematics to the "Adults."</i>
<b>Organization</b>	Suggests a focus on the place of libraries in the search for knowledge, but beyond this, the response exhibits no focus or organization.
<b>Language Use</b>	Uses language that is imprecise and unsuitable, with sentence fragments ( <i>with the creation of the public library and experiencing the library for the first time by a young child</i> ) affecting clarity.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in language use.	



The Passage that I have read was about how the homewood library was free to the people. The beginning of the passage was how evenings in the neighborhood people like men and women of homewood. Browsed in the library and their children. Then they go on about the vaulted rooms. By day every two ~~two~~ <sup>vaulted</sup> rooms, the adults and some children's sections were they will almost empty. After a trial ~~period~~ <sup>period</sup> they had to give some one a card to the adult section. There was an enormous silent room with marble floors. The ~~main section~~ <sup>beside the</sup> farthest wall, and under leaded windows set ten feet from the floor and it also says that no human can't being could see anything <sup>from</sup> them. Narrator said there mother was waiting in her coat chatting with the librarian or reading. The narrator a book called The Field Book of Ponds and Streams. The narrator said The Field Book of Ponds and Streams was a small, blue-bound book printed in fine type on thin paper.

Anchor Level 1-B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides minimal evidence of textual understanding. The response makes only a few vague references to <i>homewood Library</i> and does not allude to Passage II at all, precluding the possibility of any textual connections.
<b>Development</b>	Provides no evidence of development, relying mostly upon disjointed sentences ( <i>The beginning of the passage was how evenings in the neighborhood people like men and women of homewood</i> ) or statements that are copied or paraphrased from Passage I ( <i>it also says that no human can't being could see anything from them</i> ).
<b>Organization</b>	Shows no focus or organization. The first sentence makes a potentially relevant statement, but it is not built upon in the remainder of this brief response.
<b>Language Use</b>	Uses language that is sometimes incoherent and inappropriate ( <i>Browsed in the library and their children</i> and <i>The beside the farthest wall, and under leaded windows set ten feet from the floor</i> ).
<b>Conventions</b>	Is minimal. Assessment is unreliable because of copied and paraphrased sentences as well as the brevity of original writing.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

Libraries can be both exciting and scary at the same time. Ignorance can be revealed or knowledge can be gained. The author in the passage concerning the book *The Field Book of Ponds and Streams*, expresses how books can convey unequal opportunities. In the poem, a more positive regard toward the library is taken.

In the first selection, the author's experience of visiting a library is at first mysterious and educating. By the end of his passage his tone becomes that of hostility or disappointment. The writing is expressed through first-person point of view and therefore can be a reliable source.

A single book, *The Field Book of Ponds and Streams* by Ann Haven Morgan, brings the reader back to this anonymous, silent library. His enthusiasm is showed when he continuously questions the whereabouts of these ponds and streams. He fears asking Mr. Morgan because he doesn't want his ignorance on the subject to show. However, when the truth is revealed the author of this selection takes on a different perspective of his visit. The famous book by Ann Haven Morgan speaks of a life that is only a dream to some people. These people live in poverty, a place where there are neither streams nor ponds. The unfairness of this reality scares the reader, making his visit a colder one than the warmth he once felt.

The author of the poem is a curious 15-year-old whose thirst for knowledge is revealed throughout the selection. The mood of the poem is more happy and expresses more excitement than that of the first passage. However, it is also an account of first-person point of view and reflects the significance of a visit to the library.

As the teenager walks by each aisle, he/she can "smell wisdom" and touch the "harsh parchment of dreams." Excuses were made just to find out what was read to put an everlasting smile upon the librarians face. This suggests that the author strongly believes

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Part A— Practice Paper – A

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that books are the source of happiness. The adolescent's visit to the library has encouraged him or her to want to gain knowledge bit by bit and therefore signs out six books.

Both passages on visiting a library suggests the rewards that can be obtained through books. Libraries can bring knowledge and a new way of looking at the surrounding world. For those who are lucky enough to take a trip to the library, pleasure and happiness could be endless. The books are full of dreams as well as nightmares, but it is up to the reader how it is interpreted.

In both passage one and two, ~~there is a unified idea that is revealed~~ there is a unified idea that is revealed about the experience of visiting a library. This unified idea is when visiting a library the experience not only will make you feel part of a community of readers, but will allow you to obtain knowledge gained throughout all of history.

The feeling of being part of a community of readers when visiting a library is shown in both passage one and two. In passage one the narrator dwells upon the book, The Field Book of Birds and Streams. The narrator describes the book presents symbolizing the idea that the book was rarely used or studied. "It was here, in the cool darkness of the bottom shelf... " " ... a small, blue-board book printed in fine type on thin paper." After reading through the endless natural science<sup>and</sup> biology vocabulary the narrator felt that no one has read the book and she felt one with the author, "It would be good to write him and assure him that someone had found the book, in the dark near the marble floor at the Homewood Library." To her excitement, when checking out the book she realized that many people had checked the book out and read it multiple times. "My hearty author and I were not alone in the world, after all, with us, and sharing our enthusiasm for dragonfly larvae and single-celled plants,

were, apparently, many adults." In passage two, the narrator wants be part of and share the excitement and knowledge the librarian has. "Tell me what you've read that keeps that half smile of float above the collar of your impeccable blouse." When the librarian shares her excitement with the narrator, the narrator finds itself studying all types of subjects because the librarian finds enjoyment in them.

In passage one and two the idea of obtaining knowledge <sup>and ideas</sup> gained throughout all of history is shown. In passage two the ironic idea that subjects from two different eras can be just as interesting as the other. "I could follow, step-by-step, the slow disclosure of a pineapple Sell-O mad - or take the path of Harold's purple crayon through the bedroom window and onto a lavender spill of stars." Also in one sitting one can learn of the Hidden Art of tribes across the world, without taking one step out of your town. In passage one the author uses figurative language to display the idea that there are endless natural science and biology terms that describe every possible thing that one can imagine. "one carried in a "ruck-sack", half a dozen corked test tubes, a smattering of screwtop baby-food jars, ... on artillery of cheese cloth nets."

through irony, figurative language, and symbolism the authors of passages one and two showed the unified idea that when visiting a library the experience not only will make you feel part of a community, but obtain knowledge learned throughout history.

In passage I and in passage II the authors try to tell us that if a person goes to a library and gets a book they might learn something, and also might open their minds up to new and better experiences or also to different books. Passage I tells about a young child who checks out the book The Field Book of Ponds and Streams and learns to appreciate nature and learns about different elements in nature. In passage II the fourteen year old boy goes to the library to try to read everything and learn everything that he could learn.

In passage I the young child learned every kind of surprising thing he could from the library. It was "Free To the People." When the neighborhood men and women went to the library they brought their children. There was two main rooms, the adults' and the childrens sections. The Homewood librarians gave the child an adult section card. The adult section was a huge silent room with cold marble floors. The boy's mother waited in her camel's-hair coat chatting with the librarians or reading. The author uses a literation to show the reader that the child is accompanied with his mother. The child went to the "NATURAL HISTORY" section where he found The Field Book of Ponds and Streams. It was a small, blue, five printed book. In it, it explained how to make nets, buckets, and killing jars. Also showed how to put on slides, label insects and how to set up an aquarium. It also listed different insects, daphniae, planaria, water pennies, stone fly larvae, dragon fly nymphs, salamanders, snakes, turtles and tadpoles.

Ann Haven wrote the book but the child never knew a man had written it due to it letting him show his freedom and authority. The child wanted to write to him and tell him he read his books. In the letter the boy would ask him where he could find a pond or a stream near his town. The child wanted to know many things but did not send the letter, he was afraid he would insult the author. When the child checked out the books he found out he was not the only one who has read this book. He felt like he was not alone after all. He wanted to find out who these people were. He wanted to contact them and cheer them up. But he knew they had found Slim Pickings in Pittsburgh. For now the "marble floor was beginning to chill me, It was not fair."

In passage II the 14 year old boy goes to the library to read magazines, he slips into the adult section to see how much he could find. There was a lot to discover. He wanted to know about "how to lay out a road, the language of flowers, and the place of women in the tribe of Moast." He wanted to find out about different types of books and read them all. He wanted help from the librarian about "bareback rodeo or binary codes, phonics, Gestalt theory and Dutch Renaissance paintings. But it was all an excuse just to find out what she reads to keep that smile on her face. The child read Gone with The Wind, and haiku." He also studied rhapsody of dates, cubist art and other arts. He checked out everything till his plastic card could not hold anymore. On a wall the child



Part A— Practice Paper – C

Saw on his way home some one wrote "I can eat an Elephant if I take small bites." The kid said that's what he is going to do. Read everything he can.

In passage I and in passage II the authors tell us if we go to a library and check out a book we could learn a lot of new things we could be open minded to new ideas, food, cultures and different books. The authors tell us this by showing experiences from others.

The library is a very powerful place. It contains so much knowledge and wisdom, but this can have both positive and negative aspects. The knowledge one gains in the library can either enhance that person's being or it can be overwhelming and upsetting. For the author of passage I, the knowledge in the library was not a good thing, but for the author of Passage II, it was.

The author of Passage I went to The Homewood Library. The author became enamored with one book in particular, titled The Field Book of Ponds and Streams. It was nonfiction and was based on the experiences of Ann Haven Morgan, the author of the book. At first, the author of the passage felt as if he was one of the few who had enjoyed this book. However, it was obviously that this was not the case when the author went to check out the book. Many people had read it. The author realized that many people had experienced the enthusiasm, freedom, and hope that the book had to offer. However, these experiences for all the readers of the book, who lived in Pittsburgh's Homewood section, were not real. Only in their imaginations. They were poor and would never experience what the world in The Field Book of Ponds and Streams had to offer. The knowledge they had gained had a negative aspect on their lives. It only let them experience things second hand that they knew they would never experience first-hand.

For the author of Passage II, the knowledge that the library had to offer brought joy to his or her life. Everything he or she needed to know was in the library and it offered much variety. The author was

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**Part A— Practice Paper – D**

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able to study simple things and obscure things. For example, the author says, "I could follow, step-by-step, the slow disclosure of pineapple Telford mold— or take the path of Harold's purple crayon through the bedroom window and onto a lavender spill of stairs." (Lines 11-15) The author couldn't get enough. He or she read a huge variety of things, from Gone with the Wind to little haikus. Constantly studying, the author took out as many books as he or she could. At the end of the passage, the author realized that all that was needed to acquire all the knowledge that the library had to offer, was patience.

Knowledge can be either a beneficial or hurtful thing. Knowledge is usually passed down through the generations in books, found in libraries. This knowledge and second hand experience can upset someone or enhance their lives. For the author of the first passage, it was hurtful to learn about many wonderful things in books and at the same time realize that he or she and the people living in the area don't have the resources to enjoy what is offered in books. However for some, such as the author of the second passage, the knowledge in books can set one free. They can learn about all sorts of things and therefore be better people who can free themselves through books. On the other hand, the author of the first passage feels that although the library says, "FREE TO THE PEOPLE" (Lines 3+4), the experiences that come in the books are so far off, causing the reader to feel the opposite of freedom.

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Libraries are simply underrated. They don't get the recognition they deserve. Many students and adults use the library to gain knowledge but they always seem to take advantage and never indulge in its natural beauty: knowledge!

In passage one the author describes the mysteriousness of the book on the dark bottom shelf. The mysteriousness brings her to ponder on the topic of the book. The way the author describes the set up technique of the library brings the reader to think that the library is a place to be explored. That it's just waiting for someone to find its hidden treasures.

The passage explains how the book The Field Book of Ponds and Streams led her to think about how one book could effect a community. It explains how the book could be passed down and educate different types of people. But yet this thought brought a form of sadness. As the passage ends it describes how certain people in Hometown due to their financial situations cannot become as knowledgeable like others can.

Passage one shows the many advantages about how the library is free to use for everyone. But it also brings out its harsh reality about our abandonment ignorance to use it to its full ability.

Passage two clearly states that the library is full of many helpful resources for anyone willing and brave enough to conquer it. It brings difficult things to an easier level and shows how the library can bring your imagination out full swing. Passage two describes the librarian as being very smart and full of knowledge that the 15 year old is so very curious about.

Passage two gives someone the confidence to conquer the libraries hidden treasures. "I can eat an elephant if I take small bites" gives the readers a new hope to attack the resources the library has to offer. You can do it if you just face yourself.

**Practice Paper A-Score Level 5**

*Conclusion:* Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in organization.

**Practice Paper B-Score Level 4**

*Conclusion:* Overall, the response best fits the criteria for Level 4.

**Practice Paper C-Score Level 3**

*Conclusion:* Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.

**Practice Paper D-Score Level 4**

*Conclusion:* Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning.

**Practice Paper E-Score Level 2**

*Conclusion:* Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language and conventions.

SESSION TWO – PART B – SCORING RUBRIC  
READING AND WRITING FOR CRITICAL ANALYSIS

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p><b>Meaning:</b> the extent to which the response exhibits sound understanding, and interpretation, and analysis of the task and text(s)</p> <p><b>Development:</b> the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p><b>Organization:</b> the extent to which the response exhibits direction, shape, and coherence</p> <p><b>Language Use:</b> the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p> <p><b>Conventions:</b> the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis</p> <p>-use the criteria to make a clear and reasoned analysis of the chosen texts</p> <p>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts</p> <p>-maintain the focus established by the critical lens</p> <p>-exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</p> <p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</p> <p>-vary structure and length of sentences to enhance meaning</p> <p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis</p> <p>-use the criteria to make a clear and reasoned analysis of the chosen texts</p> <p>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</p> <p>-maintain the focus established by the critical lens</p> <p>-exhibit a logical sequence of ideas through use of appropriate devices and transitions</p> <p>-use language that is fluent and original, with evident awareness of audience and purpose</p> <p>-vary structure and length of sentences to control rhythm and pacing</p> <p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis</p> <p>-make implicit connections between criteria and the chosen texts</p> <p>-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts</p> <p>-maintain a clear and appropriate focus</p> <p>-exhibit a logical sequence of ideas but may lack internal consistency</p> <p>-use appropriate language, with some awareness of audience and purpose</p> <p>-occasionally make effective use of sentence structure or length</p> <p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis</p> <p>-make superficial connections between the criteria and the chosen texts</p> <p>-develop ideas briefly, using some evidence from the text</p> <p>-may rely primarily on plot summary</p> <p>-establish, but fail to maintain, an appropriate focus</p> <p>-exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</p> <p>-rely on basic vocabulary, with little awareness of audience or purpose</p> <p>-exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p> <p>-demonstrate emerging control, exhibiting occasional errors that hinder comprehension</p>	<p>-provide a confused or incomplete interpretation of the "critical lens"</p> <p>-may allude to the "critical lens" but do not use it to analyze the chosen texts</p> <p>-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified</p> <p>-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</p> <p>-use language that is imprecise or unsuitable for the audience or purpose</p> <p>-reveal little awareness of how to use sentences to achieve an effect</p> <p>-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>-do not refer to the "critical lens"</p> <p>-reflect minimal or no analysis of the chosen texts</p> <p>-are minimal, with no evidence of development</p> <p>-show no focus or organization</p> <p>-are minimal</p> <p>-use language that is incoherent or inappropriate</p> <p>-are minimal, making assessment of conventions unreliable</p> <p>-may be illegible or not recognizable as English</p>

- if the student addresses only one text, the response can be scored no higher than a 3.
- if the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

An essence is that which remains after distillation. Authors of literature may distill historical periods in order to impart the essence of an era, thereby aiding historians. Truly great authors will end the distillation process early enough to leave readers with the residue of real life which allows readers to believe. Two such authors are T. H. White and Charles Dickens.

In The Once and Future King, White reveals the essence of the age of chivalry, an age when political philosophy evolved from "might makes right" to "the rule of law." The author's task would have been easy had each character been one-dimensionally beneficent or malevolent; but White creates characters bedeviled by weaknesses which tarnish their essential goodness.

Lancelot is such a character, a prototypical knight, pure, brave, and noble. He is obedient to his king, and perpetually triumphant in battle. Lancelot's flaw is his affection for Guinevere, wife of Arthur. Guinevere, likewise, is the quintessential lady of the period. She is a modest, loving wife whose flaw is her love for Lancelot. Arthur is a ruler who loves both Guinevere and Lancelot. His belief in the "rule of law" proves the undoing of all three. The evil Mordred informs Arthur of the relationship between Guinevere and Lancelot, setting in motion the "rule of law." The essence, then, of the age of chivalry is one of noble goodness, tempered with human frailty.



Likewise, Charles Dickens, drawing on his life experiences, exposes the underside of the French Revolution in *A Tale of Two Cities*. Here again a society tries to formulate a code that will punish <sup>the</sup> evil and exonerate the good. Dickens' characters, primarily good, are entrapped by their very goodness.

Charles Darnay is so noble that he rejects his country, France, which is steeped in aristocratic excess. He leaves behind a caretaker to administer an inherited estate. His noble concern for those threatened in revolutionary France lures him back, only to find that he is to be tried as an emigre and aristocrat.

Lucy Manette is also a good character. She loves her father whom she has rescued from prison, both mental and physical. She is generous, kind, and loving wife. Her love for her husband, Charles, lures her back to France where Charles has been imprisoned, and into the danger inherent in her marriage to an aristocrat.

Probably Dickens' most nefarious character is the one who appears most ignoble, Sydney Carton. We meet him as a slovenly lawyer. Dickens develops Sydney's love for Lucy as his only redeeming characteristic, a characteristic which ~~leads~~ lures him to France and to the Bastille where he takes the place of Charles, assuring Lucy's happiness. \*

In both *The Once and Future King* and *The Tale of Two Cities*, talented authors have revealed

**Anchor Paper – Part B—Level 6 – A**

*the essences of two ages and, in both cases, created believable characters through the addition of universal human frailties.*

*\* The essence of the French Revolution is the creation of law that punished the good as readily as the evil.*

**Anchor Level 6-A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation faithful to the complexity of the critical lens, clearly establishing the criteria for analysis (<i>Authors of lasting literature may distill historical periods in order to impart the essence of an era</i>). The response perceptively analyzes how authors create noble but flawed characters whose believable actions impart the essence of the age in T. H. White’s <i>The Once and Future King</i> and Charles Dickens’ <i>A Tale of Two Cities</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and fully by characterizing the philosophies that typify the age of chivalry (“<i>might makes right</i>” to the “<i>rule of law</i>”) and the French Revolution (<i>punish the evil and exonerate the good</i>). The response uses a wide range of specific evidence to show how the characters’ actions make them, as well as their ages, more believable (<i>His [Arthur’s] belief in the “rule of law” proves the undoing of all three</i> and <i>Charles Darnay is so noble that he rejects his country, France, which is steeped in aristocratic excess</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on literature’s ability to impart the essence of an age through believable characterization. The response exhibits a logical and coherent structure, beginning each text discussion with a generalization about the political philosophy of each age, and then illustrating how characters in each work are influenced by the time period. Appropriate transitions (<i>such a character; The essence, then; Likewise; Here again; also</i>) further unify the response.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise (<i>An essence is that which remains after distillation</i>) and engaging (<i>Probably Dickens’ noblest character is the one who appears most ignoble</i>). The response maintains a notable sense of voice and awareness of audience and purpose (<i>to leave readers with the residue of real life which allows readers to believe</i>). The varied structures and lengths of sentences enhance meaning.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, with two essentially minor errors (<i>exonerate</i> and <i>Mannette</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Through literature, readers can travel in time to gain insight. The enduring images of the written word enable readers to appreciate what is unique or universal about a particular setting. Both Ursula Hegi's Stories From the River and Harper Lee's To Kill a Mockingbird skillfully create the specific "essences" of their eras.

Hegi's World War II Bergdorf, Germany, setting of Stories From the River, is a place struggling with internal disruption. Likewise, Trudi Montag, the protagonist, is fraught with internal struggle. Born a dwarf, Trudi longs to be "normal," so much so that she undertakes ill-advised, almost comic modalities in attempts to alter her appearance: hanging from doorways to lengthen her limbs and binding her head to keep it small.

Though unable to alter herself, Trudi is effective in altering the outcomes for Jewish residents of Bergdorf, some of whom are former classmates. By hiding these Jewish people and then helping them to escape, Trudi loses contact with them. <sup>disrupts</sup> Little Konrad, who stayed hidden with his mother, takes away Trudi's <sup>own</sup> dream of motherhood when he is able to escape.

Trudi is also able to alter her friend Georg's appearance by cutting his hair in order to make him acceptable to other boys, even though she knows this will result in her losing him as a companion.

Trudi herself was detained by the Nazis because a remark she made was misinterpreted as a complaint against Hitler.

Hegi's town of Bergdorf felt the internal struggles of religion and political ideology clashing at the expense of the citizens.

Similarly, Lee's Maycomb, Alabama, in the 1930's is a community engaged in an internal struggle. Scout Finch, narrator of Lee's story, possesses a strong moral sense gleaned from her lawyer-father's teaching and example. This young girl struggles to make sense of the essential contradictions evident in the society around her. There are "good" Christian ladies who can sympathize with the less fortunate of other countries but would believe the immoral Bob Ewell before accepting the innocence of hard-working but Black Tom Robinson. Here in this same town, Arthur (Boo) Radley engages in acts of kindness and heroism to save Scout and her brother Jem from the murderous Bob Ewell, but Radley remains ostracized by the society. The ultimate incongruity of To Kill a Mockingbird is the conviction and eventual killing of Tom Robinson after the presentation of evidence that should have ruled him innocent.

Within the town of Maycomb, there are struggles among social classes. While the racism is the most evident, there are also many references to the different economic groups - the town's "finer families" as defined by Aunt Alexandra, the hardworking farmers, the people like the Ewells, the "town children" and "farm children," the people who dislike members of other racial groups, the religious and nonreligious people of the town. Lee's novel presents the same kinds of clashes, political and ideological, as Hegi's.

Both Ursula Hegi and Harper Lee impart the essence of communities in internal struggle. In

**Anchor Paper – Part B—Level 6 – B**

*each case, the protagonists participate in and enhance our understanding of the essence of these ages.*

**Anchor Level 6-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b></p> <p>Provides an interpretation that is faithful to the complexity of the statement, clearly establishing the criteria for analysis: <i>The enduring images of the written word enable readers to appreciate what is unique or universal about a particular setting.</i> The response uses this interpretation to insightfully analyze the effects unique settings have on characters in <i>Stones from the River</i> and <i>To Kill a Mockingbird</i>, thereby capturing the essence of each era.</p>
<b>Development</b>	<p>Develops ideas clearly and fully. The response draws on specific and relevant details from both texts to illustrate how the unique WWII setting of Bergdorf, Germany, influences the actions of Trudi (<i>Though unable to alter herself, Trudi is effective in altering the outcomes for Jewish residents of Bergdorf</i>) and how the universal setting of Maycomb, Alabama, in the 1930s, influences Scout (<i>This young girl struggles to make sense of the essential contradictions evident in the society around her</i>).</p>
<b>Organization</b>	<p>Maintains the focus on the relationship between setting and character, and on illustrating two locations <i>struggling with internal disruption</i>. The response exhibits a logical and coherent structure; each text discussion presents political and ideological clashes and examples of specific characters' responses to these struggles. Appropriate transitions (<i>For example, also, even though, Similarly, Both</i>) help maintain the response's coherence.</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>she undertakes ill-advised, almost comic modalities and Scout Finch ... possesses a strong moral sense gleaned from her lawyer-father</i>). The response maintains an awareness of audience and purpose, and varies structure and length of sentences to enhance meaning.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially one spelling error (<i>Bergdorf</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

The greatest way to capture an age or era is through writing, for words are one of the few things in the world that can immortalize time, actions, and thoughts. As Peter Brodie correctly stated, "What lasts is what is written. We look to literature to find the essence of an age."

Two <sup>such</sup> novels that captured an important time period in American history are Great Gatsby, by F. Scott Fitzgerald, and The Grapes of Wrath, by John Steinbeck. Both parallel each other perfectly: one is the cause of a major event (the Great Depression), while the other is the result.

As is with everything in this world, everything has a cause and an effect. ~~The~~ Great Gatsby <sup>depicts</sup> an age of corruption and emptiness, as Nick Carraway, the middle-class narrator living on the tawdry West Egg, becomes disillusioned with the American dream. Fitzgerald describes the notorious Roaring Twenties, a time of lost morals, social changes, and easy money (usually obtained by illegal means). As Nick becomes better acquainted with his wealthy friends (Jay Gatsby, his neighbor, and Tom and Daisy Buchanan, and Jordan Baker), he realizes that the American dream is worth no more than the desolate Valley of Ashes lying between New York City and the glittering West Egg. The age was perfectly captured in this novel, with Tom and Daisy symbolizing immorality (both cheated on each other), Jordan Baker, the famous golfer, symbolizing hypocrisy and self-centeredness (she cheated in golf tournaments), and Gatsby himself symbolizing the downfall of the American dream (he didn't reach his ultimate dream — Daisy's love — despite his newly <sup>yet</sup> ~~and~~ illegally gained wealth).

Steinbeck's Grapes of Wrath reveals the deplorable outcome of the greed and corruption portrayed in the Great Gatsby. The Grapes of Wrath follows the journey of the Joad family from the dusty Oklahoma to the ripe California in the 1930s (right in the midst of the Great Depression). The words of Steinbeck's novel

not only describe the age, but make one feel the age. The hunger and anger of the Joads is experienced, as well as the rest of the migrant families. Luscious fruits are burned in pits in front of the eyes of starving children, and families are forced to work for extremely low wages and live in horrible conditions.

As The Great Gatsby showed the emptiness and corruption of the American dream, The Grapes of Wrath kept hinting what would result from the corruption: mass rebellion by the workers. Although there never was a nation-scale rebellion in the 1930's, the government did take more control (under Franklin D. Roosevelt's New Deal). Many poor farmers in the West did take the positions of Tom Joad and Jim Casey, by speaking up about their situations, and participating in government camps (although, as the novel suggested, no utopian camps or socialistic/communist governments resulted).

The best way to capture the emotional, as well as historical, aspects of an age is indeed through literature. Reading is the perfect way for someone to experience the past, ~~as well as the~~ ~~for the writer to capture time and history~~. Writing, its creating force, is therefore the perfect way <sup>for someone</sup> to capture time and history onto pages into a novel. As Peter Brodie suggested, words last forever, and can immortalize the mortal.

**Anchor Level 5-A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b></p> <p>Provides a thoughtful interpretation of the critical lens (<i>The greatest way to capture an age or era is through writing, for words ... can immortalize time, actions and thoughts</i>) that clearly establishes criteria for analysis. The response uses the criteria to make a clear and reasoned analysis of how <i>The Great Gatsby</i> and <i>The Grapes of Wrath</i> present <i>an important time period in American history</i>, asserting that one novel explores causes of the Great Depression, <i>while the other is the result</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, establishing the setting for each novel (<i>the notorious Roaring Twenties, a time of lost morals, social changes, and easy money and the journey of the Joad family from the dusty Oklahoma to the ripe California</i>). The response uses relevant and specific evidence (<i>The age was perfectly captured in this novel, with Tom and Daisy symbolizing immorality (both cheated on each other) and Luscious fruits are burned in pits in front of the eyes of starving children</i>) to illustrate the idea that these two novels complement each other in describing “the essence” of the '20s and '30s.</p>
<b>Organization</b>	<p>Maintains the focus on the Roaring Twenties as <i>an age of corruption and emptiness</i> which leads to its <i>deplorable outcome</i>, the Great Depression. The response exhibits a logical sequence of ideas by presenting examples in each paragraph to support the importance of literature in <i>captur[ing] the emotional, as well as historical, aspects of an age</i>.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>he didn't reach his ultimate dream—Daisy's love—despite his newly yet illegally gained wealth</i>) with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing; a number of parenthetical insertions are used to add information.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, with one spelling error (<i>hypocrisy</i>). The response demonstrates correct use of commas in appositives and compound sentences and correct use of punctuation throughout the essay.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p>	



Human history is preserved by written documents. Literature often characterizes historical times through characters and setting. Scott Fitzgerald's The Great Gatsby and Alice Walker's The Color Purple both define certain eras. Fitzgerald describes the lavish lifestyle of the rich during the 1920's; Walker illustrates the struggle of poor Southern blacks during the same era. The "essence of an age" can be found in both works.

The Great Gatsby is narrated by Nick Carraway, a mid-westerner who has moved east to find fame & fortune in New York City. Using Nick, an outsider as narrator, to tell about the lavish world of the wealthy, is effective because he views this world for the reader. He finds greed and immorality beneath the lavish exterior of the rich and finds himself tempted toward careless indulgences by maintaining a relationship with a woman he knows to be dishonest. He is also tempted to overlook his cousin's & her husband's affairs. However, by the end of the novel, Nick's decision to return to the mid west signals his refusal to be corrupted. Through his eyes, the reader views the era of the 1920's as a decade of deceit and immorality.

The Color Purple defines the 1920's, but for black Southerners. The setting is the deep south of that time. Though lower socially than white society, blacks were divided into two groups. The general majority were deeply religious, while the second

group consisted of careless party goers. The character Shug represents the smaller group. She is assertive at a time when women had little voice in society. Shug also drinks and maintains relationships with several men, although she does not depend on men for financial support. She earns money as a singer. While her careless happiness was looked on as an exception in the South, she was simply imitating the general trend in Northern behavior. Thus, the novel characterizes the traditional role of black women in the South by contrasting Shug's behavior to the "norm."

According to Peter Brodie, literature immortalizes "the essence of an age." However, societal + geographic differences must be taken into account when regarding an era in its totality. Although the character Shug shares a similar lifestyle to that of wealthy Northerners described in the Great Gatsby, the Color Purple describes a completely different society. Sectional differences between the North and South have separated the two areas both socially and economically. However, both novels have captured "the essence of an age," the 1920's, despite these differences.

**Anchor Level 5-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides a thoughtful interpretation of the critical lens (<i>Human history is preserved by written documents. Literature often characterizes historical times through characters and &amp; setting</i>) that clearly establishes the criteria for analysis. The response uses the criteria to discuss the <i>lavish world of the wealthy</i> in <i>The Great Gatsby</i> and the <i>deep South</i> in <i>The Color Purple</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently. The response uses specific evidence to create a relevant discussion of setting and characters whose experiences captured “<i>the essence of an age,</i>” using Nick ... to view <i>the era of the 1920’s as a decade of deceit and immorality</i> in the North, and using <i>Shug</i> [to represent] <i>the smaller group, which consisted of careless party goers,</i> in the South.</p>
<b>Organization</b>	<p>Maintains a focus on the essence of the 1920s as revealed <i>through characters and &amp; setting</i>. The response exhibits a logical sequence of ideas, with an introduction, two body paragraphs, each dealing with one work, and a conclusion that restates the critical lens. Internal transitions (<i>However, although, Thus</i>) are effective and appropriate.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>he [Nick] views this world for the reader</i> and <i>both novels have captured “the essence of an age”</i>), despite occasional uses of the ampersand. The response varies structure and length of sentences to control rhythm and pacing.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with only occasional errors in capitalization (<i>though</i> and <i>east</i>), punctuation (<i>Nick, an outsider as</i>) and editing (<i>and &amp; and mid west</i>) when using sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

As time passes, readers turn to literature to gain insight into "the essence of an age." Literature allows us to discover the real thoughts and attitudes of people as they live through the crises of their times.

For example, in *The Crucible*, Arthur Miller shows the reader a terrible piece of history, the Salem Witch trials. The author's use of setting and characterization gives the reader insight into the attitudes & beliefs of the people. During the trials, Puritan church leaders and government officials believed they were living in an ungodly time during which any citizen could be accused of witchcraft.

The resulting hysteria that manifested itself in the society as a result of that belief is clearly shown when courageous, honest characters such as John Proctor and Rebecca Nurse are unjustly executed. Miller furthers his point by showing how people like Abigail Williams, who is obviously dishonest, becomes entrusted by the "righteous" church leaders.

Abigail, who lied, committed adultery, and condemned others to death, becomes a symbol of the hypocrisy that permeated Puritan society, capturing the essence of the age.

The essence of another age has been preserved in *The Grapes of Wrath*

by John Steinbeck. In this novel, the reader is taken on a trip with the Joad family, who have lost their farm during the Great Depression. As the reader travels with them as they migrate west to look for work, he/she gains insight into the <sup>suffering</sup> of the time period through the setting and characters Steinbeck creates. The Joads meet many <sup>over</sup>homeless, unemployed people struggling to survive the effects of the Dust Bowl & the Depression.

Often they are persecuted on the road by labor contractors and in migrant camps by policemen. Steinbeck showed how these characters reacted to such adverse conditions, learning to overcome tragedy while finding compassion for others. Ma Joad, for example shows true strength through her fighting-strong will that her family needed to survive. Ma leads her family to press on despite the deaths of grandma & grandpa along the road.

In conclusion, the essence of an age can be best captured through literature. This is due to the ability of the author to give the reader a glimpse into the life and times of people of the time. This point is displayed through the analysis of both The Grapes of Wrath and The Crucible.

**Anchor Level 5-C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens (<i>Literature allows us to discover the real thoughts and attitudes of people as they live through the crises of their times</i>) that clearly establishes the criteria for analysis. The response uses the witchcraft hysteria in <i>The Crucible</i> and the suffering of the time period in <i>The Grapes of Wrath</i> as these crises.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, referring to <i>setting and characterization</i> throughout both texts. The response makes reference to <i>Puritan church leaders</i> [who] <i>believed they were living in an ungodly time</i> (<i>The Crucible</i>) and to <i>characters</i> [who] <i>reacted to such adverse conditions, learning to overcome tragedy while finding compassion for others</i> (<i>The Grapes of Wrath</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens. The response exhibits a logical sequence of ideas; each of the two body paragraphs proceeds from a generalization about the time period to specific examples (<i>Abigail Williams, who is obviously dishonest</i> and <i>Ma [Joad] leads her family to press on</i>). Transitions (<i>For example, The resulting hysteria, The essence of another age, In conclusion</i>) and a return to the critical lens in the conclusion further unify the response.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>Arthur Miller shows the reader and the reader is taken on a trip</i>). The response varies simple and complex sentences that control rhythm and pacing; the use of the ampersand and the misuse of <i>entrusted</i> weaken the formal style.</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional spelling errors (<i>Jood</i> and <i>rood</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

"What lasts is what is written. We look to literature to find the essence of an age." This agreeable quotation was stated by Peter Brodie. It means that in order for one to understand or experience a specific period of time in history, he or she should look towards literature to obtain more knowledge of that respective period because anything that is written and kept well, lasts a long time and may be used as a reference. Two works of literature that support this statement as interrelated are Stones From the River, by Ursula Kugi and Middle Passage, by Charles Johnson.

Set during World War II, Stones From the River by Ursula Kugi, provides the reader if read, with an in depth look at how both Germans and Jews were treated during the course of the war. The main character Frieda Montag, a dwarf, "Jewry", was a German. The German people of her town were forced to support the Nazis under the rule of Adolph Hitler. Anyone who spoke against the Nazis were either placed in confinement or killed. Any person who was a Jew was required to wear a bright yellow star. Moreover, all Jewish store owners' businesses or shops were shut down. Most Jews fled from Germany. However those that remained in Germany suffered or were ridiculed. Frieda Montag and her father helped Jewish people escape by

allowing them to stay in their gay library. Later they created an underground hideout between their home and neighbor's home so that when Nazis inspected the vicinity, the Jewish people had a safe place to hide safely. Because of their work of literature, one can look towards this book to

under the events that took place in Germany during World War II and understand the theme that although rules are set, one can break them for what is right and just.

Middle Passage, by Charles Johnson, takes the reader on a journey aboard the slave ship, Republic. It was set during the early 1800s and through the main character Petherbone Calhoun, the reader experiences the horror slaves had to go through. On the Republic, Petherbone watched the Almuseri, an African tribe, be packed like sardines on the lower deck of the ship. The slaves were chained together and freedom of movement was limited. Little or no food was given to them and those who wanted to fight back or resisted, were whipped. The slaves also caught harmful diseases that were communicable and spread across the ship and even worse, the Almuseri had no restroom. Only a few members of this tribe survived this harsh trip after they successfully revolted against the crew. Middle Passage provided



a lucid ~~inform~~ picture of slavery and what it encompassed. It can definitely be used as a resource on this subject.

Literature can be used as a source to understand the essence of various ages.

One can read and use them because they <sup>were</sup> written and available. Stones From the River and Middle Passage are excellent examples of how readers who weren't born during a specific time period can learn about it and see its significance or influence in history.

Anchor Level 4-A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, stating that literature provides knowledge of specific time periods <i>because anything that is written and kept well, lasts a long time and may be used as a reference</i>. The response makes specific connections between the criteria and the chosen texts, <i>Stones From the River</i>, by Ursula Hegi, and <i>Middle Passage</i>, by Charles Johnson.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response states that Hegi's book gives an <i>in depth look at how both Germans and Jews were treated</i>; most of the discussion gives relevant information about the hardships of the Jews, and less information about the Germans. Discussion of Johnson's book focuses on conditions aboard a slave ship, and only mentions that the slaves <i>successfully revolted against the crew</i>. Theme is mentioned in the discussion of <i>Stones From the River</i>, and setting and characterization in <i>Middle Passage</i>.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on using literature to understand <i>the events that took place</i> and to serve as a resource on this subject. The response exhibits a logical sequence of ideas, starting each text discussion with a topic sentence followed by specific examples, and concluding with a connection to the critical lens. The conclusion reiterates that <i>readers who weren't born during a specific time period can learn about it and see its significance or influence in history</i>.</p>
<b>Language Use</b>	<p>Uses appropriate language with some awareness of audience and purpose (<i>provides the reader and takes the reader on a journey</i>). The response varies structure and length of sentences to control rhythm and pacing (Paragraph 3).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in grammar and usage (<i>agreeable quotation, in depth, Anyone ... were either placed, Nazi's</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in language.</p>	

In two works of literature, I have found Peter Brodie's statement "What lasts is what is written. We look to literature to find the essence of an age," to be true.

In The Scarlet Letter by Nathaniel Hawthorne which takes place in a Massachusetts colony during the colonial period, the essence of the age can be found. By looking at how the characters act in the town, you can form a thought of what life was like at that time. The essence of this age can be found in how the people follow the rules of the church. This is shown by their punishment for Hester Prynne. For committing adultery, she received a lifetime of punishment both mentally and physically. Also, when we look at this piece of literature we can see how everyone during that time thought. Almost everyone in the town shared the same thoughts of what is right or wrong. The people during this time were unified by their religious beliefs. This piece of literature is one that we can all look to in order to find the essence of the age.

In John Steinbeck's The Pearl which takes place in the Baja region of Mexico during the early 20<sup>th</sup> century, we can also find the essence of the age. The use of racism by the doctor shows us the typical thought during this time period. It shows us how certain people felt and how they would treat others. The author also showed us the love that Kino and his family shared. This shows us how family was valued during this age too. Through his descriptive writing, Steinbeck shows us the feelings, thoughts, and actions of this age. This piece of literature allows us to look back and find the essence of the age.

I agree with Peter Brodie's statement, I believe that in many cases we can look to literature to find the essence of the age. In the two works which I have written about, the authors captured, and showed us the essence of the age.

**Anchor Level 4-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides a reasonable interpretation of the critical lens, asserting that <i>the essence of the age can be found</i> when the reader <i>can form a thought of what life was like at that time</i>. The response makes implicit connections between the characters' actions and how those actions reveal the time periods in <i>The Scarlet Letter</i> and <i>The Pearl</i>.</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific references to how strict adherence to <i>religious beliefs</i> affected Hester in <i>The Scarlet Letter</i>; however, generalizations about <i>racism</i> and <i>the love that Kino and his family shared</i> in <i>The Pearl</i> are largely undeveloped. Setting and characterization are referred to in the Hawthorne discussion, and theme and characterization are part of the Steinbeck discussion.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on adherence to a moral code in <i>a Massachussettes colony</i>, and a less clear focus on interpersonal relations in <i>mexico during the early 20th century</i>. The response exhibits a logical sequence of ideas from the truth of the critical lens through adherence to <i>rules of the Church</i> in <i>The Scarlet Letter</i> and <i>racism and family relations</i> in <i>The Pearl</i>. Although the phrase <i>the author also showed</i> provides a smooth transition within paragraph 3, transitions between paragraphs are lacking. A brief conclusion reasserts belief in the truth of the critical lens.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>when we look at this piece of literature</i> and <i>This shows us how family was valued</i>). The response occasionally makes effective use of sentence structure or length, despite occasional use of passive constructions (<i>can be found</i> and <i>were unified</i>) and frequent shifts in point of view (<i>I have found, you can form, we can see</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting errors in spelling (<i>Hawthorn, Massachussettes, adultery, recieved, Stienbecks</i>) and punctuation (<i>In The Scarlet Letter by Nathaniel Hawthorn which takes place and I agree with Peter Brodie's statement, I believe that</i>) which do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

"What lasts is what is written. We look to literature to find the essence of an age." Author's words are frozen in time, an expression of one's internal dynamics which are inevitably effected by the status of his or her environment. Novels are an author's exploration through society, whether it be an imagined adventure or a real one the author is forced to relate the story to his or her society, although some themes of the book may be universal the style and setting of the novel will always express the "essence of an age".

The Grapes of Wrath by John Steinbeck could not have been written before the depression had taken place. The themes of love and family are universal, but the lack of jobs, periods of inflation, the uselessness of farmers capture the the time period it was written in. Steinbeck brings the reader into the world of the American Farmer's in the 1930's through their point of view on the world, through their despare and the poverty they were forced to live through.

Pat Frank's Alas Babylon is another novel that captures the ideals and fears of a specific time period. The book explores the fear of a nuclear attack and the effects it could have. Frank wrote the novel at a time when there was a great risk of nuclear attack, the threat was a constant fear that Frank brought into reality in his novel. Frank used symbolism such as Armadillos to express universal themes like survival of the fittest but the book captures the fear of the time period as well as the strong religious roots people had during that time.

Universal themes in books is what make them live

**Anchor Paper – Part B—Level 4 – C**

Through the years, but the problems of the periods they were written in is what gives the reader an escape from his or her own world.

**Anchor Level 4-C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens, stating that <i>the author is forced to relate the story to his or her society</i>; while there may be universal themes, <i>the style and setting of the novel will always express “the essence of an age”</i>. The response makes implicit connections between the criteria and the chosen texts, <i>The Grapes of Wrath</i> and <i>Alas, Babylon</i>, focusing in each case on setting.</p>
<b>Development</b>	<p>Develops ideas briefly using some evidence from the text. The response lists several specific references from each text (<i>lack of jobs, ... the uselessness of farmers and the fear of the time period as well as the strong religious roots people had</i>), but discussion is limited to generalizations (<i>Steinback brings the reader into the world of the American Farmer’s ... through their despare and the poverty</i>) and repetition of ideas (<i>explores the fear, a constant fear that Frank brought into reality, the book captures the fear</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>the problems of the periods they were written in</i>. The response exhibits a logical sequence of ideas, proceeding from analysis of the critical lens, through paragraphs relating to specific time periods, and concluding with the importance of setting to [give] <i>the reader an escape from his or her own world</i>.</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes fluent (<i>whether it be an imagined adventure or a real one</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting errors in spelling (<i>despare</i> and <i>Steinback</i>), usage (<i>inevitably effected</i>), subject/verb agreement (<i>Universal themes in books is</i>), and punctuation (paragraph 1) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development and conventions.</p>	

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Anchor Paper – Part B—Level 3 – A

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Peter Bradie said "What lasts is what is written. We look to literature to find the essence of an age." What Peter Bradie is trying to say is that authors capture the time period in their novels. Two books that prove this quote are *To Kill a Mocking Bird* by Harper Lee and *Brighten Beach Memors* by Neil Simon.

In *To Kill a Mocking Bird* it takes place in the 1950's. Now, Harper Lee does a great job of showing us what the time period is like back then. The period is when black people didn't have the respect that they have now. He also uses dialog to help convey what it was like to live back then. Harper Lee also uses point of view. The story is told through a little girl named Scout, she's about 8 or 9 years old. The readers get to see how she & her things back then.

Neil Simon's work of *Brighten Beach Memors* is another story that proves this quote to be true. The author uses imagery to help show his readers what it's like to live during W.W.I in the 1930's. He shows us that life was difficult back then and that the people didn't have a lot of money to spend. The dialog in the story also helps bring home the point that life was hard in the 30's. The theme of the story

**Anchor Paper – Part B—Level 3 – A**

also helps. It is that family is important no matter what, when the story takes place, that is how it was.

Peter Bradie was right when he said "What lasts is what is written. We look ~~at~~ to literature to find the essence of age." We wouldn't know anything about the past if there wasn't any stories about it. Know one lives for ever, but stories do.

**Anchor Level 3-A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens by stating that <i>authors capture the time period in there novels</i> . The response makes superficial connections between the criteria and the chosen texts, <i>To Kill A Mockingbird</i> and <i>Brighton Beach Memoirs</i> .
<b>Development</b>	Is largely undeveloped, hinting at ideas, but references to both texts are vague ( <i>The period is when black people didn't have the respect that they have now and life was difficult back then ... people didn't have a lot of money to spend</i> ) or unjustified ( <i>what it's like to live durig W.W. I in the 1930's</i> ). The response mentions several literary elements ( <i>setting, dialog, point of view, imagery, theme</i> ), although specific examples are few ( <i>the Story is told through a little girl named Scout and the theme ... is that family is important no matter what</i> ).
<b>Organization</b>	Maintains an appropriate focus on how the authors [show] <i>us what the time period is like back then</i> . The response exhibits a rudimentary structure in which each paragraph refers to the critical lens and the concluding paragraph reiterates it ( <i>We wouldn't know anything about the past if there wasn't any stories about it</i> ).
<b>Language Use</b>	Relies on basic vocabulary with some awareness of audience and purpose ( <i>Harper Lee does a great job of showing us and the author uses imagery to help show his readers</i> ). The response exhibits some attempt to vary sentence structure but with uneven success.
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Memor's, covey, Haper, brig</i> ), punctuation ( <i>said "What lasts is what is written and see's</i> ), and usage ( <i>there for "their," know for "no," every for "ever"</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions and somewhat weaker in development.	

"What lasts is what is written. We look to literature to find the essence of an age." This statement describes the importance of writing down events that have occurred in our lifetime <sup>on our way</sup> in order for future generations to understand and get a feel for the way things were during our time. There are many pieces of literature that we read today that teach us the essence of a time period <sup>from</sup> ~~in~~ the <sup>past</sup> ~~past~~. I strongly agree that literature <sup>provides a</sup> ~~is a~~ good source ~~to show~~ of historical information. We often look at different forms of literature to teach us about our <sup>past</sup> ~~passed~~. ~~Something that is written down will last to~~ Perhaps without many <sup>of these</sup> pieces of literature, ~~that were never read~~ whether it is an autobiography, historical fiction, or any other form, many people would be ignorant about periods in our history.

Throughout my years attending school, ~~we~~ I have been assigned to read many books ~~in order~~ that <sup>have</sup> taught <sup>me</sup> ~~us~~ about time periods in history. ~~Whether the book was intended to perform that~~ ~~job~~ A book that comes to mind ~~is~~ that emphasizes <sup>new correct</sup> the quote above truly is, is Anne Frank. This book is one that will teach generations and generations to come about an extremely important time period. Through a young girl's diary entries we are able to learn a great deal about Jewish & American history in the 1940's. A young girl who simply wrote down <sup>events occurring in</sup> her ~~everyday~~ life has been able to teach millions about a crucial time in history.



~~As an example of how important it is to~~ Her heart-  
aching stories have really <sup>truly</sup> allowed <sup>me</sup> the reader  
to get a feel for what was going on during  
her time, in a way that is better than any  
history book. ~~By reading this~~ This book allowed  
me and many others to relate to this time and  
what people were going through <sup>then</sup> more than any pure  
historical reading could have <sup>done</sup>. Through reading  
a story written in the eyes of a girl who was about  
~~pretty~~ <sup>much</sup> my age, I was able to feel  
the essence of the time period.

Therefore, literature is an important place  
to look ~~at~~ toward in order to get a  
good feel for a time or place ~~for~~ or individual  
from our past.

**Anchor Level 3-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a simple interpretation of the critical lens (<i>literature provides a good source of historical information</i>) that suggests some criteria for analysis. The response makes superficial connections between the criteria and the chosen text, <i>The Diary of Anne Frank</i>.</p>
<b>Development</b>	<p>Is largely undeveloped, relying on repetition of the idea that the <i>Diary of Anne Frank</i> teaches readers about history (<i>A young girl who simply wrote down events occurring in her everyday life has been able to teach millions about a crucial time in history</i>). The response hints at ideas, but references to the text are vague (<i>will teach generations and generations to come and what was going on during [Anne's] time</i>) or unjustified (<i>to learn a great deal about Jewish &amp; American history in the 1940's</i>).</p>
<b>Organization</b>	<p>Establishes and maintains a focus on <i>pieces of literature ... that teach us the essence of a time period</i>. The response exhibits a rudimentary structure of introduction, body, and conclusion, each a single paragraph.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>We often look at different forms of literature to teach us about our past</i>). The response occasionally makes effective use of sentence structure and length; the majority of the sentences are complex.</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>crutial</i> and <i>inorder</i>) and punctuation (<i>girls diary</i> and <i>me the reader</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Although the response fits criteria for Levels 2, 3, and 4, it remains at Level 3 because it addresses only one text.</p>	

The only thing that lasts in life is what has been written down. We look to literature to piece together important periods of time in our past. I agree with this statement by Peter Brodie, because we wouldn't know anything about the past if no one would have written it down.

Romeo and Juliet is a very important play written by William Shakespeare. This play tells us about the writing style back then and lets us know how the conditions that these people lived in, were. This play also tells us how they dressed and the way they treated others. For example Romeo and Juliet's family did not like each other, so they never told them about their love for each other. They snuck around seeing each other and ended up killing themselves just to be together. This play tells a lot about the time William Shakespeare lived in and without this play we may have never known how these people actually lived.

Hamlet is another play written by William Shakespeare that is important in finding out about this period of time in our past. This piece of literature shows us how strong family ties were in that age. This play tells us the way these people lived and acted and their everyday actions taken by events happening around them. This play also shows us what was most important to them. For example, King Claudius felt that being king of Denmark was more important than his own brother. This just shows us that people will do whatever it takes to get ahead in life, not only in the past but now as well.

If William Shakespeare had not written down all of his plays, we couldn't sit around now and enjoy his talents. The only reason these stories ever lasted is because they were written down, thanks to him

**Anchor Paper – Part B—Level 3 – C**

*and others from that time period, we can piece together their lives and culture to find out why they wrote as they did*

**Anchor Level 3-C**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens, stating that <i>we look to literature to piece together important periods of time in our past</i> . The response makes superficial connections to learning about the past through events from <i>Romeo and Juliet</i> and <i>Hamlet</i> .
<b>Development</b>	Develops ideas briefly, using some evidence from the text ( <i>[Romeo and Juliet] snuck around seeing each other and ended up killing themselves just to be together</i> and <i>King Cladius felt that being king of Denmark was more important then his own brother</i> ). The response relies primarily on plot summary and on generalizations concerning <i>how they dressed and the way they treated others and the way these people lived and acted and their everyday actions</i> .
<b>Organization</b>	Establishes and maintains an appropriate focus on <i>finding out about this period of time</i> . The response exhibits a rudimentary structure, referring to the critical lens in each paragraph; it also includes some inconsistencies ( <i>[Romeo and Juliet] tells alot about the time William Shakespeare lived in</i> ) and, in the concluding paragraph, suggests that the literature helps readers <i>to find out why [writers] wrote as they did</i> .
<b>Language Use</b>	Relies on basic vocabulary, with some awareness of audience and purpose ( <i>This play tells us and we couldn't sit around now</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>we wouldn't know anything about the past if no one would have written it down</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>writting</i> ), punctuation ( <i>For example Romeo and Juliet's family</i> ) and usage ( <i>about there love</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

The Quote "What last is is ~~is~~ what is written. We look to literature to find the essence of our age" means that your personality is your destiny and age is also part of it. The two books I will use to interpret this quotation are Macbeth and Catcher in the rye. The characters are Macbeth and Holden.

In the story Macbeth, Macbeth and his wife lady Macbeth were ambitious to have wealthiness. They both wanted to kill King Duncan so Macbeth could be crowned King. Macbeth got to kill King Duncan and he was crowned King. So like they say what goes around comes around. He got killed later on in a fight and his head was chopped off.

Anchor Level 2-A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused interpretation of the critical lens, ( <i>your personality is your destiny and age is also part of it</i> ). The response alludes to the critical lens, but does not use it to analyze <i>Macbeth</i> . Although mention is made of <i>Catcher in the rye</i> , the text is never discussed.
<b>Development</b>	Is largely undeveloped, hinting at ideas ( <i>Macbeth and his wife ... were ambitious to have wealthiness</i> ), but references to <i>Macbeth</i> are vague ( <i>Macbeth got to kill King Duncan and he was crowned King</i> ) and repetitive.
<b>Organization</b>	Lacks an appropriate focus, but suggests some organization, with an introduction and what appears to be the beginning of a body paragraph. The response ends abruptly.
<b>Language Use</b>	Uses language that is imprecise and unsuitable for the audience and purpose ( <i>So like they say what goes around comes around</i> ). The response reveals little awareness of how to use sentences to achieve an effect, although several sentences are compound.
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling and proofreading ( <i>took</i> for "look," <i>ambitious, Duncan</i> ), capitalization ( <i>lady Macbeth, rye, holden</i> ), grammar ( <i>crowned</i> ), and punctuation ( <i>wife lady Macbeth were</i> and <i>So like they say what</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

"What lasts is what is written. We look to literature to find the essence of an age" Peter Brodie. This Critical Lens is very true because the only history we have is written history. Two books that show this fact of written history are The Jungle and The Killer Angels.

What fact is written is remembered by all. The Jungle by Upton Sinclair has a main theme of holding the neglect and mis care of meat packing industry by holding the fact written down it lasts. Also we have it for reference of history.

The Killer Angels is the second book that shows what is written lasts. This book is on the civil war. Now the civil war was a modern thing in US history so by being written down from all accounts we know exactly what happened the time and date down to the minute. Which gives more than a essence of things like a detailed search.

So what we have learned is by written things down they will never be forgotten and will be in the books forever.

**Anchor Level 2-B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b>            Provides a confused and incomplete interpretation of the critical lens, stating that <i>the only histroy we Have is written Histroy</i>. The response further states that <i>what is written Lasts</i>, and that <i>written history gives more than a essence of things</i>. Although the response alludes to the critical lens, the chosen texts, <i>The Jungle</i> and <i>The Killer Angels</i>, are not analyzed.</p>
<b>Development</b>	<p>Is largely undeveloped. The response hints at ideas (<i>Now the civle war was a major thing in US Histroy</i>) but the only reference to the text is a comment that <i>by being written down from all accounts we know exactly what happened</i>. The thematic comment about <i>The Jungle</i> is the only reference to that text.</p>
<b>Organization</b>	<p>Establishes and maintains a focus on the importance of <i>having the fact[s] written down</i>. The response exhibits a rudimentary structure of four paragraphs which each mention the interpretation of the critical lens.</p>
<b>Language Use</b>	<p>Uses language that is imprecise or unsuitable for the audience and purpose (<i>Also we have it for refernce of Histroy</i>). The response reveals little awareness of how to use sentences to achieve an effect; many of the simple sentences use repetitive language.</p>
<b>Conventions</b>	<p>Demonstrates emerging control, exhibiting frequent errors in spelling and capitalization (<i>Histroy, Rembered, minnit, detaled scach</i>) and grammar (end of paragraph 3) that hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in organization and conventions.</p>	

Sorry but I do not understand the Critical Lens.  
It needs to be made clearer.

Understanding that that old writing have to do with the age and the maturity of people today. ~~to see~~ this is a true statement because young people now-en-the-day have a big influence on what they read it has a big part to do with their life.

The book the death of a salesman, written by Arthur Miller have alot to do with young people because Holden is a young man and it looks at the world as if he does. Willy had a big effect on lessons with their lives which has to do with the book having an effect on everyone's life. Willy spoiled his son Biff and did not to his son happy and with young people reading this literature they could probably relate to this.

Another literature which fits this to have and influence on young ages is The Catcher in the Rye. This has a big part to do with the quote because Holden was a young man who really didn't care about life. Which some young people may be feeling. Any how he did not care about himself nor should he care about society, that's how some young people may be feeling. Like giving up and not caring any more.



**Anchor Level 2-C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a confused interpretation of the critical lens, first asserting that <i>old writing</i> is related to <i>the age and the maturity of people today</i> and that <i>young people ... have a big influence on what they read</i>. The response then suggests two different ideas related to the chosen texts, <i>The Death of a Salesman (the book [has] an effect on everyones life)</i> and <i>The Catcher in the Rye (literature ... [has] and influence on young ages)</i>. Although the response alludes to the critical lens, it is not used to analyze the texts.</p>
<b>Development</b>	<p>Is largely undeveloped. The response hints at ideas through vague references to characterization (<i>Willy spoiled his son Biff and did not to his son happy and he [Holden] did not care about himself nor did he care about society</i>) and to <i>young people who might identify with the characters</i>, but these ideas remain undeveloped.</p>
<b>Organization</b>	<p>Lacks an appropriate focus but suggests some organization, with a brief introductory paragraph and two body paragraphs, each of which discusses a work of literature. There is no conclusion, and the use of the word <i>another</i> to begin the final paragraph is one of the few transitions used.</p>
<b>Language Use</b>	<p>Uses language that is imprecise (<i>Another literature which fits this to have</i>). The response's personal aside is unsuitable for audience or purpose, and the opening fragment of paragraph 1 reveals little awareness of how to use sentences to achieve an effect.</p>
<b>Conventions</b>	<p>Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>they read it has and everyones life</i>), capitalization and spelling (<i>the death of a saleman and probrably</i>), agreement (<i>old writing have</i>), and proofreading (<i>the could</i>) that make comprehension difficult.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

**Anchor Paper – Part B—Level 1 – A**

"What last is what is written. we look to ~~the~~ literature to find the essence of an ~~age~~ age." by Peter Brabie I think it means we go back in time to read the things when we were and what we did and what we didn't have to do. To read that <sup>now</sup> <sup>like</sup> looking at the age we had were so old and have a lot of responsibilities we can't do what we used to do when we were kids. I agree because everytime you look back you ~~get~~ <sup>get</sup> upset and stuff. ~~I think if you didn't have anything to look back on you wouldn't learn so much about yourself. I think you'll be lost and confused the two stories I pick for this is.~~

**Anchor Level 1-A**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a confused interpretation of the critical lens ( <i>we go back in time to read the thing when we were and what we did and what we didn't have to do</i> ). The response contains no reference to any text.
<b>Development</b>	Is minimal, with no reference to specific texts to support the ideas that <i>we can't do what we used to do when we were kids and if you didn't have anything to look back on you wouldn't learn so much about yourself</i> .
<b>Organization</b>	Suggests a focus on the past, but without specific textual evidence, the response lacks organization.
<b>Language Use</b>	Uses language that is imprecise ( <i>everytime you look back you get upset and stuff</i> ) or unsuitable for the audience. The response reveals little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension ( <i>I think you'll be lost and confused the two stories I pick for this is</i> ).
<b>Conclusion:</b> Although the response fits criteria for Levels 1, 2 and 3, it remains at Level 1 because it makes no reference to any specific texts.	

Anchor Paper – Part B—Level 1 – B

In My Criticol I Read The Postman Always Rings Twice Which I agree. In This Story has Murded Case. In The Men who name is Frank He 24 years old. Nick and Cora They Married Frank like traveling and He Met Cora that was Nick wife

Anchor Level 1-B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides an incomplete interpretation of the critical lens, referring to it only with the words <i>My Critical</i> and <i>Which I agree</i> . The response addresses only one text, <i>The Postman Always Rings Twice</i> , and reflects no analysis of the chosen text.
<b>Development</b>	Is largely undeveloped, hinting at ideas ( <i>Murded Case</i> and <i>Frank like traveling and He Met Cora</i> ), but references to the text are minimal.
<b>Organization</b>	Shows no focus or organization. The response gives no criteria with which to establish a focus; without a focus, organization is difficult to discern.
<b>Language Use</b>	Is minimal, making evaluation of language use unreliable.
<b>Conventions</b>	Is minimal, making evaluation of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning and development.	

## Part B— Practice Paper – A

Peter Brucke once said "What lasts is what is written. We look to literature to find the essence of an age." Books are written and they help us to understand all about the time that the book <sup>describes.</sup> ~~is written.~~ I agree with this statement and there are two examples to this statement.

The first is Romeo and Juliet by William Shakespeare. This play shows us <sup>using</sup> ~~the~~ <sup>Characterization</sup> ~~about~~ the time of the book. ~~Shakespeare~~ <sup>One</sup> of the themes Shakespeare uses is love is ~~is~~ character that Shakespeare uses is Juliet's father, Sir Capulet. This man is the ~~very~~ classic example of what a king was like in those times. He is stubborn, stern and does not respect his ~~father's~~ <sup>own</sup> opinion. Juliet is so unhappy living under these harsh rules that she ultimately decides she would rather die than have to do what her father says. This character basically shows us that at that time all the kings were like that. Shakespeare also uses theme to show us about the time in which it took place. One theme used by Shakespeare is "suicide". Basically, we see that Romeo and ~~Juliet were not~~ ~~and~~ ~~basically~~ ~~happy~~ ~~that~~ ~~whole~~ ~~lives~~ ~~and~~ Juliet's suicides were basically done with ease and not a lot of thought process before their suicides. Shakespeare shows us that in that time suicide was very common and that the people were not really concerned about any other options before doing it. It wasn't like today ~~where~~ suicide was ~~done~~ a lot more common back then and through theme Shakespeare shows us that.

Rolling Thunder Hear my Cry is another novel in which the time in which the author wants to describe, is described by using literary elements. The first element is characterization. Through the eyes of the characters, who are negroes, we are able to experience exactly what the negroes experienced during the time in which the book took place. It was early 20th century and negroes were treated with hatred and dismay as if they were the mud on the white man's shoes. They were terrorized in school and

## Part B— Practice Paper – A

on the way to school and they were blamed for everything that went wrong. Through characterization we can see their suffering, during that time. Another way we learn about the time of the book is theme. A theme of this book is ~~more~~ guilty until proven innocent, except if you were a negro. We see this when the Negroes are always assumed guilty without ever suspecting the whites. It was unfair but that was what was going on at the time the book was written.

Through literary terms we are able to learn about the time in which the book was written.

The statement by Peter Brodie, "what lasts is what is written. We look to literature to find the essence of an age," is a very true statement. Literature shows so much about a certain period in history. When reading this quote, two works come to mind, The Great Gatsby, and The Grapes of Wrath.

The Great Gatsby shows the reader so much about the roaring twenties. We see how people lived through Gatsby's parties, his fancy house, his expensive cars, etc. It also shows the difference between the rich and the poor in the twenties. Gatsby owned a huge mansion, a nice car and held parties all the time. On the other hand, Nick, who moved in next door had a house with a thatched roof and not a lot of money. It shows the way people acted all the time; drank, partied, wore expensive clothes. If you didn't dress expensive you didn't fit in. People got carried away with the fun things in life and forgot about responsibilities, we see this when they crash the car, and lose a tire. The way the author characterizes Gatsby is a wonderful example of how people were in the nineteen twenties.

The Grapes of Wrath is another work of literature that shows how we look to literature to find the essence of an age. To really feel the effects of the Great Depression, you would have had to lived it. But Grapes of Wrath comes extremely close. The author takes us into Ma and Pa's life struggle for survival. Piling everything into one beat up pick-up truck along with your whole family is no way to live.

That's what Ma and Pa had to fight against. Moving from place to place, picking fruit on a farm like immigrant workers was what the Depression was about for most people in America. The author captured the essence of the age through Ma's characterization. Her hard work, devotion and never give up attitude is what was so important ~~throughout~~ for survival throughout the depression. Ma was the backbone of the family and kept them alive. She wouldn't let anyone give up hope. The author shows use the evil of the Great Depression through the ~~trapes~~ of Wrath.

Both the Great Gatsby and the Grapes of Wrath are great examples of Peter Brodies statement, "what lasts is what is written. We look to literature to find the essence of an age." Without knowing anything about these two time periods, reading these works has taught me so much about ~~it~~ them. These two books are obviously two all time greats because the author captures the ~~se~~ essence of the age.

Part B— Practice Paper – C

"What lasts is what is written. We look to literature to find the essence of an age." This is saying that you can tell how old something is by the way it's written. Things are different now than from back then.

In Romeo and Juliet you know it's from long ago because of the style of writing and some of the things you do. They climb up windows.

In Of Mice and Men you know it's from along time ago because they were like farmers. They helped around the area to get money.

Those are two literature works that describe what the critical lens means.



Peter Brodie once said "what lasts is what is written. we look to literature to find the essence of an age". what this means is that what is written will last forever & that we look to literature to find the past. I agree with the statement. Two works of literature that best support this opinion are Macbeth by William Shakespeare, and the Crucible by Arthur Miller.

In the play Macbeth, William Shakespeare's characters fight show us how the past was. Macbeth which takes place in Scotland in the time of kings & knights gives us a better understanding on how life was life was at that time. Also the story about the overthrowing of a King shows us how life and people were. A big factor is William's writings in which he uses the old English form.

In the Crucible by Arthur Miller Arthur uses a 3rd person point of view to better understand the story. The setting is on the Salem witch trials in Salem, Mass. Also the hanging of witches & the practice of witchcraft by the women at that time.

We try to find things the truth about the trials by looking & studying the character such as Abigail & the other women.

- That is why the critical lens is true.

Also how Macbeth & the Crucible help support the critical lens & my interpretation of it. Also how literature lasts and how we keep searching for the past.

Peter Brodie once made the statement that, "what lasts is what is written. We look to literature to find the essence of an age." I believe that authors, critics, and readers would all agree with this statement. Through books mankind has come to discover + record a wealth of information and knowledge that lasts forever. While it is also true that we look to literature to find "the essence of an age," it is important to realize how drastically the time-period affects a work of literature. Whether an author is writing fact or fiction the very "essence" is conveyed through the culture and creeds of the particular era. Hawthorne and Fitzgerald are two such authors who reveal the characteristics of the Puritan time-period and the roaring twenties.

The Scarlet Letter by Nathaniel Hawthorne provides a deeper understanding of Puritanism. Through the thoughts of the protagonist, Hester Prynne, we experience how she is affected by the guilt of her adulterous sin. The Puritan timeperiod is best remembered for its strict moral code. When the town discovered that Hester had committed adultery, some wished her physical harm. The town magistrates decided instead to exile her from the community by forcing her to wear a scarlet letter "A". Hester's punishment allows the reader to see the harshness of the Puritan laws and also their hypocritical nature. When the townspeople condemned Hester, they were condemning themselves. The major shortcoming of the Puritans was their lack of compassion and mercy. All these traits, their hypocritical tendencies, harsh laws and lack of compassion, are portrayed in Hawthorne's novel, thus revealing the "essence" of the age.

Another work of fiction titled The Great Gatsby introduces us to the fast-paced times of the 1920's. Fitzgerald illustrates the corruption of the rich and the decaying American dream through the characters of Jay Gatsby and Nick Carraway. Throughout the plot of the novel, we learn more about the mysterious Gatsby from the narrator, who is Nick. We learn that Gatsby has earned his riches by illegal means, and all in order to impress his true love, Daisy Buchanan. By the end of the story Gatsby has gained the courage to tell Daisy's husband, Tom, that she never loved him. Daisy receives Gatsby's declaration of love fearfully. Daisy comes from the old rich and is terrified of losing her good name. Because of this reason, she rejects Gatsby, choosing prestige over happiness. Daisy's decision shows the hidden ugliness of the twenties, which covered a cold, material world with glitz and glamour.

These two famous works of literature have endured for many years and have been read by millions of people. Their ability to take the reader back in time and reveal "the essence of an age" make both books truly compatible with Brodie's statement.

**Practice Paper A-Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.

**Practice Paper B-Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4 in all qualities.

**Practice Paper C-Score Level 2**

**Conclusion:** Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language and conventions.

**Practice Paper D-Score Level 3**

**Conclusion:** Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.

**Practice Paper E-Score Level 5**

**Conclusion:** Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in meaning.

## Regents Comprehensive Examination in English—August 2001

### Chart for Determining the Final Examination Score (Use for August 2001 examination only.)

To determine the student's final examination score, locate the student's total essay score across the top of the chart and the student's total multiple-choice score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 18 and a total multiple-choice score of 22 would receive a final examination score of 86.

Total Essay Score →	Total Multiple-Choice Score																								
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
0	0	2	4	7	10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73
1	1	3	6	8	11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74
2	2	4	7	10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76
3	3	6	8	11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77
4	4	7	10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78
5	6	8	11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80
6	7	10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81
7	8	11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82
8	10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84
9	11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85
10	12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86
11	14	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87
12	15	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89
13	16	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90
14	18	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91
15	19	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92
16	21	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93
17	22	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92	94
18	24	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93	95
19	26	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92	94	95
20	27	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93	95	96
21	29	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92	94	95	97
22	30	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93	95	96	98
23	32	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92	94	95	97	98
24	34	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93	95	96	98	99
25	35	39	42	45	49	52	55	59	62	65	68	71	74	77	80	82	85	87	90	92	94	95	97	98	99
26	37	40	44	47	50	54	57	60	63	67	70	73	76	78	81	84	86	89	91	93	95	96	98	99	100