



**New York State Regents Examination in English Language Arts
Part 3 Rubric**

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea -present ideas sufficiently, making adequate use of relevant evidence to support analysis	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea -present little or no evidence from the text
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-demonstrate control of conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored a 0.

From the first line of the text, the author is already ~~creating~~ shaping the two characters through the use of juxtaposition. Using simpler comparisons at first, like hot and cold, the author develops the comparisons gradually to be much more insightful, like when she compares her world of a sad, empty wasteland to his, which is lavish, abundant and beautiful. Through these comparisons, the author is able to characterize ~~base~~ herself and her husband into two ~~a~~ completely different people. The use of placing these contrasting characteristics right next to each other actually further pushes ~~the~~ the characters to opposite ~~and~~ ends of the spectrum, carefully ~~to~~ and ~~then~~ thoroughly developing the central idea that people change and evolve over time.

Although one might interpret these opposing characteristics to mean that the narrator and her husband balance each other out, this is clearly not the central idea she is trying to get across. At the end of the text, the author places an anecdote about how she and her husband walked along the Via Nazionale when they first met. She likens their earlier ~~selves~~^{selves} to those of friends and intellectuals, portraying them as being similar types of people. This part of the passage, juxtaposed w/ the stark contrasts in their characters at the beginning, shows that they have greatly

evolved as people ~~are~~ and as a couple ~~over~~ over the years. Once similar, their personalities not only oppose, but clash due to the fact that they are so different. In the greater context, these ideas of opposition and ~~evolution~~ ^{evolution} over time illustrate important ideas about humanity, and how change ~~it~~ is simply a natural process that takes place. It also shows that while not everything works well together, this type of ~~contrast~~ contrast is necessary to evenly balance out nature.

Anchor Level 4–A

The response introduces a well-reasoned central idea *that people change and evolve over time* and a writing strategy (*From the first line of the text, the author is already shaping the two characters through the use of juxtaposition*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of juxtaposition to develop the central idea (*the stark contrasts in their characters at the beginning, shows that they have greatly evolved as people*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*Using simpler comparisons ... like hot and cold, the author develops the comparisons gradually ... like when she compares her world ... to his ... and At the end of the text, the author places an anecdote ... She likens their earlier selves to those of friends and intellectuals, portraying them as being similar types of people*). The response exhibits logical organization of ideas and information, first introducing the author's gradual development of *contrasting characteristics* between the husband and wife to develop the central idea that people change in the first paragraph and developing the recognition of the *evolution* of the relationship in the second paragraph which closes with the idea that *while not everything works well together, this type of contrast is necessary to evenly balance out nature*, to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*She likens their earlier selves to those of friends and In the greater context, these ideas of opposition and evolution over time illustrate important ideas*). The response demonstrates control of conventions with infrequent errors.

Often, if two people are meant to be in a relationship, they share many characteristics. If two people are ^{very} alike, however, they probably are not meant to be together. This is true of the text, in which the author utilizes antithesis to prove that the two main characters were never meant to be together.

The use of antithesis in writing can be very useful when trying to juxtapose two ideas or people. For instance, in the text, antithesis is used very often to prove that the main characters are incredibly different. The man "always feels hot" while the woman "always feels cold". The man "loves travelling" while the woman "wants to stay at home", and the list goes on. People this different shouldn't be together now and should never have gotten together in the first place. Furthermore, the woman states that while they talked often about a lot of things ~~that~~ ^{when} they were young, they were also "so ready to say good bye to each other. This should come as no surprise, considering their myriad of differences.

While people ^{with} differences can, and do, have successful relationships, they have to at least have something in common. The characters present in the text do not seem to have a

single thing in common. Through the use of antithesis, the author brings to light the innumerable differences between the characters and proves that the characters should never have gotten together in the first place.

Anchor Level 4–B

The response introduces a well-reasoned central idea (*If two people are very unlike, however, they probably are not meant to be together*) and a writing strategy (*This is true of the text, in which the author utilizes antithesis to prove that the two main characters were never meant to be together*) that clearly establish the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of antithesis to develop the central idea (*For instance, in the text, antithesis is used very often to prove that the main characters are incredibly different*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The man "always feels hot" while the woman "always feels cold." The man "loves travelling" while the woman wants "to stay at home", and the list goes on. People this different shouldn't be together now and should never have gotten together in the first place*). The response exhibits an acceptable organization of ideas and information to create a coherent response by first introducing both the central idea and writing strategy, then presenting examples of how antithesis highlights the differences in the characters and concluding with a summative analysis (*Through the use of antithesis, the author brings to light the innumerable differences between the characters and proves that the characters should never have gotten together in the first place*). The response establishes and maintains a formal style, using appropriate language and structure (*This should come as no surprise, considering their myriad of differences and while people with differences can, and do, have successful relationships, they have to at least have something in common*). The response demonstrates control of conventions with infrequent errors (*incredibly; at home", and; innumerable*).

This excerpt describes the author's lack of connection with a husband. The use of first-person Point-of-View details the narrator's side of the story—which makes the excerpt as one-sided as their marriage seems.

The passage expresses how different these two people are. The man ("he") is a whirlwind of numerous likes and styles, most of which are not shared with the narrator. The narrator uses point-of-view to show how ~~she~~ she feels, even if it was never expressed aloud to the husband. The narrator finds joy in a few select things, unlike the husband, who is described as "never idle". A description of laziness greatly contrasts that of the husband's constant curiosity. The narrator finally expresses that everything done is done "mistakenly", because it is compared to the husband never-ending motion.

The Point-of-view remains in first person, but allows for some reminiscing of the couple's first memories together, in Rome. ~~The reader~~ ~~wonders~~ ~~about~~ The narrator describes the husband, even so many years ago, as "light years away". Thus, the unique perspective of their marital relationship, leaves the reader wondering why such opposites would be married at all.

Anchor Level 3–A

The response introduces a clear central idea (*This excerpt describes the author's lack of connection with a husband and expresses how different these two people are*) and a writing strategy (*The use of first-person Point-of-View details the narrator's side of the story - which makes the excerpt as one-sided as their marriage seems and the narrator uses point-of-view to show how she feels*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of point of view to develop the central idea (*A description of laziness greatly contrasts that of the husband's constant curiosity and The narrator finally expresses that everything done is done "mistakenly," because it is compared to the husband neverending motion*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis [*The man ("he") is a whirlwind of numerous likes and styles, most of which are not shared with the narrator and The narrator finds joy in a few select things, unlike the husband, who is described as "never idle"*]. The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing the central idea and the writing strategy, then presenting examples of the *contrasts* between the husband and wife followed by a concluding paragraph that reiterates the writing strategy, describing *even* the couple's early interaction as "*light years away*", giving the reader a *unique perspective of their marital relationship*. The response establishes and maintains a formal style, using precise language and sound structure (*The Point-of-view remains in first person, but allows for some reminiscing of the couple's first memories together, in Rome*). The response demonstrates partial control of conventions with occasional errors (*Point-of-View; curiosity; mistakenly", because; together, in Rome*) that do not hinder comprehension.

Many people in the world are depressed or sad due to ~~many~~ different aspects going on in their life. Some of those people are depressed due to others controlling their life creating a darkened atmosphere to live in. In this excerpt the author is about to express the central idea that your happiness shouldn't be dictated by another person through strong word choice.

Being controlling is not the best quality to take on. ~~Being~~ By controlling another person's life could cause that person pain and to feel inferior; ~~the person feels~~ "I feel I do everything inadequately or mistakenly" (Line 40). Through the use of the words "inadequately" and "mistakenly" this person feels like everything she does is wrong. Someone should never go through life believing everything they do is a mistake, a reck or disaster at any point. Yes, there is failure but there is always something to learn from it. And no one should ever feel as if they are in a "sad, barren place" (Line 23). ~~The~~ The author chose the words "sad" and "barren" to express the mental state of mind this person is living in because of her husband. Being unhappy because of your spouse or partner isn't a risk of taking. Being happy and living life is important. Lastly ~~the person~~ ~~feels~~ Being controlled how to feel or what to do is one problem but being told or

forced what to wear is a problem; "He is irritated if he sees me put a jumper on in the evening" (Line 2). The strong word choice of "irritated" shows how her husband is a controlling bossy person that dictates her life and happiness.

Being happy ~~is~~ is very critical in this world. Life is special and should never be taken for granted. Throughout this excerpt the author is able to convey ~~the~~ the central idea through strong diction; The happiness of ~~the~~ one's life shouldn't be controlled by another person.

Anchor Level 3–B

The response introduces a clear central idea and a writing strategy that establish the criteria for analysis (*In this excerpt the author is about to express the central idea that your happiness shouldn't be dictated by another person through strong word choice*). The response demonstrates an appropriate analysis of the author's use of diction to develop the central idea (*Through the use of the words "inadequately" and "mistakenly" this person feels like everything she does is wrong and The author chose the words "sad" and "barren" to express the mental state of mind this person is living in*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*No one should ever feel as if they are in a "sad, barren place" and but being told or forced what to wear is a problem; "He is irritated if he sees me put a jumper on in the evening"*). The response exhibits acceptable organization of ideas and information to create a coherent response by first introducing the central idea and writing strategy, then presenting evidence and analysis that support the central idea, and concluding with a reiteration of the central idea and writing strategy (*Throughout this excerpt the author is able to convey the central idea through strong diction; The happiness of ones life shouldn't be controled by another person*). The essay establishes and maintains a formal style, using appropriate language and structure (*Yes, there is failure but there is always something to learn from it*) that is at times imprecise (*isn't a risk of taking*). The response demonstrates partial control of conventions with occasional errors (*their life creating, excerpt the, someone ... they, reck, a controlling bossy, ones life*) that do not hinder comprehension.

In the text the author uses literary elements to get his or her central idea across. The central idea can be hard to decipher for most. Many can interpret stories differently, therefore understanding a different concept. The idea that came across most thoroughly was that opposites attract, and sometimes you never know who you'll end up with; you may end up with the person least expected. To express this message, the author uses the literary element of comparison and contrasting.

The short excerpt starts out with comparing the husband and wife right off the bat. From line 1 all the way through line 26, the narrator starts every paragraph with a statement about her significant other. Examples would be "He always feels hot" (line 1). After this statement, she says "I always feel cold" (line 1). In line 4, she states "He speaks different languages". She then compares herself and says "I do not speak any well." (line 4). In lines 12 and 13, she states that he loves "theatre, painting, and music." Then following that, she claims that she "doesn't understand music at all, painting

doesn't mean as much to me, and I get bored at the theatre." If not noticed, she uses contrasting to show that her and her husband do not seem very similar, but still are together.

As the story goes on, she goes on about how her and her husband met. She talks about meeting and "walking along the Via Nazionale" (line 50), which is an elegant street in Rome. She talks about her first impression of him, as he "seemed like a boy to me" (line 49).

Anchor Level 3–C

The response introduces a clear central idea (*The idea that came across most thoroughly was that opposites attract, and sometimes you never know who you'll end up with*) and a writing strategy (*To express this message, the author uses the literary element of comparison and contrasting*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of comparison and contrast to develop the central idea (*she uses contrasting to show that her and her husband do not seem very similar, but still are together*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Examples would be "He always feels hot" ... "I always feel cold", "He speaks different languages" ... "I do not speak any well", Then following that, she claims that she "doesn't understand music at all"*), making use of some evidence that may be irrelevant (*she goes on about how her and her husband met and she talks about her first impression of him*). The response exhibits inconsistent organization of ideas and information with one paragraph that introduces a central idea and writing strategy, a second paragraph that provides examples of the author's use of comparison and contrast and a third that strays from the main focus, failing to create a coherent response. The response lacks a formal style, using language that is basic, inappropriate or imprecise (*you may end up with the person least expected and comparing the husband and wife right off the bat*). The response demonstrates partial control of conventions with occasional errors (*desipher, comparison and contrasting; herself and says, any well, that her and her husband*) that do not hinder comprehension.

The central idea of the text is to show how ~~the~~ bond can form even between the two most unlikely people. This is shown through the text with the authors use of irony. That's how the author of the text proves this central idea.

The central idea is proven with the authors use of irony. As shown when the woman is talking about the man as she says "He loves travelling... I would like to stay at home." This shows how unlikely there bond would be but also very ironic how they like complete opposite things. Although when talking about when they first met she says "I suppose and the idea that we would become husband and wife was light years away from me." This also shows the irony of how completely opposite people would marry each other.

Anchor Level 2-A

The response introduces a central idea (*The central idea of the text is to show how a bond can form even between the two most unlikely people*) and a writing strategy (*This is shown through the text with the authors use of irony*). The response demonstrates a superficial analysis of the author's use of irony to develop the central idea (*also very ironic how they like complete opposite things and this also shows the irony of how completely opposite people would marry each other*). The response presents ideas inadequately in an attempt to support analysis (*As shown when the woman is talking about the man as she says. "He loves travelling ... I would like to stay at home." This shows how unlikely there bond would be*), relying on only two quotes from the text. The response exhibits acceptable organization of ideas and information to create a coherent response with an opening paragraph which introduces the central idea and a writing strategy, and a body paragraph that addresses the irony of *how unlikely there bond would be*. The response establishes and maintains a formal style, using appropriate language and structure that is sometimes imprecise (*there for "their" and would be but also very ironic*). The response demonstrates emerging control of conventions with some errors (*authors use; That's; irony. As; complete opposite; met she says "I; Me." this; completely opposite*) that hinder comprehension.

In the text the author uses a lot of imagery.

In the story they seem to compare the two people. She or he seems to think their partner is better than them. They say stuff like how he doesn't want them to learn how to drive because he might want to control what they do everyday. If you take away the freedom then your left with nothing.

They compare what each other is good at. Mostly the narrator is saying what they aren't good at instead of their qualitys. This relationship seems mentally abusive, which can effect the life of anyone. It could hurt her self of steem and make the person so sad that it hurts their mental health.

They write alot on how he can do anything better than they can and it seems to effect her. They seem so in love and he could care less about how the other person feels they don't use sense of smell they all use imagery they describe how he's tall and can speak many languages.

My conclusion is that the story uses mainly imagery and is good at that but the guy is toxic.

Anchor Level 2–B

The response introduces a writing strategy (*In the text the author uses a lot of imagery*), but a central idea is implied rather than identified (*In the story they seem to compare the two people*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*they don't use sense of smell they all use imagery they describe how he's tall and can speak many languages*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, relying more on general observations than specific facts (*This relationship seems mentally abusive, which can effect the life of anyone* and *They write alot on how he can do anything better than they can*), making use of some evidence that may be irrelevant (*If you take away the freedom then your left with nothing*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response. The lack of pronoun antecedents and the reliance on plural pronouns to denote a single character interferes with the text's coherence. The response lacks a formal style, using language that is basic, inappropriate and imprecise (*they say stuff like, your* for "you're", *is saying what, effect* for "affect", *the guy is toxic*). The response demonstrates emerging control of conventions with some errors (*She or he ... their ... them. they, compair, narator, insted, qualitys, self of steem, alot, love and he, feels they dont, smell they, that but*) that hinder comprehension.

The central idea of this short story is about two different people who are not the same and act in a different life style.

In the story there one person who ~~is~~ is very responsible and not a forgetful person, and this person is very adventurous like to explore.

~~is~~

And the second person is not very open to the outside this person is having a horrible memory, not very responsible to do anything and ~~is~~ this person just doesn't want to do anything at all but later on in the story it started to change between the the two people they were growing up.

~~is~~ This is the opposite between the two people is like they switch their personality, like the person who was very responsible and have a good memory. is starting to forget half of his memory, and the ~~person~~ second person who was very lazy.

Anchor Level 2–C

The response introduces a central idea (*The central idea of this short story is about two different people who are not the same and act in a different Life style*). Although the writing strategy is not identified, there is a superficial analysis of characterization to develop the central idea (*And the second person is Not very open to the outside this person is having a horrible memory, Not very responsible to do anything*). The response presents ideas inadequately, making vague references to *one person* and to a *second person* and doing so inaccurately (*this person Just doesn't want to do anything at all but Later on in the story it started to change between the the two people they where growing up*) in an attempt to support analysis. The response exhibits little organization of ideas and information, providing an opening paragraph that contains a central idea and reference to a *person who is very resbonsible and Not a forgetful person*, a second paragraph that speaks of another person who *Just doesn't want to do anything at all*, and a concluding paragraph which contains vague and incoherent ideas. The response uses language that is predominantly incoherent (*people who are not the same and act in a different Life style and This is the oppisite between the two people is Like they switch there personality Like the person who was very responsible and have a good memory is starting to forget half of his memory*). The errors in sentence formation affect coherence. The response demonstrates emerging control of conventions with some errors (*diffrent, there one person, aventureus like, outside this, people they where, person who ... have, memory. And*) that hinder comprehension.

opposite types of people tend to attract and help each other. Even though the saying is cheesy, it is true that opposites attract even with people. If you only talk to people who are like yourself you might not be able to experience as much as you can with being with someone who is the opposite. Also, opposite type people could also help you. They could help you get out of your comfort zone or even discover new things for you to enjoy. An extroverted person can help an introverted person become more social or go out more. It could be boring to only talk to people who are just like you in every way. Peoples differences can make them closer.

Differences can make you close to someone but, it also can cause conflict.

Anchor Level 1–A

The response introduces a central idea (*Opposite types of people tend to attract and help each other*), with no analysis of the author's use of a writing strategy to develop the central idea. The response presents little or no evidence from the text. The response exhibits acceptable organization of ideas and information although it consists of only one paragraph that describes how *peoples differences can make them closer*, and ends with a single concluding statement. The response lacks a formal style, using language that is inappropriate (*Even though the saying is cheesy* and *They could help you get out of your comfort zone*). The response demonstrates partial control of conventions with occasional errors (*Cheesy it is; Yourself you; comfort; in every way peoples; someone but, it*) that do not hinder comprehension. The response can be scored no higher than a 1 since it is a personal response.

Anchor Paper – Part 3 – Level 1 – B

The author uses many literary elements to create the central idea of both passages and he ~~uses all these elements~~ uses all these elements to show us the main idea

Anchor Level 1-B

The response does not introduce a specific central idea or writing strategy and demonstrates no analysis of the author's use of a literary element, merely mentioning *the author uses many literary elements to create the central idea*. The response presents no evidence from the text. The response is minimal, consisting of one sentence, making assessment unreliable.

The author in the text use the central idea of love and how big is the different between two people. He uses imagery in the text to show how different between the couple and how after twenty years they are still together, it doesn't matter how different can be and how she sometimes can support him.

In the lines 48 and 49 she states "I already felt that I was very old and had been through a great deal and had made many mistakes, and he seemed a boy to me, light years away from me". This demonstrates how the author states the central idea between the couple and how different she felt from him.

The central idea and the imagery that the author use in the text help us to analyze and understand help us to understand the text in a better way. In the text the author states the central idea many times, and he does clear show the imagery in the text.

In the reading there are many ideas which show and contrast different things.

The central idea that was shown to be of most importance in the text was the differences between the narrator and her husband. In order to put this idea more in context, the author used repetition throughout the whole text, making this idea more easily ~~seen~~ seen.

As stated before, the idea of differences between wife and husband was shown to be of very high value due to its steady recall throughout the whole text. To put this idea out to the reader, the author used various situations in which repetition was used. For instance, the use of "He has," "He loves," "He hates," "I do," "I love," "I would," are basically used everywhere in the text not only to keep hidden the identities of both the narrator and her husband, but to tell the reader how different the narrator and her husband are. Two examples of such can be found easily in lines 17-18, where the narrator says "He loves travelling in familiar, foreign cities, restaurants. I would like to stay at home all the time and never move;" and in line 16, where the narrator says "He loves libraries and I hate them." In both of these statements a clear, ~~identical~~ identical theme is shown, which is the difference between the wife and the husband, two clearly different sides of a coin, two different worlds crushing together.

Many other ideas are surely to be found in the reading. Yet, to my personal opinion, the idea of difference is one of best importance in the text. Not

because it is present everywhere along with repetition, but because it is clearly what the text is talking about, how two different people are together, even though their differences are making them have hard times, such differences are placing them in two different worlds, you could even compare them to water and oil.

Marriage is a bond between two lovers who wish to watch one another grow. However, what the other grows into may surprise people. In the passage, the author uses parallel structure to convey the idea that as time passes, a person's significant other will change in unexpected ways.

Newly infatuated people tend to seek similarities between one another. For instance, the writer ~~writes~~ compares the two people during a walk they shared twenty years prior. The ^{wife} ~~writer~~ ^{recalls} ~~states~~ they were "two friends talking, two young intellectuals out for a walk; so young, so educated, so uninvolved, so ready to judge one another with kind impartiality" (lines 64, 65). The parallel structure in "two friends... two young intellectuals" and "so young, so educated, so uninvolved, so ready..." demonstrates the similarities between the two people. However, time passes, and ~~one~~ of the ^{wife} ~~individuals~~ analyzes ~~her husband~~ their relationship in the present. She begins by stating what ~~her~~ her husband feels and what he enjoys and then claims ~~to~~ she ~~is~~ ~~the~~ feels the opposite. The wife states "He always feels hot, I always feel cold... He speaks several languages well, I do not speak any well... He has an excellent sense of direction, I have none at all." (lines 1, 4, 6).

The author shows the differences between the husband and wife by ~~structuring~~ structuring the sentences in similar ways. ~~The~~ The author begins with "He" ~~and~~ and a verb, then "I" and a verb. The parallel structure ~~is present shows the reader creates an~~ characterizes the couple. The wife also states "I don't know how to dance and he does. I don't know how to type and he does" (lines 36, 37). This time the writer pairs what the wife does ~~not~~ know and what the husband does know next to one another. The parallel structure ~~entire~~ expands upon the differences. Over time, the wife realizes how differently the couple has grown. Therefore, the parallel structure demonstrates how as time passes, a person's significant other will change in unexpected ways. Nonetheless, people can find a way to remember the past and still love ~~the~~ ^{their} their spouse has grown.

In this ~~passage~~ ^{passage} the author describe
a person, your favorite activities, your talking form,
~~her~~ ~~likes~~, her likes, I think that is a person
curiosity, optimist, art appreciate, is a person that
~~think~~ think how a boy. Some people may say
that this man is irritated, ~~about~~ ^{he has} an
excellent sense of direction, (text 1, lines 2-6)
"He is irritated if he sees me put a jumper on
in the evening, he has an excellent sense of direction".
However, he like the art in all aspect "he loves
the theatre, painting, music, especially music".
(text 1, line 12). In brief this person is a
Great man, is creative, ~~creative~~

How do you really know if you can spend the rest of your life with someone? In the text the author shows you that people change and you never really realize how different you are from the person you've known for a long time.

The author states, "He has an excellent sense of direction, I have none at all" (6). These two people have many differences and didn't even see it from the time they first met. The author writes, "He loves traveling, unfamiliar foreign cities, restaurants. I would like to stay home all the time and never move" (17-18). It is obvious how different they are but from the beginning they never saw it. It takes a lot of time spent with someone else before you see something other than what is right in front of you.

The author uses the literary device conflict to showcase the two people's differences. The author writes, "I don't know how to read maps and I get confused by all the little red circles and he loses his temper" (10-11). The difference between these two people lead to tensions, pointing out how they see things differently. The author states, "... the most boring person and the one I least wanted to meet drags me off to a place I least wanted to go" (34-35). One person wants to go out and see the world while the other would rather stay home causing more tension because of their differences. They argue and fight because they have little in common.

Practice Paper A – Score Level 2

Holistically, the response best fits the criteria for Level 2.

Practice Paper B – Score Level 3

Holistically, the response best fits the criteria for Level 3.

Practice Paper C – Score Level 4

Holistically, the response best fits the criteria for Level 4.

Practice Paper D – Score Level 1

Holistically, the response best fits the criteria for Level 1.

Practice Paper E – Score Level 3

Holistically, the response best fits the criteria for Level 3.

**Map to the Learning Standards
 Regents Examination in English Language Arts
 June 2018**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.3 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	L.4 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.3 (11-12)
6	MC	1	1	RL.6 (11-12)
7	MC	1	1	RL.2 (11-12)
8	MC	1	1	RL.4 (11-12)
9	MC	1	1	RL.5 (11-12)
10	MC	1	1	RL.6 (11-12)
11	MC	1	1	RL.4 (11-12)
12	MC	1	1	L.5 (11-12)
13	MC	1	1	L.4 (11-12)
14	MC	1	1	RL.2 (11-12)
15	MC	1	1	L.4 (11-12)
16	MC	1	1	RI.6 (11-12)
17	MC	1	1	RI.5 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.2 (11-12)
20	MC	1	1	RI.3 (11-12)
21	MC	1	1	L.4 (11-12)
22	MC	1	1	RI.4 (11-12)
23	MC	1	1	RI.4 (11-12)
24	MC	1	1	RI.2 (11-12)
Part 2 Argument Essay	Essay	6	4	RI.1–6&10(11–12) W.1, 4&9(11–12) L.1–6(11–12)
Part 3 Expository Response	Response	4	2	RL.1–6&10(11–12) W.2, 4&9(11–12) L.1–6(11–12)

The *Chart for Determining the Final Examination Score for the June 2018 Regents Examination in English Language Arts* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.