

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, August 14, 2003— 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.

<p>Session Two Correct Answers</p>

<p>Part A</p>

- | |
|---|
| <p>(1) 3
(2) 4
(3) 1
(4) 2
(5) 1
(6) 2
(7) 2
(8) 1
(9) 3
(10) 2</p> |
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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, and 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	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 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	-establish a controlling idea that reveals an in-depth analysis of both texts -make insightful connections between the controlling idea and the ideas in each text	-establish a controlling idea that reveals a thorough understanding of both texts -make clear and explicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of both texts -make implicit connections between the controlling idea and the ideas in each text	-establish a controlling idea that shows a basic understanding of the texts -make few or superficial connections between the controlling idea and the ideas in the texts	-convey a confused or incomplete understanding of the texts -make a few connections but fail to establish a controlling idea	-provide minimal or no evidence of textual understanding -make no connections among ideas in the texts
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the texts -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain the focus established by the controlling idea -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the controlling idea -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- 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.

A respected poet once stated that a man's reach should always exceed his actual grasp. This concept is reflected clearly in each of the two passages, both of which discuss the theme of reaching beyond oneself. Both the essay as well as the poem dramatize the need to take risks in order to achieve one's objectives. The authors of the passages, ultimately, convey to the reader the message that reaching beyond oneself is an essential ingredient in life, a worthwhile endeavor even if it has the potential to produce frustration, fear, and perhaps even physical injury.

In Passage I, an essay, we encounter a troubled college student who is, in essence, compelled to reach beyond himself. He is a brilliant student who is studying at Stanford, a glorious institution situated in the midst of "palm trees and weighty chores of academe." His roommate is a wealthy doctor's son and they live fashionably in an on-campus apartment which resembles the "abode of a New York City Yuppie."

The student should, it would seem, feel incredibly happy and proud. There is, however, a serious problem pervading his life. His family lives in a dilapidated home in New

Jersey, surrounded by poverty and inhabited by downtrodden relatives. His return home on Christmas break will not be triumphant, but ironically will deliver him to his real universe – one in which he feels true helplessness and shame. A glaring example is the sign proclaiming "He built a proud new feeling" which hangs in his brother's room, symbolizing yet another of his unsuccessful job experiences. Even the harshness of the Northeastern winter seems to loom in direct contrast to the sunny warmth of his idyllic California college.

His guilt is further compounded by the fact that he feels powerless to change his horrible home situation. The poverty will continue, the suffering will increase, and his feelings of hopelessness will endure. His "growing affluence" haunts him and he feels guilt that he has such a privileged life in contrast to that of his family.

However, he suddenly experiences a revelation of sorts. He begins to realize that he must continue to bridge the two worlds of his universe. His family, particularly his hard-working mother, has instilled in him a "proud feeling" and he must work harder than ever. His family has inspired him to

reach well beyond himself in order to survive and to be proud of his accomplishments. He must succeed and become an example to others, providing them with "tenacity" and the feeling that with effort they too can succeed in a world of harsh complexities.

Passage II, the poem, also presents us with the theme of a person who is willing to reach beyond himself in order to succeed. This situation, however, is far different from that of the college student depicted in Passage I. The primary character depicted in the poem is a child whose life is "simple" and "good." His mother, the poem's narrator, observes that he knows exactly what he wants in life and is fearless in his pursuit of it. He seeks only temporary things such as "kicking over a chair" or perhaps "throwing blocks out a window." Pulling down curtains or sticking a finger into an electric outlet would also be among his wishes. He loves the sounds of success such as the "beautiful crash" of a chair or the "slooshing" of spilled water cascading onto the floor. The child sometimes fails, but is never afraid to try. His injuries are numerous, but he will never cease since "reaching is his rule."

The young child suggests to me a

person who may be destined to succeed in life. The numerous examples of his determination which the poet cites seem to be favorable prerequisites for many life experiences which require risk taking. He is fearless and accepts pain as part of the price necessary for success. His "simple" life may be valuable on his road to life's objectives. The child's willingness to reach beyond himself for toy blocks or for an ice box tray today may be essential learning experiences as he reaches out for more complicated objectives in the future.

The authors of both passages are successful in presenting the reader with characters who are willing to reach beyond themselves. Both the student and the child are willing to endure many hardships, including physical pain, to reach their objectives. They are both people to be respected and, ultimately, admired for their ability to push the limits of life.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Reveals an in-depth analysis by establishing the controlling idea that a broad reach, though often problematic, is <i>an essential ingredient in life</i>. This idea is explored by use of both the college student’s angst (<i>His “growing affluence” haunts him</i>) and the exploring child’s fearlessness (<i>His injuries are numerous</i>). These insights are further refined as the college student evolves the insight that <i>he must continue to bridge the two worlds of his universe</i>, while the child’s explorations are seen as predictors of <i>more complicated objectives in the future</i>.</p>
Development	<p>Develops ideas clearly and fully, paralleling the conflicted emotions of the college student with graphic descriptions of the physical contrasts present in his life. The response juxtaposes <i>Stanford, a glorious institution where the student should feel incredibly happy and proud</i>, with the return to a <i>dilapidated home</i> which inspires feelings of <i>helplessness and shame</i>. The response skillfully incorporates the literary elements of symbolism and irony, and demonstrates how the theme of <i>reaching beyond oneself unites the otherwise contrasting characters</i>.</p>
Organization	<p>Maintains a focus on the ramifications of reaching beyond oneself through a skillful use of transitional phrases (<i>a glaring example, Even the harshness of the Northeastern winter, His guilt is further compounded</i>).</p>
Language Use	<p>Is stylistically sophisticated, using carefully chosen vocabulary (<i>ultimately, pervading, downtrodden, cascading</i>) and skillful paraphrasing (<i>a troubled college student ... compelled to reach beyond himself</i>). Sentences are effectively constructed, enhancing meaning throughout the response.</p>
Conventions	<p>Demonstrates control of the conventions, with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

That both Passage I, the essay, and Passage II, the poem could have been written about the same person is not beyond the realm of possibility. Both protagonists are strivers and both are exposed to both the assets and the liabilities of reaching beyond themselves.

The young child in the poem revels in the joys of youth, whether it is tipping chairs in order to hear "a beautiful crash" or spilling water across the floor. He seems unaware of the potential dangers of fingering an electrical outlet or the perils to passersby that falling blocks may pose. His mother, the speaker, hopes for his success, but she also realizes that his reaching has potential dangers. Some of the physical mishaps have already left their marks, but she also knows that the psychological perils of young-manhood may inflict deeper wounds.

The Stanford student of Passage I has reaped certain benefits of academic effort. He has spent four years in boarding school and moved on to one of the nation's premier colleges. Unfortunately, his upward mobility

has not been without psychological penalty. When he returns to his humble origins during Christmas break, the contrasts cause him to agonize about his position in the world and his responsibilities to those he has left behind. His grandmother, who owns the house in which he stays, seems to take matriarchal responsibility for the whole family. Apparently she provides housing for the protagonist's hard-working mother as well as to other relatives who seem less able. The 19 year old brother, soon to be father, is a stark contrast to the speaker. He is portrayed as subject to all the temptations made even more appealing by poverty - a minimum wage job rather than school - drugs - early parenthood.

Even the room in which the speaker stays is in marked contrast to his college apartment. The bed, a fold out couch usually occupied by his brother, fills the room and provides little comfort. These accommodations are a far cry from his two bedroom apartment which he has stylishly decorated and in which he holds dinner parties.

The speaker's lack of comfort is not confined to poking bed springs, but extends to his unfulfilled desire to assist his relatives - his ensnared brother, his over-worked mother, his chronically ill grandmother - a task he is currently ill prepared to accomplish. In addition, the holiday is far from joyous with no presents, not even a dinner, the components of which departed in the hands of a felonious relative.

The Passage offers little hope for those left behind as the speaker returns to the warmth and relative ease of California, while his relatives endure the cold and snow of the Northeastern winter.

Believing that the child in Passage I leaving the physical scars of his childhood will become the young man in Passage II, bearing the even deeper scars of the ethical dilemma posed by intellect and poverty, leaves us in much the same position as the speaker in Passage II, pondering the future.

Anchor Level 6 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals an in-depth analysis of both texts. The response explores the unique concept of the similarity between the student and the child, as well as <i>both the assets and the liabilities</i> of reaching beyond oneself. For the child, reaching has <i>potential dangers</i> , while the college student's success <i>has not been without psychological penalty</i> . The response conveys further insight in its concluding idea that the <i>dilemma posed</i> for both characters <i>leaves us ... pondering the future</i> .
Development	Develops ideas clearly and fully, with a broad range of evidence from the texts. The description of the child moves from his joy in exploring to the mother's awareness of <i>the psychological perils</i> that manhood can bring. This insight is reinforced by discussion of the college student, who suffers over his family's poverty. The response incorporates literary techniques by weaving into the discussion elements such as protagonist, speaker, and contrast.
Organization	Maintains a focus on the idea that strivers experience pain as well as pleasure. The response first explores the child's activities, which contain physical joys as well as wounds that may evolve with age. The focus on the <i>psychological penalty</i> continues as the writer delineates the contrasting problems of the student's home life. Transitions (<i>Unfortunately, When he returns, Apparently, Even the room</i>) and direct statements (<i>The Stanford student ... has reaped certain benefits of academic effort</i>) are effectively used with contrasting ideas.
Language Use	Uses language that is stylistically sophisticated and engaging throughout. Word choices such as <i>protagonists, revels, stark contrast, ensnared brother</i> and <i>felonious</i> illustrate precision. Complex sentences are well controlled, while the variety of structures and parallel phrasing (<i>whether it is tipping chairs ... or spilling water</i>) enhance meaning.
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Reaching beyond oneself is possibly more important than the outcome. Success is not measured by the effect, but by the effort. In various situations in life the significance and greatness of trying to surpass one's capabilities is visible. These two pieces of writing exemplify the positive outcomes of reaching beyond oneself.

First, the author of Passage I uses symbolism from the beginning when he mentions the "proud new feeling" sign that hangs in the bedroom. At this point in the essay, he sees the sign as ironic in light of the poor living conditions and economic status of his family. He experiences strong contrasts when traveling between his college life and home life. The essay builds on these comparisons & contrasts by saying "My dreaded freshmen had been replaced by unemployed relatives, badgering professors had been replaced by hard-working single mothers, and cold classrooms by dilapidated bedrooms and kitchens." In addition, the author uses the following simile to describe his on-campus apartment: "..... making the place look like the abode of a New York City yuppie." This college lifestyle was nothing like his home lifestyle.

But where in the beginning, he found the idea of "a proud new feeling" so ironic under the dismal reality of his home, he reached through his guilt and shame. He began to realize how proud he should be of "where they are". He should feel a sense of pride that his family survives in the uneasy world they live in. The "proud new feeling" actually becomes his awareness of their toughness.

The child in the poem does not have to struggle with self-awareness issues, but literally, literally reaches out to explore his physical world. The fact that he "reaches out and to the chair falls with a beautiful crash, and the blocks fall, down on people's heads, and the water comes slooshing sloppily out across the floor," shows the child attempting to surpass himself. Even though he is often injured or unsuccessful, he is not deterred. The mother, who narrates the poem, creates a tone of fun in spite of the accidents and injuries. She notices the sound of the water "slooshing sloppily rather than the mess, and the crashing chair is beautiful, not broken. Yet she also sees the future in the moments this reaching symbolizes: "He has never been afraid."

In conclusion, these two passages are powerful examples of reaching beyond oneself. The Stanford student reached a new understanding and respect for the struggles within his family, while the child is undeterred by the simple accidents of his daily life.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Success is not measured by the effect, but by the effort</i>). The response makes explicit connections between the controlling idea by using examples from the passages that illustrate <i>the significance and greatness of trying to surpass one's capabilities</i> .
Development	Develops ideas clearly and consistently, incorporating the literary techniques of symbolism, irony, and simile directly into the discussions of the student's home on one hand, and the child's actions on the other. The response uses quotes and restatement (<i>so ironic under the dismal reality of his home and creates a tone of fun in spite of the accidents and injuries</i>) to illustrate the observations about reaching beyond oneself.
Organization	Maintains the focus on <i>the effort of reaching beyond oneself</i> . The response exhibits a logical sequence of ideas, using comparison to first show how the young man in Passage I came to feel <i>a sense of pride</i> in his family's struggle to survive and then how the child in Passage II <i>is not deterred</i> . Transitions are generally effectively used (<i>At this point, The fact that, Yet she also sees</i>).
Language Use	Uses language that is generally fluent and sometimes original (<i>he reached through his guilt and shame</i>). The response shows evident awareness of audience and purpose by establishing a formal tone (<i>The essay builds on these comparisons + contrasts</i>). Long, complex sentences are well controlled.
Conventions	Demonstrates control of the conventions, exhibiting only minor punctuation errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

For every child, growing up is a unique experience. Many adults look back at their childhood with fond memories while others try to forget. What is the cause of the contrast? In Passage I, a short essay on the emotions of a young college student and in Passage II, a poem about a mother's feelings for her child, we can observe a certain viewpoint on the concept of growing up. That viewpoint can best be illustrated by a well-known quote "A man's reach should exceed his grasp." The importance of reaching beyond oneself is the message of both pieces. In Passage I, the college student must reach beyond the limits of his impoverished home life and in Passage II, a young child must reach beyond the limits of his small world. Both characters will discover a new part of themselves.

In Passage I, a young college student describes his experience of "travelling between the universes of poverty and affluence." This young boy, born into an impoverished home of pain and suffering feels a tremendous amount of guilt about living in such a "more than humble abode of a New York City 'Yuppie'" in college while his family is suffering in "dilapidated bedrooms and kitchen." He alludes numerous times throughout the passage of this guilt that he experiences "There is no reason

that I deserve security and warmth while my brother has to cope with potential unemployment and prejudice". He remarks towards the end, "Ironically, success drives me away from what I most want to help by getting an education." What this young boy has done is reach beyond himself. Instead of following in his brother's footsteps, he chose a different path. By receiving an education, this young boy possesses a bigger chance of getting a better job opportunity and living a better life. What a contrast to his life as a child! Yet, with all this, the boy is still confronted with his emotions when he returns home; guilt and helplessness of not having the power to change his family's predicament. Yet, despite his feelings of guilt, the young boy feels a sense of pride in his family. It is the irony of the sign that reads "We built a proud new feeling" that reaches the boy to realize the important part his family has played in his ability to reach beyond himself.

In contrast to the young man in Passage I, the child in Passage II appears to have a less impoverished home life, yet he too experiences the feeling of reaching beyond oneself. In the poem, the poet describes the actions of a toddler from the point of view of the parent. The mother states "He knows his wish. Yes,

but that is not all." She clearly states that even more than his will to experience the joy of "undesired and unbidden things" (like kicking over a chair or throwing blocks out a window) is his ability to have no fear to react out even in the event of being unmerciful. Like the young college student in Passage I, this child reaches beyond his "limits," and in so doing discovers something new about himself and his world. Here the author's theme is very clear: "And the blocks fall down on the people's heads... but never has he been afraid to reach." What is most important is the reaching itself even if it is beyond his reach.

In these two passages, we can see very clearly the controlling idea of reaching beyond oneself. These two passages presented two completely different characters who shared the same experience of striving for the seemingly unattainable.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes the controlling idea that reaching beyond oneself enables people to <i>discover a new part of themselves</i>. For each passage, connections to the controlling idea are explicit, referring to the student’s <i>impoverished home life</i> in Passage I and the child’s <i>small world</i> in Passage II as limits to be conquered in a quest for self-discovery.</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from the text. The response combines appropriate quoted material (“<i>travelling between ... and affluence</i>” and “<i>He knows ... but that is not all</i>”) with significant details (<i>impoverished home, emotions, guilt and helplessness, kicking over a chair, throwing blocks</i>) to elaborate the controlling idea. The literary elements of setting, point of view, and theme are incorporated in the response.</p>
Organization	<p>Maintains the focus on discovery and uses appropriate transitions to link the passages to this idea (<i>In contrast to the young man in Passage I and Like the young college student</i>). The connection is also carried into the conclusion (<i>The two passages ... seemingly unattainable</i>), adding to the logical sequence of ideas.</p>
Language Use	<p>Uses language that is generally fluent and original. The response exhibits an awareness of audience by adopting a literary tone, although sometimes lapsing into the first person (<i>we</i>). Sentence structure and length are generally well controlled.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>impoverished</i>), use of possessives (<i>mothers’, familys, authors</i>), and punctuation.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

In order to obtain success in this world, people must take risks. A curiosity about what else is out there and a willingness to take consequences is necessary to get to the top. Passage I explains that a person must be open to new experiences in order to step out of the world in which they live. Passage II shows that a person who is not afraid to take risks has a very bright future. Both passages explain that a person must reach outside himself to succeed.

The man who narrated passage I was raised in poverty, but by his own efforts he escaped that world. He worked hard in school to go to boarding school, and then on to Stanford University. He will succeed, and probably be wealthy later in his life. The true question is, what separates the narrator from his brother? Why is he living comfortably in California while the rest of his family is struggling to survive? These are questions that the narrator constantly asks himself. The answer is that the narrator has had the power and the courage to reach beyond himself in order to succeed. He recognized that to help his family defeat poverty he needed to defeat it first himself. However, he feels guilty for leaving his family behind. In lines 24-26, he states his guilt:

What frightens me most is not that the American socioeconomic system permits poverty to continue, but that by participating in that system I share some of the blame.

What his guilt hides is that he needs a strong education before he can help his family. He must have a career so that he can share his funds, if he so chooses.

The author contrasts the two worlds by flipping from one place to the other many times. That back-and-forth pattern is much like the narrator's own life. He is away at school, then comes home and returns to school again. That style gives the reader more understanding about the rhythm of his life. The reader can easily see how difficult it must have been for the man to reach beyond himself and get so far.

In accordance, passage II also shows the qualities needed to succeed in life. The parent who narrates the poem is able to predict their ^{small} child's success merely by the way he acts. The child desires to knock things over and he has the curiosity to see what will happen. However, he is also willing to pay the consequences. He has

many cuts and bruises, but that does not stop him from reaching out and doing it again. The child, although he does not understand it, possesses the drive needed to be successful. He reaches beyond what many children perceive as safe and does things some children would never think of doing. That willingness to take risks is what will lead him to success.

In both passages, the characters possess a drive for success. They reach beyond themselves in order to learn more about themselves and other things. They are the future Presidents and CEO's of the country.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts, maintaining that <i>a person must reach outside himself to succeed</i> . The response makes explicit connections to the task, explaining that for the narrator in Passage I, risk taking involves living a <i>back-and-forth</i> existence, while the young child in Passage II must deal with the <i>cuts and bruises</i> brought on by his daring actions.
Development	Develops ideas clearly and consistently, providing evidence of each character's struggle to <i>reach beyond himself</i> . The contrast between the <i>two worlds</i> of the narrator in Passage I is highlighted in the response (<i>flipping from one place to the other</i>) as the cause of his guilt and an inspiration for his success. The response emphasizes characterization in Passage II, describing the small child as possessing both <i>curiosity</i> and a <i>willingness to pay the consequences</i> .
Organization	Maintains the focus that reaching beyond oneself is necessary for success. The response exhibits a logical sequence of ideas, following the order set up in the introduction (<i>Passage I explains</i> and <i>Passage II shows</i>). Effective transitions (<i>In accordance</i> , <i>However</i> , <i>In both passages</i>) help to unify the response. The conclusion adds a new idea (<i>They reach beyond themselves in order to learn more about themselves</i>) which detracts from the overall unity of the response.
Language Use	Uses language that is fluent and, at times, original (<i>the rhythm of his life</i>). The response adopts a tone that is appropriate for a literary response. Sentences of varying structure are effectively used throughout.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>curiosity</i>), comma usage, and agreement (<i>parent ... their</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Often times in life, when faced with an obstacle or struggle, we are forced to reach beyond oneself in order to overcome ^{it} and build ourselves a stronger future. Sometimes we may even do this for the ones we love. ~~They~~ ^{To} reach ~~above~~ beyond oneself, it takes great strength, ~~strength~~ courage, and desire. In both passages, challenges are met, and each character finds ~~ways~~ in themselves, a way to move past these barricades.

In passage I, the essay, a hard-working student is living between two different worlds. In one, he has the best of everything with no worries. He has a secure life in every way. When he returns home, reality hits. This is his second world, filled with poverty and struggle. The author uses irony when he speaks of the the green cardboard sign hanging in the unemployed brother's room. This slogan, "we built a proud new feeling", takes on a whole different meaning in the end of the story. The main character carries extreme guilt with him throughout the story. He never had to worry about a job or graduating high school. He always had it all. His brother

and mother on the other hand, have been through it all, every day. ~~She has made the right decisions by staying in school~~ "... she had to compete for his attention with drugs and other potentially dangerous things that can look attractive to a young man when he sees no better future."

This sentence ~~also~~ shows his own fear and doubts for his brother. As his success drags him further and further away ^{from reality,} ~~from reality,~~ his feelings of "helplessness" and sincere guilt ^{continue to} ~~grow~~ ^{grow} each time he returns to home. When he ^{says,} ~~says,~~ "the wrenching of my heart," this feeling is always there.

No matter where he is, heaches for his brother's ~~future~~ and mom. "... I can't find the logic in studying and partying while people, my people, are being killed by poverty."

This character reaches beyond himself, beyond the grief, and grief, and he does something about his own future. By defeating these obstacles for himself, he is at the same time doing it for his family. He represents them and is able to ~~live~~ live through the ~~problem~~ "proud feeling" that his family has built

in him. After reaching beyond himself to achieve his goals, he can still be who he is at heart and be proud of it. The sign at the beginning of the essay symbolized the "proud new feeling" that this family has built for themselves through their dreams, hard work and perseverance.

In passage II, the poem, the author speaks of the "simple life" of a child, rather than the struggle faced in ~~the~~ passage I. The mother in this poem has high sights set for her child, who also has wishes of his own.

It is shown how children live with no fear. They will take any risk to get what they want. They don't realize that their mistakes are wrong. ~~to~~ To them, the crash of a chair is "beautiful." He has accomplished his task. This poem proves that without fear, you can accomplish anything. This young boy's "lesions" are just a symbol of his many chances taken ~~in his life~~ when "reaching beyond" his small self and doing everything he wants, without failure... because as long as you take the risk, you have reached your goal.

In each of these passages, the author's portray a different theme or a different side of struggle. However, for all of the characters,

Anchor Paper – Part A—Level 4 – A

they accomplished their goals by "reaching beyond oneself" to find a way to beat all obstacles. They found it once they saw who they were and reached a little further.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea in the opening sentence that shows a basic understanding of both texts. The response implicitly connects this idea to both passages (<i>Sometimes we may even do this for the ones we love</i> and <i>This poem proves that without fear, you can accomplish anything</i>).
Development	Develops some ideas more fully than others, citing specific and relevant evidence from Passage I to describe the narrator's dilemma (<i>living between two different worlds</i>) but relying primarily on generalizations to develop the discussion of Passage II (<i>They don't realize that their mistakes are wrong</i>). The response refers to appropriate literary techniques (irony in Passage I and symbolism in Passage II).
Organization	Generally maintains an appropriate focus on characters who <i>find a way to beat all obstacles</i> . The response begins by establishing commonality of purpose in both passages (<i>each character finds in themselves, a way to move past baracades</i>), and in subsequent paragraphs, links each passage to that purpose (<i>This character reaches beyond ... the grief</i> and <i>"reaching beyond" his small self</i>). Although the conclusion begins with a confusing statement (<i>the author's portray a different theme</i>), it does reiterate the controlling idea of <i>"reaching beyond oneself."</i>
Language Use	Uses appropriate language with evident awareness of audience and purpose. The response occasionally makes effective use of sentence structure (<i>By defeating these obstacles for himself, he is at the same time, doing it for his family</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>baracades</i>), punctuation (<i>mother on the other hand</i> and <i>the author's portray</i>), grammar (<i>we ... oneself</i> and <i>each character ... themselves</i>), and usage (shift to second person point of view) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Many people believe that in life, we can only accomplish what we were brought up to. These people never try to attain more than what they are given, and consequently, miss out on many of life's opportunities. As revealed in both Passage One and Passage Two, people must realize that they must reach beyond oneself in order to reveal and attain what life truly has in store.

In Passage One, the story of a college student's life is presented. He talks about his life at college and how his on-campus apartment resembles a "more-than-humble abode of a New York City Yuppie."

This leads him to talk about his mother's struggles to support herself and his brother. It is with his point of view that his true thoughts and feelings are brought forward. He expresses his guilt for living a better life than the rest of the family, and also displays his love and care for their well-being. He manages though, to keep striving for his own goals and aspirations. He knows that his family needs him, but he also realizes that without his education and endurance, he will never be able to help his family.

In Passage Two, the author uses a child to represent how much people need to strive to reach beyond oneself. The child, as described in the passage, knows no bounds and is constantly setting new boundaries. In lines six through eight, and

also in lines twelve through fourteen, the author uses parallelism to display the child's inability to realize his boundaries. These lines refer to the child's adimate attempts at new things. It's not whether the child merely does anything right, it is the plain fact that he tries, and through these attempts, he can help himself to fully understand the extent of his actions.

In these two passages, the authors described people who were trying to become more and more through their actions and their beliefs. The ability to reach beyond oneself is not limited to who can do it, but rather, who wants to do it, and whether or not they have the right resources to accomplish it.

Anchor Level 4 – B

Quality	Commentary
	The response:
Meaning	Shows a basic understanding of both texts by implying a controlling idea that effort is central to reaching beyond oneself. The response makes implicit connections between the controlling idea and Passage I (<i>he ... realizes that without his education and endurance, he will never be able to help his family</i>) and Passage II (<i>The child ... is constantly setting new boundaries</i>).
Development	Develops some ideas more fully than others. For Passage I, the response primarily discusses the contrast between the author's college life and home life revealing the author's <i>true thoughts and feelings</i> . In Passage II, the response discusses the child as a symbol of <i>how much people need to strive to reach beyond oneself</i> . The discussions of literary elements are brief (<i>point of view</i>) or incorrect (<i>the author uses parallelism to display the child's inability to realize his boundaries</i>).
Organization	Maintains a clear and appropriate focus on <i>the ability to reach beyond oneself</i> . The response logically discusses each piece in a separate paragraph. The conclusion, although brief, clearly relates the two pieces to the controlling idea.
Language Use	Uses generally appropriate language with some awareness of audience and purpose (<i>He expresses his guilt for living a better life</i>). Sentence structure is generally used effectively (<i>He manages though, to keep striving for his own goals and aspirations</i>), but is occasionally confusing (<i>The child ... knows no bounds and is constantly setting new boundaries</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>parallelism</i> and <i>adimate</i>), punctuation (<i>childs</i>), and pronoun reference that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

In reaching beyond oneself, one can gain understanding of the importance of character and strength. In passage I, the author contributes his own sense of pride, despite the guilt and shame on the surface. In passage II, the poet conveys the faith ~~that~~ she has for her child based on the courage ~~of~~ and fearlessness in ~~the~~ his or her possession. Both passages allude to reaching beyond the concrete elements of ~~the~~ life to understand true strength.

In passage I, the author, despite the chaos and misery of his impoverished family, realizes ~~that~~ the underlying qualities of strength, courage, and character in his relatives. The "sense of tenacity and accomplishment" (line 79) ~~that~~ that the author realizes is inspired by his family. The author was inspired by their survival and strength amidst their struggling and oppressive world.

Similarly, in passage II, the author of the poem insinuates the importance of a fearless and simplistic life. The author mentions several actions - simple pleasures that a child might desire. Yet then the author elaborates that "there is more to it than that" (line 9). The author suggests that pleasures such as the aforementioned have their consequences, but

Anchor Paper – Part A—Level 4 – C

the importance ~~lies~~ in the strength and courage
 manifest to ~~achieve~~^{attempt} them, and the risk of
 being ~~feared~~ fearless.

Both of these passages convey a similar idea
 of reaching beyond oneself. In passage I,
 through the use of characterization of his own
 family members, the author portrays his
 sense of pride in his family despite their
 poverty. In passage II, the poet uses imagery
 to illustrate her own idea of the importance
 of fearlessness and courage in life. The theme
 represented in both passages teaches the reader
 to look beyond the concrete elements of life and
 see past what is on the surface to gain an understanding
~~of what is true and virtuous in life.~~
 of what is true and virtuous in life.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>In reaching beyond oneself, one can gain understanding of the importance of character and strength</i>) that shows a basic understanding of both texts. The response explicitly connects the controlling idea to Passage I (<i>the sense of pride the narrator feels despite the guilt and shame</i>) and Passage II (<i>the courage and fearlessness of the child</i>).
Development	Develops ideas briefly, relying primarily on unsupported generalizations (<i>The “sense of tenacity and accomplishment” ... is inspired by his family, simple pleasures that a child might desire, pleasures ... have their consequences</i>). The literary elements of characterization and theme are introduced in the conclusion with brief references to the text.
Organization	Establishes a focus on <i>character and strength</i> , but alters the focus in discussing Passage I (<i>strength, courage, and character</i>) and Passage II (<i>strength and courage ... and being fearless</i>). The conclusion further shifts focus to truth and virtue. Ideas are logically sequenced (<i>Passage I, Passage II, literary elements</i>) with some transition (<i>Similarly and Both of these</i>).
Language Use	Uses generally appropriate language that is sometimes awkward (<i>contributes his own sense of pride, insinuates the importance, manifest to attempt</i>). Sentences are varied in structure and length.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>opressive</i> and <i>passages</i> for “passage”), punctuation (<i>Yet then the author elaborates</i>), and capitalization.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development and somewhat stronger in conventions.	

It is often difficult to surpass one's surroundings and stick with reaching one's goals. But true perseverance is not giving up when all hope is lost; it is not letting your dreams die; it is not settling for less than you deserve. True perseverance comes from deep down within a person. It cannot be taught or learned. But alongside perseverance is determination. You must be determined to persevere. Otherwise, you will drown in your own disappointment.

In Passage I, the author explains his impoverished upbringing and his guilt for letting his family continue to suffer while he enjoys college. He appreciates education and what it has provided him but he feels as if he is "cheating" the rest of his family. He is ashamed of being poor and at the same time feels guilty for feeling that way. He is proud of his family.

In Passage II, the author is proud of her son and wants the best for him. But for her, the best is simply being able to enjoy life's simple pleasures and not worry so much about what's to come. The author does not want her life to be great; just better. She admires her son for being so brave and carefree and never being afraid of what may come.

For both authors, they seek a better life not only for themselves but for their families as well. They want those closest to them to enjoy

the finer things in life and appreciate being blessed with it themselves. They both understand what's truly important and want their families to understand and appreciate that as well. They believe their goals are attainable, and will go as far as they have to to be happy and have their families be happy.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea (<i>to surpass one's surroundings</i> requires perseverance) that shows a basic understanding of the texts. The response makes only superficial connections to the task (<i>He is proud of his family and She admires her son ... for never being afraid of what may come</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from Passage I to suggest how the student's efforts have helped him to a better life (<i>He appreciates education and what it has provided him</i>). The discussion of Passage II is based on unsupported generalizations and assertions (<i>author is proud of her son and wants the best for him</i>).</p>
Organization	<p>Establishes but fails to maintain an appropriate focus on perseverance. The response exhibits a rudimentary structure (<i>In Passage I, In Passage II, For both authors</i>) but includes irrelevancies (<i>The author does not want her life to be great; just better</i>).</p>
Language Use	<p>Relies on basic vocabulary, often using clichés (<i>when all hope is lost, settling for less, enjoy life's simple pleasures</i>). The response exhibits some attempt to vary sentence structure but some sentences are ineffective (<i>For both authors, they seek a better life</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>perserverance</i>) and comma usage that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

To accomplish goals in life, you must reach beyond yourself. The characters in passage I and II exhibit this quality. Reaching beyond yourself is going extra steps and accomplishing goals despite social, financial and domestic restrictions and problems. Also having a positive mindset.

The young man in passage I attends Stanford University and as stated in lines 29 through 30 "making the place look like the more-than-humble abode of a New York City Yippie" describing his on-campus apartment. His childhood home in New Jersey is a small house, in bad shape, stricken by poverty and hardship. He reached beyond and overcame his financial and domestic restriction and problems.

In passage II a young boy is described in the poem as overcoming his "lesions" (line 17) which are "legion" and still reaching for success without fear. This boy has not yet seen many major drawbacks but his mindset is going to lead him to success. 17+18

Using problems to explain faults in your journey to success is unreasonable. The young man in passage I overcame his problems and with the right mindset is attending a great university on a scholarship. The boy in passage II will do the same due to his mindset.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>reaching beyond yourself</i> requires a <i>positive mindset</i>) that shows a basic understanding of the texts. The response makes few connections between the task and the texts (<i>He reached beyond and overcame ... problems and a young boy is described as ... still reaching for success</i>).
Development	Develops ideas briefly, using some evidence from the texts to support the student’s reaching beyond <i>his financial and domestic restriction and problems</i> . The response relies primarily on generalizations without textual support (<i>his mindset is going to lead him to success</i>).
Organization	Establishes an appropriate focus on <i>accomplishing goals despite ... problems</i> , but loses focus in the discussion of Passage II, stating <i>this boy has not yet seen many major draw backs</i> but will still succeed, and in the conclusion (<i>Using problems to explain faults ... is unreasonable</i>). The response exhibits a rudimentary structure.
Language Use	Relies on generally basic vocabulary with some awareness of audience and purpose. Attempts to vary sentence structure are unevenly successful (<i>Also having a positive mindset</i>).
Conventions	Demonstrates partial control, exhibiting errors in spelling (<i>exhibit</i> and <i>apartment</i>), comma use, and capitalization that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

Reaching beyond oneself is not hard at all. One only needs some sort of motivation and a little bit of consciousness. Motivation is a powerful tool and can aid in someone's quest in life. Consciousness is needed to keep the person on track. With this consciousness one needs fear; fear of ~~an~~ what will happen to them and others if they make the wrong decisions.

The first passage was one filled with motivation. The writer seemed to have much to be thankful for, even though it is hard for me, in my own situation, ~~to~~ to believe that the person was able to get a full scholarship coming from such humble beginnings. The characterization of the writer's brother shows the fear of what ~~he~~ ~~it~~ might have come if the writer was not able to get out of the poverty situation. ~~The~~ Another example of characterization, the mother, provides great motivation for the writer with her perseverance. Even the grandmother gives motivation due to the fact that it is obvious that they can not care for her with the little money that they have.

The second passage does not provide much motivation, but definitely shows how one should be conscious. The lack of fear of this personified prankster does not ~~appeal~~ appeal to me. The character should be mature and fear the consequences of ~~his~~ ~~their~~ ^{his} actions. One might suggest that the seemingly childish lack of fear might in itself be motivation. However I disagree. One must have fear and consciousness to be successful or they run a risk of losing it all.

Anchor Paper – Part A—Level 3 – C

In conclusion it is not hard to go beyond oneself to achieve the unthinkable. This was shown in both passages. ~~Due to~~ ^{Due to} the lack of relativity to the first passage's situation and the childish fearlessness in the second I ~~feel~~ feel that better examples could be shown.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, explaining that <i>reaching beyond oneself ... only needs ... motivation and a little bit of causousness</i> . The response makes few connections between this idea and the texts.
Development	Develops ideas briefly. The discussion of <i>motivation</i> in Passage I is developed largely through unsupported generalization (<i>The characterization of the writer's brother; the mother, provides; Even the grandmother gives</i>) while the discussion of <i>fear and causousness</i> in Passage II is developed largely through personal observation.
Organization	Establishes an appropriate focus on going <i>beyond oneself to achieve the unthinkable</i> , but loses that focus in the discussion of Passage II (<i>The character should be mature and fear the consequences of his/her actions</i>). The response exhibits a rudimentary structure but includes some irrelevancy (<i>I feel that better examples could be shown</i>).
Language Use	Relies on basic vocabulary with little awareness of audience or purpose. Attempts to vary sentence structure are unevenly successful (<i>Even the grandmother ... that they have</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>causousness, beginings, persiverance, deffinatly, consiquences</i>), punctuation (commas), grammar (<i>One ... they</i>), and usage (<i>the</i> for "they") that occasionally hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

in life There has been many others who have been able to reach beyond expectation been able to do more than expected of them self.

in Passage I There was this boy who was looking back on his childhood feeling guilt on him self on how he tried to leave his past alone just wasn't that easy. how he got a nice college that he goes too all paid for. he even tried to live the rich life throwing parties. he looked back and seen his mom working so his brother go to college so he can have a descent life he was over reaching beyond oneself.

in passage II talked about the lessons you bring with looking for adventures things brought upon you. how you learn as you go on in life the touching of a electric outlet. just as in passage I as well talking about his brother like he was going through life with job after job how poverty around him was so as he kept doing well in school he moved further away.

in both of those passages they both had a means of beyond oneself. how they had blocks in the road they had to get passed by.

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts (<i>in Passage I There was This Boy Who ... Tried to leave his past alone Just wasn't That easy</i>). There is a hint of a controlling idea in the opening paragraph (<i>in life There has been many others who have been able To Do more Then expected of Them self</i>).
Development	Is largely undeveloped, containing vague textual references (<i>in Passage I There was This Boy and in Passage II talked about The lessons you bring with looking For Adventures Things brought Upon you</i>). The response includes minimal analysis of Passage II.
Organization	Lacks an appropriate focus, but exhibits some organizational structure. A confusing introductory statement is followed by brief references to Passage I and Passage II. The response's conclusion is confusing, rather than constructive (<i>in both of Those Passages They both had a means of beyond one self</i>).
Language Use	Uses language that is largely imprecise (<i>Just as in Passage I as well talking About his Brother like he was ... he moved Further away</i>). The response reveals little awareness of how to use sentences for effect and some statements border on incoherence (<i>he looked back and seen his mom working so his Brother go to College so he can have a Descent life he was over reaching beyond oneself</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>expection, Tried, Descent</i>), punctuation, capitalization (<i>in, There, Throwing, Brother, Adventures</i>), grammar (<i>looked back and seen</i>), and usage that sometimes hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Both passages that I read Passage I and Passage II both passages establish a controlling idea about reaching beyond oneself. They both use specific literary elements and techniques like characterization and symbolism to convey the controlling idea.

Passage I uses many characterization skills to convey their message. In this work it uses this by describing their character which is a boy describing himself going to college and finding his way to improve college life and his distance from his family. He uses characterization by using words like "my roommate doctor's son, this kind of life was nothing extraordinary but my mom struggling to provide a life for herself and my family". I think he characterizes his place of being pretty well.

Passage II uses symbolism to convey its messages by saying "like kicking over a chair or throwing blocks

Anchor Paper – Part A—Level 2 – B

out the window Or tipping over a ice box pan" this literary work uses these words because its describing how a parent feels when they first have a child and how just by having it feels for them as the parent.

Both passages in using and reaching beyond oneself. I believe both passages used this and used well characterization and symbolism by doing so.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the texts, stating how the narrator in Passage I is finding <i>his way to improve college life</i> and how a parent feels when they first have a child in Passage II. The response uses wording from the prompt (<i>reaching beyond oneself</i>), but fails to establish a controlling idea and makes few connections to the texts.
Development	Is incomplete and undeveloped. The response uses vague ideas from Passage I (<i>a boy ... going to college</i>) and unjustified details from Passage II (<i>throwing blocks out the window</i>). The response attempts to discuss characterization in Passage I (<i>He uses characterization ... and my family</i>) and symbolism in Passage II (<i>Passage II uses symbolism</i>) but assertions are unsupported.
Organization	Lacks an appropriate focus, but suggests some organization by exhibiting an introductory paragraph, brief discussions of the texts, and a concluding paragraph.
Language Use	Uses language that is often imprecise (<i>Characterization skills</i> and <i>Both passages in using and reaching beyond oneself</i>), showing little awareness of audience and purpose. The response reveals little awareness of how to use sentences for effect.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>college, roommate, extraordinary</i>) and punctuation, and omitted words (<i>used this and used well characterization</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

In the two passages the narrator in the Reach beyond themselves. In passage I he talks about how one slogan "we built a proud new feeling" does a lot. This slogan was part of his brothers old job & how he took this slogan that hung on a round green cardboard on a piece of string on his ceiling. This slogan symbolizes through out the passage. As we go through the passage we see that he's in college & that his family is in a area that not really that good of a place but when he comes home on Christmas break he realize that being home is just like being back at college. but its not only him who feel like that but its his classmates who feel like that to. He talk about his mom is trying to make a good living for his brother & herself. then how he went to his Grandmas house & its all not the same I guess as being on campus which he had an apartment on & he made it feel like it was something & that is worth having. He uses a quote "more then the sense of guilt, my sense of helplessness increases each time I return home. I guess he feels that since he goes home on vacation that he goes to college & he's making something of himself that he can help his family do better or give them a life.

And that what happens when you reach beyond oneself. In passage II The poem talks about how one child has a dream to do something but it is a child dream that when you think back of your child dream it's really more sense why it's a child dream.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Conveys an incomplete understanding of the texts, especially Passage II (<i>Talks about how one child has a dream</i>). The response hints at but fails to establish a controlling idea (<i>when you reach beyond oneself</i>).</p>
Development	Is largely undeveloped. The response relies on plot details, which are unsupported (<i>he realize that being home is Just like being back at college</i>). The response mentions but fails to develop a discussion of symbolism. There is minimal discussion of Passage II.
Organization	Lacks an appropriate focus, but suggests some organization. The response attempts to organize a discussion of Passage I around the quote “ <i>we built a proud new feeling,</i> ” citing plot details to support the narrator’s ability to <i>Reach beyond oneself</i> . Passage II is mentioned in a single sentence and no conclusion is provided.
Language Use	Uses language that is imprecise (<i>In the two passages the narrator in the Reach beyond theirselves and The poem talks about how one Child has a dream ... why its a Child dream</i>). The response reveals little awareness of how to use sentences (<i>As we go through the passage ... feel Like that to</i>).
Conventions	Demonstrates a lack of control exhibiting frequent errors in spelling (<i>colloge, Campous, Somthing</i>), punctuation, paragraphing, capitalization (<i>How, slogan, Return</i>), and agreement (<i>He talk and he realize</i>) that make comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

In order to succeed in life you need to look beyond yourself. There are many ways to do this. You have to learn reach out to other people for help and love. If you don't do this you will end up going crazy. You have to open up and let yourself be free so you don't bottle up all your rage.

as stated in both passages, you have to look beyond your flaws and love yourself for who you're really are. you can't care what other people say. also you must learn to let go of the past. If you lets things from the past make you feel guilty, you won't be able to move forward in life.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. The response makes no connections between the texts, exhibiting only a few largely personal observations (<i>You have to open up and let yourself be free so you don't bottle up all your rage</i>).
Development	Is minimal, with no evidence of development beyond general statements about success in life and personal advancement (<i>You have to learn reach out to other people for help and love</i>).
Organization	Lacks an appropriate focus, but suggests a potential organizational pattern based upon methods of achieving success (<i>In order to succeed in life you need to look beyond yourself</i>).
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

In life, at ^{one} point or another people need to reach beyond oneself in order to overcome an obstacle. People can overcome physical, mental or social obstacles in order to better themselves and get further in life. The narrator in Passage one felt a great sense of accomplishment after he completed college + over come where he has come from. Passage II is a poem about childhood and how there are things to overcome even them.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. The response exhibits only a few brief references to the texts.
Development	Is minimal, making only general comments about the texts (<i>The narater in Passage one felt a great soence of omplishment after he completed collage</i>), but provides no development.
Organization	The response shows no clear focus or organizational pattern.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Many times in life, people are asked to reach beyond themselves to create a better lifestyle. Whether it be escaping from a poverty background or overshooting their own childish ways. People must often forget their past in order for them to succeed in their own lives.

In Passage I of the booklet, a college student is forced to almost forget his past to succeed in life. He attends Stanford, while his mother, brother and grandmother are living in poverty struck conditions in New Jersey. He uses the analogy "badgering professors" are being replaced by "hard-working single mothers" to describe how much of a culture shock it is to him whenever he goes home. At Stanford the work thing he has^{to} deal with are professors, freshman, and mid-terms. Now, when returned home he deals with his one bedroom house, single hardworking mother, unemployed brother and sick grandmother. Since he was a 9th grader, he has been away from his povertyish family, and ~~at~~ each time he returns home it gets harder and harder for him to deal with poverty. For him to be able to succeed in his career, he has to forget about his life at home and concentrate

more on his life away from home. He has to go along with the slogan on the sign his brother gave him "We built a proud new feeling." The sign shows how by being away from poverty his life has given him a proud new beginning.

Passage II deals more with childish behavior and for one to succeed they must look ~~past~~^{for} their childish behaviors ~~and~~^{to move on}. Some examples of the childish behavior that he has to look ~~over~~^{at} are the simple pleasures. Such as tripping over an icebox pan, an illegal kiss, a journey with a friend, fingering an electric outlet or snatching down curtains.

Children often times go beyond themselves because they are not afraid of the future or of what's ahead of them. They aren't worried what the consequences are. They might get hurt but you have to go on thinking that you won't. Children set an example for adults that they should reach beyond what fears them in order to do well in the future. One thing which the mother describes for her son is that "he knows his wish", in other words he knows exactly what he wants from life and the world and isn't afraid to go

after it. ~~reach~~ The child will reach past his fears to succeed.

In life, people have to look past their fears to succeed. ~~They have to~~ They have to reach beyond themselves to succeed and to accomplish their own goals. Whether it be to ignore their home life, or it be to return to their childish behaviors to not be afraid of life's obstacles.

The keys to success are to overcome obstacles, to take risks, and to have fierce determination. By reaching beyond oneself, one will eventually succeed, as revealed by the two passages. Using syntax and structure, the authors of both passages reveal that although it is difficult to reach beyond oneself, the ultimate result will be extremely gratifying and worth the struggle.

The author of Passage 1 utilizes specific sentence structures that contrast his double life of affluence and poverty. In doing so, he emphasizes how the speaker has already ^{begun to} reach beyond himself, but must can't feel completely successful until he finds a solution for reconciling with the destitution of his family. "I was... among the palm trees and weighty chores of academia... cold classrooms [had been replaced] by dilapidated bedrooms and kitchens" (Lines 6-7 and 14-15). He knows that his Ivy League education is already a huge step toward reaching beyond himself, but is painfully aware of the disparity between his home and college lives. Using structure, the author charts the speaker's ability to come to terms with his two lives and be content with his success, which will soon be able to be of help to his family: In the beginning, he is guilty and ashamed by his family's poverty, since he feels he cannot help them. "Living in my grandmother's house... restored all the forgotten, and the never acknowledged, guilt." (Lines 39-40) But by the end of the passage, the speaker realizes that he has reached beyond himself through his

education, and will continue to do so if he works hard through inspiration from his struggling family.

"The fact that [my family] survives in the world is something to be proud of indeed." (Lines 77-78)

The speaker can realize his full potential through the obstacles of his family to be truly successful.

The child discussed in Passage 2 also reaches beyond himself, and finds happiness in this alone — since he isn't yet successful. Using syntax, the author demonstrates the child's tenacity in reaching beyond himself, although his immediate rewards are in fact injuries: "snatching down curtains or fingering an electric socket" (line 7). By exploring the world around him, the child learns sometimes painful lessons, but is happy nevertheless just to have had the experience. The author employs a structure that moves from the child's actions "tipping over an icebox pan" (line 6) to their repercussions "water comes sloshing sloppily out across the floor" (line 13), to the child's ultimate sentiment "reaching is his role" (line 18). In short, the child finds gratification by reaching beyond himself, despite any painful consequences.

According to the two passages, reaching beyond oneself can be a trying, but exciting venture that yields joy through the action itself or its eventual results. Despite pain or conflict experienced in the process, success is reached by personal fulfillment of reaching beyond oneself.

In today's world it is easy to reach beyond ones self. You just have to stay focused on what you want and don't worry about what other people in your life think. Both passages convey that message, passage one and passage two.

In passage one it focuses on a 19 year old boy and what his life was like then and how he changed it. He came from a small town and used to collect Souvenirs. Then he went on to Stanford and got an apartment and tried to live like a citizen of upscale New York City.

In passage two it's a mothers wish for her child. She wants her child to go through her ups and downs.

People don't know their abilities to do things, unless they try to reach beyond themselves. I think that in the passage and the poem I read show people and their ability to achieve things as human beings. The people that they discuss in these two passages, are trying to reach a goal, and they just have to find it deep within them to achieve it.

In passage 1 a boy comes home from a school collage life, to go home for the holidays to live in poverty. Everything that could be going wrong at home is. His 19 year old brother is unemployed, and about to have a baby in his life.

At night his grandmother prays and laments aloud, from being so sick. One of the family members steals the Christmas Turkey and ham. The boy from collage feels embarrassed to have them as family. "Badgering Professors have been replaced by hard-working single mothers." I think he means he wanted to come home for

vacation, and spend it with his family. Now he needs a vacation from his vacation. He has an emotional conflict; guilt vs. pride. He doesn't know whether to be happy he is trying to make it so big and successful, coming from such poverty, or feel bad that he isn't always there for his family.

In passage two, it sounds like a mother speaking about her young son. "But he has never been afraid to reach". This young boy is trying to reach his goals, big or small, without looking back. He has hurt him self plenty of times, but like mistakes he will grow from them, and know how to go around his problems faster and easier the next time. In lines 3 through 7 and 11 through 13 refer to early lessons. Things that normally would disturb, or disrupt people like a chair falling seem as beautiful because he learns from this. These lessons will better teach him to learn how to

Reach his goals big or small
When people reach with-
in themselves they can do almost
anything. In those two passages,
H shows two very determined people,
if they are ashamed of their goals,
or if they seem very small, they
are still always important. You should
look beyond yourself to try and reach
those goals no matter what.

"Taking risks in order to accomplish goals"

A wise man is quoted as saying, "Sometimes in life one must take risks in order to accomplish ~~the~~ one's dreams and better one's life." The two passages provided were, in my opinion, based upon themes similar to this. The authors seemed to believe that one should follow one's dreams regardless of how impossible they ~~seem~~ appeared to be.

In passage one, the author focused on the life of an impoverished family. One of the members of this family, the speaker, fortunately received an opportunity to further his education, by means of a full scholarship to boarding school and college. The passage is based on the speaker's feelings of guilt and pride. He felt guilty because through accomplishing his dreams, he was distancing himself from his family. He even went so far as to say, in lines 44-45, "... I can't help but feel, sometimes, that I have it too good..." However, the passage revealed that along with the feelings of guilt, the speaker's family also inspired pride in him. He was proud that despite all that they had to endure, his family survived. This sense of pride, in turn, created feelings of determination to fulfill his dreams which allowed him to move on with his life even if it meant taking risks.

In the second passage, the author focused on a child's ability to take risks without fear. In this passage, the author stated that although the child knew that success was not certain, he still tried to achieve his goals because they were possible. The author revealed that the child had failed many times but he disregarded these failures in his attempts to succeed. The author

implied that the child rathered ~~to~~ trying and failing more than not trying and still accomplishing nothing.

Both these passages were based on taking risks, and attempting to accomplish one's goals. Both main characters overlooked their circumstances and the possibility of failure and looked instead towards the possibility of success.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 5

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

Practice Paper C–Score Level 2

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

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 4

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

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

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

Although Oliver Wendell Holmes believes that "we do not read novels for improvement or instruction," not all readers will agree that literature is merely for enjoyment or entertainment. Many works contain a moral truth to be examined, or new knowledge or opinions to be gained which may challenge a reader's beliefs. While one reads to learn enjoyably, improvement and instruction are an inevitable part of the reading process. Two works which present a contradiction to Holmes' view are Animal Farm, by George Orwell, and the Tragedy of Othello, the Moor of Venice, by William Shakespeare.

Animal Farm is an allegory critiquing Communist Russia. Using animals to represent major figures in Russian history, Orwell discusses events from the Bolshevik Revolution to the corruption of the then-Soviet Union. To demonstrate the flaws of the system, Orwell used the animals as symbols; sheep represented the masses, unable to think for themselves, mindlessly bleating the words of their leaders: "Four legs good, two legs bad." Boxer, a cart horse, spends all of his time working for the dream of equality, chanting "I will work harder." Napoleon, a boar, represents the leaders of the Communist party, abusing power and convincing the gullible animals that all is well. When Boxer speaks out, noticing that the pigs are treated differently, he is killed.

Orwell's theme evolves throughout the story, showing that despite the goal of equality, man's corrupt nature will destroy when man is given unlimited power. "All animals are equal, but some are more equal than others." Animal Farm teaches the readers that blindly following an individual will

lead inevitably to corruption; if one group is prosperous, it will be at the expense of another.

In Othello, Shakespeare shows the reader the results of a jealous nature. Characterization is vital. Iago, the antagonist, and Othello, the protagonist, are developed in parallel. Iago symbolizes pure evil; jealous of the other characters, he destroys them, giving the reader insight into his own nature. Angry that Othello promoted Cassio to a position ~~he~~ Iago desired, Iago determines to ruin both men. He convinces Othello that Cassio is having an affair with Othello's beloved wife, Desdemona.

Othello, who is honorable and of pure intentions at the onset of the play, begins to believe Iago's vicious lies about his innocent wife. As Othello's jealous rage begins to grow, Iago feeds it with more lies; his final destructive ~~plan~~ tally includes the deaths of: Rodenigo, tricked by Iago; Desdemona, killed by Othello; Emilia, Iago's wife who learns the truth; Othello, who kills himself; ~~he~~ ~~and~~ ~~he~~ badly wounds Cassio in a situation prepared by Iago. The reader gains insight into the necessity of truth and trust, and the ramifications of jealousy and deceit.

In each of these works, readers are able to add the insights of the writers to their own. Observing the actions of characters in literature enables readers to make judgments about their conduct in their own life situations. Readers gain insights into their own motivations and those of society. Readers are presented

Anchor Paper – Part B—Level 6 – A

with insights, instructions in life situations, opportunities to improve their own and others' lives, and new knowledge. These things which they have gained are all part of the joy of reading.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement, disagreeing with it by asserting that <i>while one reads to learn enjoyably, improvement and instruction are an inevitable part of the reading process</i> . The response uses this interpretation to make insightful analysis of the chosen texts, <i>Animal Farm</i> and <i>Othello</i> .
Development	Develops ideas clearly and fully, effectively addressing Orwell's use of animals as symbolic characters to illustrate the novel's theme (<i>man's corrupt nature will destroy when man is given unlimited power</i>). The response further addresses Shakespeare's characterization of Iago and Othello, referring to their motivations and actions to illustrate the play's message about <i>the necessity of truth and trust, and the ramifications of jealousy and deceit</i> .
Organization	Maintains the focus on lessons learned through reading. The response exhibits a logical and coherent structure, with each literary discussion introduced by a focus on the flaws of characters or society, then illustrated with relevant details followed by an interpretation of lessons offered to readers. The conclusion refocuses on the critical lens, reiterating the reasons for disagreeing with it.
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>present a contradiction to, critiquing Communist Russia, convincing the gullible animals that all is well</i>) with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>Angry that Othello promoted Cassio to a position Iago desired, Iago determines to ruin both men</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

Anchor Paper – Part B—Level 6 – B

Although it is possible, even probable, that readers can improve themselves or learn from literature, most people read for enjoyment or escape. Yann Martel's Life of Pi, a story-within-a-story involving a teenager on a raft adrift on the Pacific Ocean with a 450-pound Bengal tiger as his "companion," and Alice Munro's "Friend of my Youth," a short story about a mother and daughter, illustrate the truth of Oliver Wendell Holmes' statement.

Using irony, setting, and multiple first-person narration, Martel frames the story of Pi with an author's search for a suitable subject for a new novel. A stranger (Mamaji) he meets in a coffee house in India tells him a tale "that will make you believe in God." This tale sends him back to his own country, Canada, to meet the protagonist of the tale. Short, intermittent chapters (presented in *italic type*) continue the framework tale throughout the novel. The novelist allows the protagonist, Pi, to tell his own tale in first person, also.

Pi, short for Piscine Molitor Patel, was named after a swimming pool seen by Mamaji in Paris. Pi notes that his parents are not comfortable around water. Pi's father runs a zoo, and the tale begins in India, where the teenaged Pi embraces Hinduism, Christianity and Islam, thinking he sees connections among all of them. His family decides to emigrate to Canada on a Japanese freighter, since they are taking some animals with them to deliver to zoos in Canada.

Some where in the Pacific Ocean, the freighter sinks, leaving Pi, the only human survivor, on a lifeboat with several animals, including the tiger, Richard Parker. Adrift for 227 days, Pi keeps a journal, telling how he

rationed the lifeboat's supplies and how he made a peace of sorts with Richard Parker, who consumed all the other animals during the beginning of their long voyage together.

Setting drives a shipwreck story. Every detail of Pi and Richard Parker's survival, from procuring food and water to explaining seasickness in a tiger and dangers from sharks, is seen through this element. When a crazed man, adrift on his own lifeboat, finds Pi, ~~he~~ he attacks him, hoping to steal whatever Pi has for his own survival. Instead, he is killed by Richard Parker, and becomes food for their survival, Pi consuming a very small amount of his dried flesh one time only; Pi prayed each day for the rest of his life for this man.

The story's many ironies, which include Pi's name, his adventure in the world's largest "swimming pool," his praying daily for a man who attempted to kill him, the discouraging remarks of the priest, the mullah, and the Hindu mystic denying any connections among their religions, are completed with the Japanese freighter's owners, who interview Pi in a Mexican hotel following his rescue. In the light of Pi's incredible story, the executives are relieved only by Pi's belief that ^{none of} the ship's officers seemed to have made any major mistakes.

Readers of Life of Pi would probably be much more interested in whether Pi survived or was eaten by Richard Parker than by self improvement opportunities. Martel's story is almost hypnotic, making the reader wonder if it were a true story.

In similar fashion, Alice Munro's "Friend of My Youth" is a story-within-a-story which explores the relationship of a mother and daughter. Using

Anchor Paper – Part B—Level 6 – B

first person narration, a woman describes her relationships with her mother, who died when the narrator was in her late teens. The mother had suffered from an unnamed disease for the last decade of her life, gradually losing the ability to control her muscles, including those regulating facial expressions and swallowing. Throughout the short story, the narrator-as-adult reexamines her own reactions to her mother's story about Flora Grieves, a woman with whom her mother boarded during her early teaching career in the Ottawa Valley.

Flora Grieves was engaged to Robert Deal; her younger sister, Ellie, age 15, constantly interrupted the courtship with what seemed to be childish jealousy, yet it is Ellie who becomes pregnant with Robert's child. Robert marries Ellie; Flora divides the family home, giving most of it to Ellie and Robert for their family, although ironically none of their children live – they were either stillborn or miscarried. After Ellie's death from cancer, Robert marries the nurse who cared for Ellie during her last few months of life. During all of this, the narrator's mother lived with Flora, in her part of the house; they became friends, the narrator's mother sewing her own wedding trousseau and visiting her fiance during school vacations.

Throughout the story, the narrator constantly refers to how she would write Flora's story compared to how her mother wanted to write it. The title comes from one of many letters the narrator's mother began to write, but never finished because of her weakened body. Observing the differences in their feelings toward Flora's story, the narrator notes that both she and her mother had reactions that mirrored their own respective generations.

Anchor Paper – Part B—Level 6 – B

Once again, the reader's interest lies with what happens in the story. Does Flora ever marry? Do the narrator and her mother (ironically, unnamed) ever examine their differences before the mother dies? In both "Friend of My Youth" and Life of Pi, the enjoyment of the story is paramount. Self improvement / or personal instruction are remotely secondary, showing the truth of Oliver Wendell Holmes' statement.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis (<i>Although it is possible, even probable, that readers can improve themselves or learn from literature, most people read for enjoyment or escape</i>). The response uses the criteria to make insightful analysis of Yann Martel's novel, <i>Life of Pi</i>, and Alice Munro's short story, "Friend of My Youth."</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from each text. The response discusses irony, setting, point of view and structure through the revelation of each work's plot, and connects this discussion to the established criteria (<i>Readers of Life of Pi would probably be much more interested in whether Pi survived ... than by self improvement opportunities and the reader's interest lies with what happens in the story ... Do the narrator and her mother ... examine their differences before the mother dies?</i>).</p>
Organization	<p>Maintains the focus established by the critical lens (<i>the enjoyment of the story is paramount</i>). The response exhibits a logical and coherent structure, first establishing that each work is a framework story, then illustrating each story-within-a-story, skillfully using appropriate transitions (<i>Instead, In similar fashion, During all of this, Throughout the story, Once again, In both</i>) to strengthen coherence.</p>
Language Use	<p>Uses language that is fluent and original (<i>Pi's father runs a zoo, and the tale begins in India, where the teenaged Pi embraces Hinduism, Christianity and Islam, thinking he sees connections among all of them</i>) with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Setting drives a shipwreck story. Every detail ... is seen through this element</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>self improvement</i>) and grammar (<i>he attacks him ... for his own survival and improvement / or personal instruction are</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use and conventions.</p>	

Oliver Wendell Holmes once said "We do not read novels for improvement or instruction." This means that people don't read books or novels to improve themselves as humans or as a society. Though people do often read literature for the sole purpose of enjoyment and entertainment, this is ~~not always~~ ^{quote is not always} true. There have been numerous novels written to show society its wrongs and injustices. Two perfect examples of this are Fahrenheit 451 by Ray Bradbury and 1984 by George Orwell. These two novels were based in a futuristic world where the problems of society when the novel was written were left uncorrected and allowed to grow and multiply.

First, Fahrenheit 451 by Ray Bradbury is set in America after a number of nuclear wars have taken place. In this society books of all sorts are banned and possession of such materials was punishable by ~~is~~ ~~death~~ death. Also, in this society firemen are used to enforce the ban on all books. The reason behind the ban on books is based on the idea that books spread unhappiness, hatred, ~~and~~ ^{dissatisfaction with the} current society. This is thought dangerous by the government because it could therefore be used for the spread of revolutionary ideas which could ~~to~~ destroy the regime. This society is also very materialistic and militaristic. Bradbury uses this society to show people that if something

Isn't done about the current problems in society that ~~society can~~ things could become considerably worse and even threaten people's basic freedoms. This novel was written with the sole purpose to frighten people into changing society for the better.

Next, 1984 by George Orwell is a futuristic society where all progress has halted. This society is ruled by a powerful totalitarian regime which has the power and the means to control everything in the society even the thoughts and actions of the population. Also, the rest of the world is controlled by similar regimes which all ~~participate in~~ a form of perpetual war where neither side makes ~~and~~ any attacks on strategically important ~~region~~ regions of the world. This ~~is~~ novel was written in order to show ~~society~~ that if it follows its current path of militarism and ~~an~~ ~~at~~ ~~ant~~ ~~dis~~ ~~po~~ ~~ti~~ ~~sm~~ that the world would become a dangerous place where the government prevents all social progress in order to better control the population.

Clearly, authors often use literature to show ~~a~~ society its wrongs and injustices.

This is done often in the entertaining ~~but~~ fashion of a novel. But the author's ~~real~~ ~~main~~ ~~purpose~~ purpose is often to help society to change for the better.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>There have been numerous novels written to show society its wrongs and injustices</i>). The response uses the criteria to make a clear and reasoned analysis of the intent of both <i>Fahrenheit 451</i> and <i>1984</i> (<i>to help society to change for the better</i>).
Development	Develops ideas clearly and consistently. The response makes relevant references to setting (<i>America after a number of nuclear wars</i>), plot (<i>firemen are used to enforce the ban on all books</i>), and theme (<i>if something isn't done ... things could ... threaten people's basic freedoms</i>) in <i>Fahrenheit 451</i> . For <i>1984</i> , the response refers to plot (<i>This society is ruled by a powerful totalitarian regime</i>) and theme (<i>if society follows its current path ... the world would become a dangerous place</i>).
Organization	Maintains the focus on how literature presents society's failings and suggests improvement. The response exhibits a logical sequence of ideas, first analyzing the lens, then identifying the societal problem, and finally expressing the motivation of each writer. The unity of the response is further strengthened by transitions (<i>First, Next, Clearly</i>) and a closing statement that reinforces the introduction.
Language Use	Uses language that is fluent and original (<i>the problems of society ... were left uncorrected and allowed to grow and multiply</i>), with evident awareness of audience and purpose (<i>Bradbury uses this society to show people</i>). The response varies structure and length of sentences to control rhythm and pacing.
Conventions	Demonstrates control of the conventions, exhibiting errors in spelling (<i>entertianment, possesion, dissatisfaction, simular, fasion</i>) and punctuation (<i>Fahrenheit 451 by Ray Bradbury is and In this society books</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

"We do not read novels for improvement or instruction." I sternly disagree with the statement. We read to feed our constant hunger for knowledge. As with many books, we learn from others experiences and thoughts. We strive to extract all the morals and instructions of literature. Many books present ~~so~~ many various ideas that by the last page, we have improved and instructed ourselves. Subcontrarily, Both Angelas Ashes, by Frank McCort, and Pride and Prejudice, by Jane Austen, present improvement and instruction through theme, characterization and setting.

Angelas Ashes, by Frank McCort, and Pride and Prejudice, by Jane Austen, improve and instruct us through theme. The theme in Angelas Ashes is survival through difficulties. Although the mother sleeps with her cousin, so her children and she could have a roof over their heads, she still survives. Thus, we learn that people can survive under miserable circumstance and survive. In Pride and Prejudice, by Jane Austen, the theme is the importance of marriage to women. As Kitty wants to wed with ^{peoples} someone wealthy, we realize that not love, but money, is sometimes on minds. Therefore, we, especially men, learn of marriage and the perspective of many women – not all – on marriage.

Characterization is also an essential part of Angelas Ashes and Pride and Prejudice. Angelas Ashes deals with Frank, the protagonist, and his poverty stricken home. As he steals for nourishment, we realize that life is not always picture-perfect and we instruct ourself on that ideal. Pride and Prejudice presents us with Elizabeth, also the protagonist, who defies

all "rules" women had to follow in the 1800's. we improve ourselves by following her example, and thus, medify society today.

The setting of both Angela's Ashes and Pride and Prejudice is an important factor which improves our way of thinking. As Angela's Ashes takes place in the poverty of Ireland, we notice the difficulties people had to live through. We improve ourselves by not taking things for granted. The same occurs with Pride and Prejudice. As the ideals of women in the 1800 is radically different from what they are today. All the women were looking for husbands because society demanded it. Today, many of us aren't faced with those problems and thus take for granted what women have accomplished. Thus with literature we learn that life was very different once upon a time.

Both Angela's Ashes and Pride and Prejudice, demonstrate that people improve and instruct themselves by means of literature. With Angela's Ashes, we see that we can survive, can overcome, and must improve. We must seize the day. With Pride and Prejudice, we learn about perspectives, defying, and history. With both books, we improve ourselves. We realize that we should cherish more of what we have. All in all, we do improve and instruct ourselves when we read literature.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens, disagreeing with it and stating that <i>we read to feed our constant hunger for knowledge... We strive to extract all the morals and instructions of literature</i>. The response uses this criteria to make a clear and reasoned analysis of <i>Angela’s Ashes</i>, by Frank McCourt, and <i>Pride and Prejudice</i>, by Jane Austen.</p>
Development	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence in McCourt’s work (<i>The theme in Angela’s Ashes is survival through difficulties and As Angela’s Ashes takes place in the poverty of Ireland</i>), and in Austen’s (<i>the theme is the importance of marriage to women and Pride and Prejudice presents us with Elizabeth ... who defies all “rules” women had to follow in the 1800’s</i>).</p>
Organization	<p>Maintains the focus on learning from the experiences described in literature. The response exhibits a logical sequence of ideas, focusing on how characters react to their situations and how this information is conveyed using the literary elements of characterization, setting and theme. Appropriate transitions (<i>Both, Although, Therefore</i>) add to the coherence of the response.</p>
Language Use	<p>Uses appropriate language, with evident awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>We improve ourselves by following her example, and thus, we defy society today</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>subcontiously, protogonist, nurishment</i>), punctuation (<i>others experiences</i>), and grammar (<i>the ideals of women ... is</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.</p>	

Anchor Paper – Part B—Level 5 – C

"We do not read novels for improvement or instruction." This simply means that we, the most advanced life forms on earth read literature for the entertainment of our minds and lives. The ^{complex} transfer of light through our optical senses and then the ~~brain~~ ^{from our} interpretation ~~of the~~ brain are tasks that must be done to read, but this is all done for the enjoyment. Many people find a heaven in the ^{different} worlds literature can provide for them and I am one of them. I totally agree with this quote by Oliver Wendell Holmes. Two books that support this quote are Once and Future King by T.H. White and Gulliver's Travels by Jonathan Swift.

A literary element that both of these books provide that support this quote are theme. In Once and Future King Arthur the little ~~servant~~ ^{servant} boy is a typical protagonist. The theme is that this little mistreated servant would rise above adversity and eventually become king. This whimsical tale attracts readers of all ages not for medieval instruction, but for the sheer fun of reading the novel. So the mind can travel to far off England and meet a wizard named Merlin. In Gulliver's Travels with the same feelings. Gulliver travels to far off lands and partakes in many adventures big and small. ~~The~~ Hope is a big theme in this that he would eventually find his way home. ~~Other~~ Readers do not join Gulliver in his amazing experiences to strengthen their belief in hope; ^{They just} ~~they~~ want to be entertained, or much ~~more~~ ^{more} simple ideas.

The settings of each novel is another literary element that helps to support the quote. In Once and Future King the medieval setting in England grabs the interest of a variety of readers. The castles, kings, and sword fights sets the mood for suspense and adventure. The audience is prepared for the medieval aura given off and ready to

Anchor Paper – Part B—Level 5 – C

be visited. In Gulliver's Travels the random island hopping Gulliver does while lost at sea sets the mood for a spontaneous experience. The reader does not know where he will end up next and what adventures or adversities are in store. Both of these novels have settings of enjoyment for the reader ^{not} to enrich their life, but to just have fun in places they would never imagine going before.

To get away from the mundane routines each human faces everyday, many can find ~~an~~ the solution through a book. The escape from their life to a place where nothing can influence them, except the words on the page. ~~How~~ However reading is portrayed we do it for the enjoyment.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens (<i>we ... read literature for the entertainment of our minds and lives and Many people find a haven in the different worlds literature can provide</i>) that clearly establishes the criteria for analysis. The response uses the criteria to make a clear and reasoned analysis of how <i>The Once and Future King</i> , by T.H. White, and <i>Gulliver's Travels</i> , by Jonathan Swift, can enable readers to escape to places they would never imagine going before.
Development	Develops some ideas more fully than others. The response presents specific evidence of theme, setting, and tone in White's novel (<i>this little mistreated servant would rise above adversity; This whimsical tale; The castles, Kings, and sword fights; the medieval aura</i>), while the references to Swift's work are more general (<i>Gulliver's Travels emits the same feelings; Gulliver travels to far off lands; the random island hopping Gulliver does while lost at sea sets the mood for spontaneous experiences</i>).
Organization	Maintains the focus on enjoyment and escape established by the critical lens. The response exhibits a logical sequence of ideas, using theme and setting as the focus of separate paragraphs, with tone considered in each. Appropriate transitions strengthen coherence (<i>both of these books; not fore medieval instruction, but for the sheer fun; The settings of each novel; another literary element; Both</i>). The response concludes with a reiteration of the lens.
Language Use	Uses language that is fluent and original (<i>complex transfer and mundane routines</i>) with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>Readers do not join Gulliver in his amazing experiences to strengthen their belief in hope. They just want to be entertained, a much more simple idea</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>eventually</i>), punctuation (<i>Once and Future King by T.H. White and Gulliver's Travels by</i>), and grammar (<i>element ... are, sword fights sets, enrichen</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.	

I disagree with the statement "We do not read novels for improvement or instruction." I strongly believe that every book we read teaches us something, gives us an example of people's lives. Just like a parable, which is a story with a moral. The two literature works I picked are "~~the~~"Left Behind" and "The Scarlet Letter".

The first book "Left Behind" was about the end of the world. God has taken the people which truly believed in Him to His kingdom. One of the people He had taken was Rayford's wife. Rayford realized that he wasn't good enough to his wife, he didn't spend enough time with her and he almost cheated on her. He regretted everything, but it was too late. She was gone. This book ~~thought~~^{taught} me a great lesson. He should not wait for the "wake up call" to show how much we care and love ^{the} people around us, because just like in the book it might be too late.

The other book I picked to support my opinion is "The Scarlet Letter". Scarlet was the main character. Her husband Dr. Chillingworth left somewhere and after he came back Scarlet had a baby. She committed adultery with a priest. Dr. Chillingworth suspected him and when the priest got sick ~~he~~^{Doctor} offered him help. The doctor tried to destroy him, by taking his "heart", but the priest didn't give up. It ended up that the doctor by trying to take revenge ~~on~~ the priest, he destroyed himself. In my opinion you should not try to get back on people because ~~it~~ it might turn around and destroy you. This book gave a good example of that.

Finally in my conclusion I believe that every literature we read has an impact on us. It teaches us and gives examples from people's lives. We could look at it and learn something new which could improve us in many ways.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>I disagree with the statement ... I strongly believe that every book we read teaches us something</i>). The response makes implicit connections between the lessons of literature and the chosen texts, <i>Left Behind</i> and <i>The Scarlet Letter</i>.</p>
Development	<p>Develops some ideas more fully than others. The response uses characterization (misidentifying Scarlet as a main character) and theme to develop <i>Left Behind</i> (<i>Rayford realized that he wasn't good enough to his wife ... he almost cheated on her</i> and <i>We should not wait for the "wake up call" to show how much we care ... it might be too late</i>). The discussion of <i>The Scarlet Letter</i> is less developed, relying primarily on plot summary.</p>
Organization	<p>Maintains a clear focus on the idea that literature <i>teaches us and gives examples from people's lives</i>. The response exhibits a logical sequence of ideas, first establishing the moral dilemma presented in each work and then drawing conclusions about lessons taught. Basic transitions (<i>The first book, The other book, Finally</i>) strengthen unity.</p>
Language Use	<p>Uses generally appropriate language that is at times informal (<i>It ended up, In my opinion, get back on people</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence length (<i>He regreted everything, but it was too late. She was gone</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>The doctor tried to destroy him, by taking his "heart", but</i>), verb tense (<i>he didn't spent</i>), and usage (<i>people which truly believed and every literature we read</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Human beings have acquired knowledge through numerous means and have stored it in the form of literature. Literature contains ~~the~~ all the ~~best~~ knowledge known to humans and ^{humans} continues to expand upon their knowledge. There is no limit as to what one can learn from literature to improve upon something. Literature is basically the cornerstone of every civilization and an important part of any culture. Holmes states "We do not read novels ~~for~~ ^{not} improvement or instruction", which means people do not read books to improve upon something or learn something new. However, ~~the~~ two famous literary works ~~1984~~ and *The Crucible* completely defies the ~~log~~ ~~upon~~ ~~aber~~ Holmes's statement and I also disagree with the statement.

Literature is often the source of inspiration, ~~and more~~ ~~ide~~ caution and advice to its readers. ~~In the play The Crucible, people are born~~ The play *Crucible* is based on a real ~~story~~ event during 18th century Salem, Massachusetts and is reflective of the ~~event~~ ~~@~~ communist "Red Scare" in US during late 1940s. *Crucible* teaches people to abide by their convictions and not to let some false accusations destroy our ~~@~~ society in matter of seconds. ~~Crucible was~~ One may read this play to learn about the ~~terrible~~ historic event, ~~it~~ happened in the US and learn from

the mistakes of others, so they don't repeat it again in the future. If ~~the~~ *Crucible* was written before the "Red Scare", it could have saved life of hundreds people by cautioning the society against a "Witch hunt".

On the similar note, the 1984 was written around the same time period as the *Crucible*, but it provided a starkly different danger to our society. In 1984, a satirical author tells the story of a fictional world during 1984, where everything is controlled by the "Party" and people very a miserable life. ~~A person~~ We read this because it teaches us the potential damaging affect of handing over our civil right or soul to the government. We can learn that, everybody should question their leaders and work as watchdog of our society. ~~If we~~ ~~the~~ 1984, ~~it~~ teaches ^{its reader} numerous things about our foreshadowing future and ways to prevent it from destroying our lives.

Literature is often the only source for us to improve our self, our society and our country by learning from the mistakes and discoveries of others in the ~~past~~ past. Therefore it would be unthinkable for one to say that we do not read novels for improvement.

Anchor Level 4 – B

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens and establishes the criteria for analysis by disagreeing with the quotation (<i>Literature is often the source of inspiration, caution and advice to its readers</i>). The response makes implicit connections to George Orwell’s <i>1984</i>, and Arthur Miller’s <i>The Crucible</i>.</p>
Development	<p>Develops some ideas more fully than others. The response provides plot references for each work (<i>by cautioning the society against a “witch hunt” and the story of a fictional world ... where everything is controlled by the “Party”</i>), while developing theme and setting more fully than plot (<i>18th century Salem, Massachussetes; Crucible teaches people to abide by their convictions and not to let some false accusations destroy our society; and a fictional world during 1984; We read this because it teaches us the potential damaging affect of handing over our civil right or soul to the government</i>).</p>
Organization	<p>Maintains a clear and appropriate focus on literature as a source of social instruction. The response exhibits a logical sequence of ideas, first analyzing the critical lens, then focusing on setting and theme in each work, and concluding with a reiteration of the criteria. Internal consistency is interrupted by a personal conjecture at the end of the <i>Crucible</i> discussion.</p>
Language Use	<p>Uses appropriate language that is occasionally awkward (<i>humans continues to expand up on their knowledge and people very a miserable life</i>), with some awareness of audience and purpose (<i>teaches its reader</i>). The response exhibits some attempt to vary sentence structure or length, but with uneven success (<i>On the similar note, the 1984 was written around the same time period as the Crucible, but it provided a starkly different danger</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>aquired, Massachussetes, commmist</i>), punctuation (<i>We learn that, everybody should question their leaders and work as watchdog of our society</i>), grammar (<i>learn from the mistakes of other, so they don’t repeat it again in the future</i>), and usage that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Throughout the course of history, lessons of life have been expressed in various forms to improve the world in society. A perfect example of this is literature; literature holds in it themes and valuable teachings, insights, and thoughts that can be used in everyday life. The statement, "We do not read novels for improvement or instruction," made by Oliver Wendell Holmes is completely false. In fact, literature does the exact opposite and it is exemplified in ~~the novel "The Pearl" and William Shakespeare's play "Julius Caesar"~~ John Steinbeck's novel "The Pearl" and William Shakespeare's play "Julius Caesar". In both cases both main characters experienced and learned insights on life that can be used to improve and reconstruct ~~the~~ our own society.

First, the main character in The Pearl goes through death, and corruption, and destruction to find the true meaning of happiness. He lived in an area with his tribe, secluded from the rest of the material world. He then found a pearl, which was assumed to be of great value. Once this pearl was in his possession greed and dishonesty came in to play. ~~Even~~ Even the priest, who is supposed to be the holiest and purest man next to ~~God~~ God was full of corruption. In the end Kino didn't have the pearl or any money to show for it, his only son was killed, and a huge lesson about life.

He learned that true happiness comes with just be thankful for what you already have in ~~the~~ life. There are

many people who have less than you, so appreciate what you have and materialistic things will come at their own time. Jim had put all his hope in his dreams of acquiring wealth and that was the wrong thing to do. Nothing of this earth is precious enough to be worshipped, including another man. Only religious figures, like God have that type of power over man.

Similar to "The Pearl" the play Julius Caesar had almost the same themes expressed in it. Greed, corruption, and betrayal played imperative roles in the unraveling of the plot and the ~~core~~ message the author was trying to convey to society. Julius indirectly caused his own death because of his ~~to~~ life being centered around his ~~own~~ massive ego.

His ego allowed him to see the corruption that was going on and certainly the ~~plot~~ conspiracy to kill him. Expressed through his work of literature was the message that you cannot let your ego get bigger than yourself. When this happens all other aspects of life are somewhat inverted.

Both of these works of literature are just a few examples that literature ~~is~~ plays a major role in getting an author's views about society to the world. ~~It~~ Whether it's to praise an aspect of society or to express concerns and try to

Anchor Paper – Part B—Level 4 – C

make a change, literature conveys very a vital view
in a convincing, but also affective manner.

Anchor Level 4 – C

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>literature holds in it themes and valuable teachings, insights, and thoughts that can be used in everyday life</i>). The response uses this interpretation to make implicit connections to the lessons learned in the texts, Steinbeck’s <i>The Pearl</i> and Shakespeare’s <i>Julius Caesar</i> .
Development	Develops ideas briefly, pointing out that Kino <i>found a pearl</i> , mentioning <i>greed and dishonesty</i> and a priest who <i>was full of corruption</i> . Discussion of <i>The Pearl</i> concludes with Kino’s loss of the pearl, his son, and <i>a huge lesson about life</i> . The response makes a general reference to Caesar’s <i>massive ego</i> and unjustified connections to Caesar’s death (<i>His ego enabled him to see the corruption that was going on and certainly the conspiracy to kill him</i>).
Organization	Maintains a clear and appropriate focus on how literature affects society. The response exhibits a logical sequence of ideas, first establishing criteria for analysis, then discussing characters’ actions and literary themes, and concluding with a reiteration of opposition to the lens. Internal consistency is weakened by the personal asides in the last paragraph about <i>The Pearl</i> .
Language Use	Uses appropriate language that is occasionally imprecise (<i>the dents in society</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>Both of these works of literature are just a few examples that literature plays a major role in getting an author’s views about, society to the world</i>).
Conventions	Demonstrates partial control, exhibiting errors in punctuation (<i>In the end Kino didn’t have; Only religious figures, like God have that; Similar to “The Pearl,” the play Julius Caesar had; When this happens all other aspects</i>) and grammar (<i>happiness comes with just be thankful for</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

In this essay I am going to write about a Critical Lens Question that states "We do not read novels for improvement or instruction." And I will agree or disagree with the Critical Lens and use 2 works of literature to back me up.

I would have to say that I disagree with the statement because sometimes when you read a book you usually learn something from it. In this essay the two works of literature I am going to use is Macbeth and Things Fall Apart. In these two books we learn lessons that would teach anybody young or old.

In the ~~critic~~ Critical-Lens statement it states that "we do not read novels ~~for~~ for improvement or instruction," but in the play Macbeth by William Shakespeare we see that some books do improve or instruct. In Macbeth we learned that Macbeth killed his king and cousin to become king. While Macbeth was away from home some 3 witches told him ~~that~~ that he would become king addressing him as King Macbeth at first although he was not. The reason why I chose Macbeth as a work of literature is because in this play we learn that ~~selfishness~~ selfishness is bad especially when it came to murdering a person to get what you want. Thus, I would say that we learn a wonderful lesson from this play.

The second book I chose as a work of literature to back up my opinion is Things Fall Apart. The book ~~things~~ Things Fall Apart is a wonderful book about African society and the way it was in the ~~Past~~ Past. In the novel the main character Okonkwo is the king of his village in which was made up of different sections meaning every king had their own village within the village. Okonkwo has three wives and many children by each. When he was growing up his father was a drunk who never paid him any attention. In that tribe in order to be somebody you had to have crops mainly yams and when you had those things then you can get a title be a king and have as many wives and children as you wish. In this tribe nobody depended on nobody for much. When Okonkwo was growing up his father had titles but as the years past by he began to lose them. In the tribe his father Unoka was seen as a nobody. The reason I choose this book is because it taught me a lesson do not be greedy and mean to the people you ~~are~~ are to love. Because that is what Okonkwo did he killed his son and made his wife suffer.

In my conclusion I would like to say that in my opinion when ever you read a book you always learn something new. Because if you never read the book before than when you read it it would be some thing new you are reading.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens by disagreeing with the quotation and asserting that <i>sometimes when you read book you usually learn some thing from it</i> . The response makes implicit connections between the criteria and the chosen texts, William Shakespeare’s <i>Macbeth</i> and Chinua Achebe’s <i>Things Fall Apart</i> (<i>In these two book we learn lessons that would teach anybody young or Old</i>).
Development	Develops ideas briefly, using some evidence from <i>Macbeth</i> (<i>we learned that Macbeth killed his king and cousin to become king</i>) and from <i>Things Fall Apart</i> (<i>the main character Okango is the king of his village</i>). The response relies primarily on plot summary in the discussion of Achebe’s novel. Theme is suggested in both discussions (<i>we learn that selfishness is bad and do not be greedy and mean</i>).
Organization	Maintains a clear and appropriate focus on lessons to be learned from <i>Macbeth</i> and <i>Things Fall Apart</i> . The response exhibits a logical sequence of ideas by analyzing the lens, then identifying the lesson learned from each work.
Language Use	Relies on basic vocabulary (<i>In the Critical Lens statement it states</i>) with some awareness of audience. The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Because if you never read the book before than when you read it it would be some thing new you are reading</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>Okango, payed, many wifes</i>), punctuation (<i>in the Play Macbeth by William Shakespear we see</i>), capitalization, and grammar (<i>the two works of literature ... is and every king had their own villiage</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.	

Oliver Wendell Holmes said "we do not read novels for improvement or instruction." I happen to agree with Holmes' statement. I agree because I think what Oliver Wendell Holmes is trying to say is that most people who read literature do it because they like to read not because there trying to learn how to read or for instruction. Two novels that prove this are The Things They Carried by Tim O'Brien and To Kill A Mocking Bird by Harper Lee.

In the novel The Things They Carried by Tim O'Brien we find Holmes' statement to be true because the reader don't get any improvement of instruction by reading this novel. Instead the reader gets a very good and graphic diary that makes like you were in the Vietnam War. And that is how we see Oliver Wendell Holmes quote to be true.

Another novel that proves Holmes' quote to be true is the novel To Kill A Mocking Bird by Harper Lee. In this novel we find Holmes quote to be true because the entire book is about how white folk and African Americans got along back in the early 1920s. Thought the novel the reader doest get any instruction about anything nor does the reader get any improvement.

As seen in these two passages Holmes statement "we do not read novels for Improvement or Instruction." Is Indeed True.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens (<i>most people who read literature Do it because they like to read not because there tryin to learn how to read or for instruction</i>) that suggests some criteria for analysis. The response makes superficial connections between the criteria and the chosen texts <i>The Things They Carried</i> , by Tim O'Brien and <i>To Kill A Mockingbird</i> , by Harper Lee.
Development	Is largely undeveloped, with a one-sentence reference to O'Brien's work (<i>the reader gets a very good and graphic diary that makes like you where in the Vietnam War</i>). The response hints at ideas in Lee's novel, but the single reference to setting is inaccurate (<i>the entire book is about how white folk and African Americans got along back in the early 1920's</i>), and the statement that <i>the reader doest get any instructioun or improvement</i> is unsupported.
Organization	Establishes, but fails to maintain a focus on reading for enjoyment, focusing instead on the lack of instruction or improvement. The response exhibits a rudimentary structure with separate paragraphs for each work and a one-sentence conclusion which refers to the validity of Holmes' statement.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>the reader don't get any improvement of instruction</i>), with some awareness of audience and purpose (<i>Another novel that proves Holmes' quote</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Thought the novel the reader doest get any instruction ... nor does the the reader get any improvement</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>where</i> for "were" and <i>thought</i>), punctuation (<i>The novel To Kill a Mocking Bird by Harper Lee and Holmes quote</i>), capitalization (<i>for Improvement and Is Indeed True</i>), and grammar (<i>reader don't get and there tryin</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and somewhat stronger in conventions.	

People read different books according to their personal interests, for a laugh or to cry. Another reason that people read specific books would be to learn something or to understand something more thorough. I disagree with the critical lens "We do not read novels for improvement or instruction." I believe that many people base their readings on these two goals.

One specific book that I have read based on self improvement was called Chicken Soup for the Teenage Soul. My only purpose of reading this book was to read about other children who were going through similar problems to mine. I was looking for answers and ways to help get through my problems and improve myself.

Another book that I have read based ~~and~~ only on improvement or instruction would be ~~called~~ the Bible. I started to read this book to learn through religion how I should base my life. This book has helped me through many situations that have bothered me in some way. Not only am I reading this book but I believe many other people have or are reading it.

These are some personal readings in which I have read that disagree with the critical lens "We don't read novels for improvement or instruction."

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens that suggests a criteria for analysis by asserting that <i>I Believe that many people base their readings on these two goals (personal interests and to learn something)</i> . The response makes superficial connections to the task (in discussing <i>Chicken Soup for the Teenage Soul</i> and the <i>Bible</i>).
Development	Is minimal with no textual development, relying on generalizations and personal opinion.
Organization	Establishes an appropriate focus on <i>literature for improvement or instruction</i> . The response exhibits a rudimentary structure, including an introductory paragraph followed by two body paragraphs, and a conclusion, but is weakened by irrelevancies (<i>Not only am I reading this book ... are reading it</i>).
Language Use	Relies on basic vocabulary (<i>for a laugh or to cry</i>) with some awareness of audience and purpose (<i>I disagree with the critical lens</i>). The response exhibits some attempt to vary sentence structure with uneven success (the last paragraph).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>differents, disagree, instruction</i>), punctuation (<i>critical lens “We and Not only ... but</i>), grammar (<i>understand ... more thorough and have or are reading</i>), and usage (<i>in which I have read that</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

"we do not read novels for improvement or instructions" greatly reflects this idea in the Canterbury Tales and the play Macbeth. I agree with the statement of Oliver Wendell Holmes. In the Canterbury Tales Geoffrey Chaucer shows the varied picture of the characters. The play Macbeth by William Shakespeare presents the Macbeth character throughout the entire play.

In the Canterbury Tales Geoffrey Chaucer described the age of chivalry. The Enlightenment period and about the castles. Geoffrey Chaucer's poem Canterbury Tales is written in the rime-scheme. The powerful characters in the poem grasp the attention of the reader. The different characters in the poem like the lady of bath, the knight, the monk etc. These characters give the readers to basic knowledge about the literature. The whole poem is written in the vocabulary words and it's not easy to understand it.

The Shakespeare play Macbeth is also deals with the literature. The rise and fall of a powerful and a greedy person. The play Macbeth deals

with the good and evil part of a person. The life of Macbeth was involved in many chaos and problems. After killing the Duncan Macbeth was upset. The lady Macbeth was trying and creating problems for him. Macbeth was a fool because he killed so many people to become a king. He could do anything to ~~break~~ a crown for him self.

The poem and the play gives us the basic understanding about the literature. But all the literature not gives us the meanings or we read it for improvement. Literature shows us the ways but not always be specific. we have to work our own to get it meaning.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens, first agreeing, but later stating <i>all the literature not gives us the meanings or we read it for improvement. Literature shows us the ways but not always be specific</i>. The response alludes to the critical lens, but does not use it to analyze the chosen texts, Shakespeare’s <i>Macbeth</i> and Chaucer’s <i>Canterbury Tales</i>.</p>
Development	<p>Is largely undeveloped, mentioning characters in <i>The Canterbury Tales</i>, but references to the text are vague (<i>The powerful characters in the poem grasp the attention of the reader</i>) or unjustified (<i>Chaucer described the age of chivalry. The Enlightenment period and about the castles</i>). The response hints at ideas in <i>Macbeth</i> (<i>The rise and fall of a powerful and a greedy person and Macbeth was involved in many chaos</i>) but does not elaborate.</p>
Organization	<p>Lacks an appropriate focus, but suggests some organization, containing an introductory paragraph, two body paragraphs and a conclusion, but ideas within paragraphs are generally unconnected. The response ends with an ambiguous comment about literature (<i>We have to work our own to get it meaning</i>).</p>
Language Use	<p>Uses language that is imprecise or unsuitable for audience or purpose (<i>the whole poem is written in the vocabulary words and its not easy to understand it</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The lady Macbeth was trying and creating problems for him</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>varid, chivlery, attention, poem</i>), punctuation (<i>its’ not</i>), paragraphing, capitalization (<i>oliver and The lady of bath</i>), and grammar (<i>This idea, characters gives, The poem and the play gives us</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

I do not agree with the critical
statement "We do not read
novels for improvement or
instruction". All literature
has improved and instructed.

For example, I read the book
~~The~~ The Death of a Salesman. The
beginning is really boring, but at
the end of the book it improves
and gets more interesting.

Another book that does that is
the ~~book of the~~ of mice and
men. It's a very good story
and again it's kinda of boring
at the beginning and during the middle
and towards the end it gets better.

Therefore I believe that all books
are read for improvement and instruction.

Anchor Level 2 – B

Quality	Commentary
Meaning	<p>The response: Provides a confused interpretation of the critical lens by first disagreeing with it, stating that <i>all literature has improved and instructed</i>, then presenting personal evaluations of each work (<i>The beginning is really boring, but at the end of the book it improves and gets more interesting</i>). The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>Death of a Salesman</i> and <i>Of Mice and Men</i>.</p>
Development	Is minimal, with no evidence of development.
Organization	Lacks an appropriate focus but suggests some organization, using transitions (<i>For example, Another book, Therefore</i>) to help focus the comments.
Language Use	Uses language that is unsuitable for the audience or purpose (<i>really boring, a very good story, kind of boring</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>donot</i>), punctuation, and grammar (<i>the Of Mice and Men</i> and <i>towards the ends it gets better</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in development and somewhat stronger in conventions.</p>	

I think what this quote is saying is that you can't "Judge a book by its cover" because you might not understand what the picture is telling you just because you read the book or story doesn't mean that you know or have the correct idea of what the book is about. The only way that you will be able to understand or know what the book is about ^{is that} you would have to know what you are reading and to follow all of the direction carefully. Yes I do agree with the statement that I interpreted because when I look at a book I always think that this book ^{cover} is going to help me improve my read but it don't always work you have to know what you are read before you can understand it. for example in the book "Siddhartha" I thought that I would understand the book by reading it and I didn't it was very difficult to understand because it was to many character's in the book that was doing different things you didn't really

Know where certain part was happening at. Another book is "Bless Me Ultima" when I first started reading the book I knew what the first couple of chapter was about, then when we kept on reading it, it got difficult I didn't know what was happening then after I kept on reading I began to get a better understanding of what the book was about. In both of the book that I have read none of the book made me improve all book dont have a certain instruction that they want you to follow or go by. Once you get the habit of reading and understanding that reading will help you improve.

Anchor Level 2 – C

Quality	Commentary
Meaning	<p>The response: Provides a confused understanding of the critical lens stating that <i>the only way that you will be able to understand ... the book is ... to know what you are reading and to follow all of the direction carefully</i>. The response alludes to the critical lens, but does not use it to analyze the chosen texts, <i>Siddhartha</i> and <i>Bless Me, Ultima</i>.</p>
Development	Is minimal, offering no evidence from the texts beyond one vague reference to <i>Siddhartha</i> (<i>to many Character's</i>).
Organization	Lacks an appropriate focus (<i>you have to know what you are read before you can understand it</i>) but suggests an organization, using transitions to sequence ideas (<i>Yes I do agree, for example, Another book, In both of the book</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>improve my read</i>) with little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure with uneven success (<i>Once you get the habit ... will help you improve</i>).
Conventions	Demonstrates a lack of control with frequent errors in punctuation (<i>Yes I do, work you, Character's, "Bless Me Ultima" when</i>), paragraphing, capitalization (<i>I Interpreted and in the Book</i>), and grammar (<i>it dont and character's ... was</i>) that make comprehension difficult.
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat weaker in development and somewhat stronger in language use.</p>	

We do not read novels for improvement or instruction. I believe we read literature for enjoyment and to expand your horizon.

When your assigned a book to read in class by a teacher you'll find most students will complain. Many students want to read books on there own without a deadline.

When teachers assigned reading tasked & said read this much tonight you have a quiz tomorrow. You find most kids just read because their will be a test. There's no enjoyment there. Pushing literature on students won't make them enjoy it.

I never read any of the readings assigned I would just go get the movie. Until a teacher handed me a book and said read this it will change your mind about reading. I read the book and enjoyed it some much never put the book down.

I believe students have to read into the book and enjoy it & put your imagination into it. Let your mind run with the book. Get yourself lost in a book & you'll find an interest.

Anchor Level 1 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>we read literature for enjoyment and to expand your horizon</i>). The response contains no reference to any specific texts.</p>
Development	<p>Is minimal. The response elaborates on a personal opinion (<i>Many students want to read books on their own without a deadline</i>), but does not apply the lens to works of literature.</p>
Organization	<p>Establishes, but fails to maintain, a focus on reading for enjoyment and to explore new interests. The response exhibits a rudimentary structure of sentences grouped together concerning aspects of reading, but includes irrelevancies (<i>I would just go get the movie</i>).</p>
Language Use	<p>Relies on basic vocabulary, with little awareness of audience (<i>When your assigned a book to read in class by a teacher you'll find most students will complain</i>). The response exhibits some attempt to vary sentence structure for effect but with uneven success (<i>I read the book and enjoyed it some much, never put the book down</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting occasional errors in spelling (<i>Untill</i>), punctuation (use of quotation marks and commas), grammar (<i>reading tasked</i>), and usage (<i>their</i> for “there” and <i>some much</i>) that hinder comprehension.</p>
<p>Conclusion: Although the response fits criteria for Levels 1 and 3, it remains at Level 1 because it makes no reference to any specific texts.</p>	

Two works The Dangerous Game by ?
 and Mice and Men Shur went
 over the authors or dont know The
 gun and Robert saw on TV that
 was a guy has dead found in
 sidewalk, so when do I have
 to write any more theme, to
 develop your analysis, titles and
 authors of the literatures.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens. The response reflects no analysis of the chosen texts, "The Most Dangerous Game" and <i>Of Mice and Men</i> .
Development	Is minimal, with no evidence of development.
Organization	Shows no focus or organization.
Language Use	Is minimal. The response uses language that is inappropriate and occasionally incoherent (<i>Two works ... shur went over the arthers or dont know the gun and</i>).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Oliver Wendell Holmes once said, "We do not read novels ~~for~~ for improvement or instruction." Holmes felt that you can't take information or ideas, that could relate to you or your life, from literature. I disagree with Holmes' statement. Literature is a perfect example for instruction and improvement. For example, Romeo and Juliet by William Shakespeare, and A Painted House, by John Grisham.

In the play Romeo and Juliet, by William Shakespeare, Shakespeare uses characterization and theme to express instruction and improvement. When you read any type of literature you tend to become part of the story. Characterization was used to show how much in love the two children were. Romeo and Juliet were described as innocent young kids. They were madly in love. Just as a young reader might be if they were to read the play. It can relate to someone in love or in lust. Theme was also used to express instruction and improvement. The whole theme of the play was how the young children could escape their families' hatred and be together. One

The whole novel was from the point of view of Johnny and how he saw life. Any young child could relate to the decisions he made and why. Johnny could have been a role model for any adolescent.

Holmes may think he doesn't read for improvement or instruction, however I feel many would disagree. When reading you are one with the storyline. Key information and ideas affect you in many ways. You may even use them in your everyday decisions.

Why do you read literature? Do you read it for leisure time or to help you with your life? Oliver Wendell Holmes believes "We do not read novels for improvement or instruction," This means we do not learn lessons or morals from works of literature. I disagree with this statement. The book Angela's Ashes by Frank McCourt and the play "The Elephant Man" by Frank Pommernance prove the statement by Holmes to be wrong.

Angela's Ashes by Frank McCourt is an autobiography. It takes place in Limerick, Ireland when Frank was a little boy. It tells about Frank's hardships as a child. It teaches you that someone always has it worse off than you.

The play "The Elephant Man" by Frank Pommernance, tells the story of John Merrick. John is made fun of and referred to as "The Elephant Man." His owner puts him in a freak show and gets money for him being so ugly. It takes place in England and its theme is "You're not as ugly on the inside, even if you are on the outside."

These two works of literature show that literature teaches morals that can teach you to improve your life.

BOTH WORKS SHOW YOU THAT SOMEONE ELSE IS ALWAYS MORE WORSE OFF THAN YOU WHETHER ITS LOOKS OR MONEY. LITERATURE HELP YOU TO REALIZE THE GOOD IN YOU AND YOUR GOOD QUALITIES.

According to the literates works "To kill a Mockingbird" written by Harper Lee and "The Pearl" written by John Steinbeck, I have learned how the love for a person can make us do anything to change their future.

First of all "To kill a Mockingbird" express the feelings of two childs for a black man that is "accused" of rape a white girl. This child's father is the lawyer Mr. Finch how going to defend this black man in the court no matter the color of the skin the childs try any way to help this guy that go to the jail without culpability because He just was trying to help the girl. I agree with the childs when they try to go to court to say the true about him. The pearl expres the love of a father for his little kid, Kino is the name of a poor fishes that wish to give the best of him for the future of Coyotito that is his son. One day Kino found a beautiful pearl that represent the future for Coyotito. Kino then of found the pearl try any way to sell the pearl and He find many obstacles but he just wanted sell it. I agree when Kino perseuer of the self of the pearl

fighting with all the bad people that
is trying to pay less for it. But then
He find out that the pearl is not
valuable and Her wife tell him to
throw it back to the sea because his
child died of a severe infection.

Oliver Wendell Holmes said "We do not read novels ~~for~~ for improvement or instruction. I disagree with his statement because it's impossible to read literature and not learn something from it, either something new or a better explanation of something we already know. Arthur Miller's The Crucible, although written during the early 1950s, tells readers about the Salem Witch Trials in the 1600s and the McCarthy "witch hunts" for communists in the 20th century. Jerome Lawrence and Robert E. Lee's Inherit The Wind examines the Scopes "Monkey Trial" of 1925.

To call Americans' attention to the frightening results of Senator Joseph McCarthy's search for communists in America, Miller set The Crucible in Puritan Salem, Mass., in 1692. Abigail Williams, a teenager who had an affair with her former employer, John Proctor, leads a group of girls who begin accusing people in Salem, including John's wife, Elizabeth, of witchcraft. Before long, the hysteria is out of control. John Proctor is accused of witchcraft himself; the Puritans, who believed strongly in the presence of evil, readily believed the girls. Because their beliefs also included a person's being guilty until proven innocent of an accusation, nineteen people

lost their lives before order was restored.

Miller's play showed people that the same hysteria was taking control; he had to appear before Senator McCarthy's committee and was asked to give testimony about colleagues in the movie industry. The play forced Americans to look more critically at what was happening. The 1950s shared some characteristics (a hysterical fear of the truth, an accusation of people without evidence) with the 1692 setting. People who read this play were more than simply entertained. They were educated about a past problem that seemed to be happening again.

The setting of Lawrence and Lee's Inherit the Wind, in Hillsboro, Tennessee, mirrored the real-life Dayton, Tennessee, setting of the Scopes trial. In the play, Bert Cates, a young biology teacher, represented John T. Scopes, the teacher who chose to go against the state law forbidding the teaching of evolution in the public schools. Characters Matthew Harrison Brady and Henry Drummond were the representatives of William Jennings Bryan, who defended the state's law, and Clarence Darrow, who defended the accused teacher. In the course of the play, the characters gave contemporary audiences a view of an event that happened before they were born. It also linked current

debates in different parts of the country over whether or not to teach Creation Science (the religious belief that God created the universe in six days) in today's public schools. ←

Religion versus science seemed to be the theme in both the play and in real life, but the reader of the literature received so much more than just enjoyment from the play.

All three playwrights gave readers information about periods in American History, controversies and beliefs held by people in those times, and ties to things currently happening. By showing it is possible to learn American history from literature, it is also possible to learn many more subjects from literature, thus contradicting Holmes' words.

WE DO NOT READ NOVELS FOR IMPROVEMENT OR INSTRUCTION. WE READ LITERATURE FOR ENJOYMENT AND SOMETIMES FOR RELAXATION. OR WE COULD READ A BOOK FOR HUMOR OR TO MAKE US THINK ABOUT OURSELVES PAST OR FUTURE

FOR EXAMPLE, THE IMPORTANCE OF BEING ERNEST BY OSCAR WILDE WAS A VERY FUNNY BOOK. THROUGHOUT THE WHOLE ENTIRE BOOK, IT MADE YOU LAUGH. CUCUMBER SANDWICHES, TEA WITH LUMPS, THE NAME GAME. IT WASN'T ALL ABOUT SERIOUSNESS, IT WAS ABOUT MAKING PEOPLE LAUGH. THE ONLY TIME THAT IT MADE YOU THINK WAS WHEN YOU WERE TRYING TO FIGURE OUT WHO WAS THE REAL EARNEST AND WHO WAS BEING ERNEST ABOUT THAT. I FOUND THAT TO BE EXTREMELY FUNNY BECAUSE YOU DID NOT KNOW WHO WAS WHO UNTIL YOU READ TILL THE END.

ANOTHER BOOK WOULD BE THE GREAT GATSBY BY F. SCOTT FITZGERALD. IT WAS ABOUT THE GREAT DEPRESSION BUT IT ALSO HAD A LITTLE HUMOR IN IT. NOW, IT WAS DEALING WITH IDENTITY - NOT NAMES. ABOUT HOW MANY PARTIES CAN YOU THROW AND HOW MANY PEOPLE COME. IT WAS TO GET YOUR MIND OFF THE WAR.

THAT IS WHY I AGREE WITH THE STATEMENT BY OLIVER WENDELL HOLMES "WE DO NOT READ NOVELS ~~FOR~~ FOR IMPROVEMENT OR INSTRUCTION.

Practice Paper A–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.

Practice Paper B–Score Level 3

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

Practice Paper C–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.

Practice Paper D–Score Level 5

Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.

Practice Paper E–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.

**Regents Comprehensive Examinations in English
Map to Learning Standards**

Key Ideas	Part of Test
Listening and writing for information and understanding	Session One – Part A
Reading and writing for information and understanding	Session One – Part B
Reading and writing for literary response	Session Two – Part A
Reading and writing for critical analysis and evaluation	Session Two – Part B

Regents Comprehensive Examination in English—August 2003 Chart for Determining the Final Examination Score (Use for August 2003 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 20 and a total multiple-choice score of 22 would receive a final examination score of 87.

**Total
Essay**

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	3	5	7	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	
1	1	2	4	6	9	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	
2	2	3	5	7	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	
3	2	4	6	9	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	
4	3	5	7	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	
5	4	6	9	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	
6	5	7	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	
7	6	9	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	
8	7	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	
9	9	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	
10	10	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	
11	11	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	
12	12	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	
13	13	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	
14	15	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	
15	16	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	
16	17	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	
17	18	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	91	
18	20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	92	
19	21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	91	93	
20	23	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	92	94	
21	24	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	91	93	95	
22	26	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	92	94	96	
23	27	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	91	93	95	97	
24	28	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	92	94	96	98	
25	30	33	36	39	42	46	49	52	55	59	62	65	68	71	74	77	80	83	85	88	91	93	95	97	99	
26	31	35	38	41	44	47	51	54	57	60	63	67	70	73	76	79	81	84	87	89	92	94	96	98	100	