



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)  
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:
<b>Content and Analysis:</b> 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	-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	-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	-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
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-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
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the 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 as a 0.

The author of this passage uses rich, vivid imagery to discuss how the more you know about a topic, for example the author's ~~bel~~ once-beloved Mississippi River, the less beautiful it appears. Ignorance is bliss, ~~according to the author~~ in other words, ~~and~~ and that if you truly wish to retain a love for something you might do better not entering that field of work. First the author describes the pleasantness of the original impression, and then juxtaposes it with the true meaning of those images.

When the author first ~~writes~~ <sup>mentions</sup> of the river, he gives a dreamy image of a blood-red sunset, with the water lazily moving about in ~~random~~ <sup>a</sup> pleasingly spontaneous manner. He tells of how the sunlight makes the water sparkle ~~and here~~ as the idyllic scene that nature lays before him. He then goes on to describe how in actuality, such things as "boils" rippling on the water really are waves lapping at a potentially life-threatening sand bar. How could one enjoy such a sunset when its crimson hue indicates strong wind the next day? A strong wind that will only make it harder to avoid steering into other obstacles.

The fact ~~that~~ of how dangerous these obstacles are to steamboat pilots is more heavily impressed upon the reader because it wrenches the reader's thoughts from the previously mentioned idyllic setting. It is pleasant to see beauty without having to think about it, so to suddenly be made to ~~exist~~ contemplate what the beauty implies (in this case, danger) feels almost as if the beautiful things

he's betrayed us in not being as it appeared to be.

The author wonders ~~at how~~ doctors, who accumulate so much knowledge of the human body, can see beauty in people at all, or if they only see all the ways a person can die. ~~The author~~ How hard would it be to meet a woman you once thought beautiful?

Only to have it spoiled by the truth? The author does contemplate whether the exchange of ~~beauty~~ beauty for knowledge is worth it. Knowledge is essentially the loss of innocence, which is sad, but ~~a perpetual state of ignorance~~ ~~to~~ to be in a state of perpetual ignorance would also be a loss too. Acquiring knowledge ~~enriches~~ can enrich a person's life as well!

#### Anchor Paper Level 4-A

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (*The author of this passage uses rich, vivid imagery to discuss how the more you know about a topic, for example the author's once-beloved Mississippi River, the less beautiful it appears*). The response demonstrates a thoughtful analysis of the author's use of imagery to develop the central idea (*When the author first mentions of the river, he gives a dreamy image of a blood-red sunset, with the water lazily moving about in a pleasingly spontaneous manner and He then goes on to describe how in actuality, such things as "boils" rippling on the water really are waves lapping at a potentially life-threatening sand bar*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*He tells of how the light makes the water sparkle as the idyllic scene that nature lays before him and The fact of how dangerous these obstacles are to steamboat pilots is more heavily impressed upon the reader because it wrenches the reader's thoughts from the previously mentioned idyllic setting*). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the writing strategy and the central idea, then discussing both the positive and negative aspects of the Mississippi River, emphasizing the author's use of vivid imagery, and concluding with a sophisticated summation of the central idea (*The author does contemplate whether the exchange of beauty for knowledge is worth it*). The response establishes and maintains a formal style, using precise language and sound structure (*First the author describes the pleasantness of the original impression and then juxtaposes it with the true meaning of those images*). The response demonstrates control of the conventions with infrequent errors (*for something you might, First the author, how in actuality*).

The author of this passage attempted to ~~the~~ figure out why, when something so beautiful is overanalyzed, ~~its beauty goes~~ the original beauty dissipates. The author uses the setting of the Mississippi River to understand ~~that~~ this philosophy. He uses the ~~incredible~~ incredible beauty and mystery conjured up by the sight of the Mississippi River to ~~cause~~ cause the reader to eventually ~~cease to see~~ ~~disappear~~ that beauty and understand ~~the reason~~ ~~of the~~ how when to the trained eye this beauty disappears. The setting and <sup>the</sup> beauty of it ~~creates~~ <sup>creates</sup> an emotional connection with the reader, ~~is~~ a connection that is broken when you begin to further understand the nature of the Mississippi.

The setting in the passage of the Mississippi is described as being majestic. It is a manner of pretty pictures. ~~It~~ ~~is~~ The setting creates a feeling of grace, beauty, and poetry. The settings overwhelming beauty caused the author to analyze it. He noticed the <sup>changing</sup> reflection on the water's surface, ~~from~~ from the sun and the moon. He noticed everything. The ~~beauty of the~~ setting is what caused the the reader to eventually understand why the beauty ~~ceased to~~ was no longer noted by the author. The beauty of the setting went away because he overanalyzed it much like a doctor does with their patients. The author notices the flaws in the river. He notices the science behind the rivers motion. ~~He~~ He understood why things happen

in the river and begins to predict the future of the river. The river's original unpredictable nature had become predictable. When something is predictable it is no longer as intriguing to look at.

The author used the setting to show that when something is constantly observed and eventually understood, the nature of that object becomes predictable and loses its original mystery. The natural beauty of the Mississippi River in this ~~passage~~ became well understood eventually causing that sense of unknown to ~~disappear~~<sup>evaporate</sup>, thus ~~causing~~ the ~~beauty~~ beauty is no longer be noted by the author.

#### Anchor Level 4-B

The response introduces a well-reasoned central idea (*The author of this passage attempted to figure out why when something so beautiful is overanalyzed, the original beauty dissipates*) and a writing strategy (*The author uses the setting of the Mississippi River to understand this philosophy*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of setting to develop the central idea (*The setting and the beauty of it creates an emotional connection with the reader, a connection that is broken when you begin to further understand the nature of the Mississippi*). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The setting creates a feeling of grace, beauty, and poetry and He noticed the changing reflection on the water's surface, from the sun and the moon*). The response exhibits logical organization of ideas and information by first introducing the central idea, then discussing how it is developed through the use of setting, and concluding with a summation of points made (*The author used the setting to show that when something is constantly observed and eventually understood, the nature of that object becomes predictable and loses its original mystery*) to create a cohesive and coherent response. The response establishes and maintains a formal style, using precise language and sound structure (*He uses the incredible beauty and mystery conjured up by the sight of the Mississippi River to cause the reader to eventually cease to see that beauty*). The response demonstrates partial control of conventions with occasional errors (*overanalyzed, dissipates, waters, a doctor ... their patients, rivers, intriguing, loses*) that do not hinder comprehension.

The author of this piece is attempting to illustrate the contrasting viewpoints of the river which are affected by knowledge. To do this, he uses contrasting imagery to describe the river throughout the piece.

In the 1st paragraph, the author ~~describes~~ <sup>Compares</sup> the river to a book, saying "~~the~~ the passenger who could not read it was charmed with a peculiar sort of faint smile on its surface" and uses words like absorbing, unflinching and sparkling to describe the river. He is trying to illustrate that to those who do not need to navigate the river, it is absolutely beautiful. On the contrary, he uses negative imagery to describe the river to those who do have to navigate the river. He says once he learned to navigate, "All the grace, the beauty, the poetry, had gone out of the majestic river." From this point on, he is trying to illustrate that the river becomes a place of danger once you "learn the language" of it and must navigate it. Now, he uses words like deadly, diseased, and decaying to describe the river.

These examples serve as evidence that the author is trying to describe opposing viewpoints by using contrasting imagery to describe the river.

### Anchor Level 3–A

The response introduces a clear central idea (*The author of this piece is attempting to illustrate the contrasting viewpoints of the river which are affected by knowledge*) and a writing strategy (*To do this, he uses contrasting imagery to describe the river throughout the piece*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of imagery to develop the central idea (*He is trying to illustrate that to those who do not need to navigate the river, it is absolutely beautiful*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*From this point of view, he is trying to illustrate that the river becomes a place of danger once you “learn the language” of it and must navigate it. Now, he uses words like deadly, diseased, and decaying to describe the river*). The response exhibits acceptable organization of ideas and information by first addressing the central idea of the text and how it uses contrasting imagery, then providing an example of both positive and negative imagery and how it relates to the central idea, and concluding with a brief summary of the areas addressed (*These examples serve as evidence that the author is trying to describe opposing viewpoints by using contrasting imagery to describe the river*) to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*On the contrary, he uses negative imagery to describe the river to those who do have to navigate the river*). The response demonstrates control of the conventions with infrequent errors (*saying “the passenger*).

How something is seen depends on how much is known about it. Is knowing more about something really better? In this passage, the author is trying to show that the simple beauty of things is sometimes better than knowing a lot about something but ceasing to see the wonder in it. When the author first sees the river, he sees the colors and beauty it holds. After he knows more, however, he only sees what the color of the sky and nature of the river mean for sailing.

Tone is used by the author to support the gains and losses of his views. As he sets out, the tone is cheerful and happy. He is filled with joy and wonder at the sight of the forest and river at sunset. The beauty of the shadows, the ripples in the water, and the colors of the sky are all he sees. Later the tone is more dull and cautious. The author has mastered the trade of sailing but he no longer sees the grace of the river. All the beauty he used to see is now signs for weather and dangers.

Knowledge can often ~~cloud~~ cloud the way something is seen. It is sometimes better to enjoy the simple beauty and pleasures in life.

#### Anchor Level 3–B

The response introduces a clear central idea (*In this passage, the author is trying to show that the simple beauty of things is sometimes better than knowing a lot about something but ceasing to see the wonder in it*) and a writing strategy (*tone*) that establishes the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of tone to develop the central idea (*Tone is used by the author to support the gains and losses of his views. As he sets out, the tone is cheerful and happy and Later the tone is more dull and cautious*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*He is filled with joy and wonder at the sight of the forest and river at sunset. The beauty of the shadows, the ripples in the water, and the colors of the sky are all he sees*). The response exhibits acceptable organization of ideas and information to create a coherent response by first addressing the author's dilemma (*Is knowing more about something really better?*), then discussing how the tone reflects the author's changing perception of the river and its *signs*, and concluding with a reiteration of the central idea (*Knowledge can often cloud the way something is seen*). The response establishes and maintains a formal style, using appropriate language and structure (*After he knows more, however, he only sees what the color of the sky and nature of the river mean for sailing*). The response demonstrates partial control of conventions with occasional errors (*author, gains and losses, cautious, the beauty he use to see is now signs*) that do not hinder comprehension.

In this passage the author describe how he loves the Mississippi River. He talks about all of the beautiful features of it, but also says that he knows everything there is to know about it, and because of that all the beauty that he used to see is now gone. That is what he is trying to ~~convey~~ convey, if you love something and want to know more about it you can end up knowing too much. Thus in turn it begins to lose its effects on you because there is nothing new about it for you to learn.

The author uses imagery to further their ideas in the story. Words such as "boiling, twinkling rings... ruddy flush... smooth spot... graceful circles... radiating lines... densely wooded... sombre shadow that fell from this forest" all prove imagery. Imagery are descriptive words that have an effect on the five senses. So when the author say "glowed like a flame", someone can see warm colors and bright lights, but also feel the warmth of a flame. The author uses an abundance of descriptive words to make imagery work in this story. He is saying that if you learn too much and come to know something too much then that thing loses its effects on you. By using imagery the author points out all the beautiful things about the Mississippi River that a person just visits might see but to the author it has only practical value now.

As the reader doesn't pick up on the significance of the images in lines 20 through 24, I think that the author really sums everything up in the last paragraph. He describes how a doctor may see a beautiful girl, but do they really see the beauty in the girl or does the pink flush in her cheek mean she is getting ill. Do doctors see the patients as beautiful or because of the amount they know about their practice, do they pick apart all the medical things about them? The author really puts his message

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**Anchor Paper – Part 3 – Level 3 – C**

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out in the last paragraph, don't become so knowledgeable  
about something - you might just find ~~it~~ that it no longer  
holds beauty to you anymore.

**Anchor Level 3-C**

The response introduces a clear central idea (*He talks about all of the beautiful features of it [the river], but also says that he knows everything there is to know about it, and because of that all the beauty that he used to see is now gone*) and a writing strategy (*imagery*) that establishes the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*By using imagery the author points out all the beautiful things about the Mississippi River that a person just visits might see but to the author it has only practical value now*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*So when the author say "glowed like a flame", someone can see warm colors and bright lights and He describes how a doctor may see a beautiful girl, but do they really see the beauty in the girl or does the pink flush in her cheek mean she is getting ill*). The response exhibits acceptable organization of ideas and information to create a coherent response by focusing on the relationship between knowledge of something and *its effect on you*, then discussing imagery as used in the author's descriptions of the river and a doctor's patient, and concluding by restating the central idea (*don't become so knowledgeable about something or you might just find that it no longer holds beauty to you anymore*). The response establishes and maintains a formal style, using appropriate language and structure (*That is what he is trying to convey and The author uses an abundance of descriptive words*). The response demonstrates emerging control of conventions with some errors (*the author describe; convey, if; the author uses imagery to further their ideas; that thing loses its effect; is getting ill.; the last paragraph, don't become; knowledgeable*) that hinder comprehension.

The author uses imagery throughout the passage to exemplify the big impact that the Mississippi had on him.

In the second paragraph, lines 25 to 34 in depth explain how intrigued he is with this new found river and how it would help him fully understand how the world works. Another example is when he uses imagery is in lines 9-15 he uses the same technique (imagery) to express how delighted he was to have found this river.

Throughout this passage, the author also uses imagery as a tool to pull the reader in and keep them interested in and throughout the passage. For example in lines 41-51, the quote makes you interested and incites you to read more and more of the passage.

Imagery is a tool many authors use throughout their writing careers. It helps the reader understand the reading and keeps them drawn into the piece of writing.

## Anchor Level 2–A

The response introduces a central idea and a writing strategy (*The author uses imagery throughout the passage to exemplify the big impact that the Missisipi had on him*). The response demonstrates a superficial analysis of the author’s use of imagery to develop the central idea (*In the second paragraph, lines 25 to 34 in dept explain how intrigued he is with this new found river and how it would help him fully understand how the world works*). The response presents ideas inadequately in an attempt to support analysis [*Another example is when he uses imagery is in lines 9-15 he uses the same. technque (imagery) to express how delighted he was to have found this river*], making use of some evidence that may be irrelevant (*fully understand how the world works*). The response exhibits inconsistent organization of ideas and information, referring the reader to lines in the original text and failing to create a coherent response (*For example in lines 41-51, the quote makes you interested*). The response lacks a formal style, using language that is basic, inappropriate, or imprecise (*Another example is when he uses imagery is, makes you interested and inclines you, keeps them drawn into*). The response demonstrates partial control of conventions with occasional errors (*Missisipi, had on him, dept, reader ... them, writting, carreers*) that do not hinder comprehension.

In the "text" the narrator strongly believes that the Mississippi River is beautiful. The river has a strong impact on the narrator. "Throughout the long twelve hundred miles. There was never a page that was void of interest", "now when I had mastered the language of this water," the river had an effect on this person's life. This person "loved" the river; and looked at it as being "beautiful". The river effected the narrator. When it had lost "all the grace, the beauty, and the poetry." Many things in life effect people in a negative and positive way.

The author presents characterization in the "text". Characterization is how the character is identified, how they act and their actions. This character has a strong feeling for the Mississippi River in the text the author states that the river had become a "wonderful book," it had a story to tell everyday" this proves that the character really "loves" the river. The character also looks up to the river, once he had lost something because of the river losing grace and poetry he still kept in mind all the great things about this river he experienced. The author expresses characterization in the text.

## Anchor Level 2–B

The response introduces a central idea (*In the “text” the narrator Strongly believes that the Mississippi River is beautiful*) and a writing strategy (*The author presents characterization in the “text”*). The response demonstrates a superficial analysis of the author’s use of characterization to develop the central idea (*This character has a strong feeling for the Mississippi River*). The response presents ideas inconsistently and inadequately in an attempt to support analysis, devoting a paragraph to the river’s *impact on the narrator* and the *effect on this persons life*. The response does not identify or explain the effect on the narrator except in general terms (*The river effected the narrator*). The use of evidence to support *characterization* is inadequate, providing a definition of characterization but not using it to support analysis. The response exhibits inconsistent organization of ideas and information, with many errors in sentence structure and the somewhat repetitive references to the river’s effect interfering with coherence. The response lacks a formal style, using language that is basic and imprecise (*The river effected the narrator and characterization is how the character is identfyed, how they act and their actions*). The response demonstrates emerging control of conventions with some errors (*is beautiful the river; void of interest*”, “*now when; looks up to the river, once*) that hinder comprehension.

Many different of styles are used to write in todays day and age. The best is when they make what their talking about come to life. They do this by using personification. This is when you talk about a non-living ~~entity~~<sup>thing</sup> but you give it real life characteristics. That is one of my favorite parts of writing, you can just do what you want.

The Author uses personification a few times in the story. Mostly on this "mystic river" (the mississippi). He says that there is a face of the water and that it almost talk's to him with what it seems as a voice. This river tells a story over and over, but it's a different story every time. The Author is infatuated with this river. He act's as if the river has it's own language and he totally understands it.

Personification is a very useful literary skill. It can be used anywhere at anytime. You can make tree's and stop signs come to life in a matter of a sentence. Writing is a very powerful thing, especially when you throw your imagination in with it. Any who personification was used very well

in this story, it practically forces a picture into your head.

**Anchor Level 2–C**

The response introduces an incomplete central idea (*The Author is infatuated with this river*) and demonstrates a minimal analysis of the author’s use of personification to develop the central idea (*He say’s that their is a face of the water and that it almost talk’s to him with what it seems as a voice*). The response presents ideas inadequately in an attempt to support analysis (*He act’s as if the river has it’s own language and he totally understands it*), making use of some evidence that may be irrelevant (*You can make tree’s and stop sign’s come to life in a matter of a sentence* and *Any who personifacation was used very well in this story*). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response, by stressing the definition and use of personification in a general way while having a limited middle paragraph that addresses the text. The response lacks a formal style (*you can just do what you want*), using language that is basic, inappropriate, and imprecise (*their* for “they’re” and *Writing is a very powerful thing, especially when you throw your imagination in with it*). The response demonstrates emerging control of conventions with some errors [*Many different of styles; todays; personifacation; writing, you; Mostly on this “mystic river” (the mississippi); say’s, infactuaded; litterary; tree’s; sign’s*] that hinder comprehension.

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Anchor Paper – Part 3 – Level 1 – A

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The mississippi is a very Beutifall river with very Interesting trates.

I was actually onec on the mississippi River and you cud tell there are some parts that are Rapid and some that are calm, But The parts I went to wasn't like the Beach witch is very Romantic. This is Just a senari plase very cool river.

Whiel watching the Rippler of the waves Its an amazing seen Its almost like when you in theaters The screen taker you away That when you are looking at the mississippi River it also Takes you away. Just to look at god's Beuty

**Anchor Level 1–A**

The response introduces a central idea (*The mississippi is a very Beutifall River with very Interesting trates*) but there is no analysis of the author's use of a writing strategy to develop the central idea. The response presents no evidence from the text beyond personal references to the Mississippi River. The response exhibits inconsistent organization of ideas, failing to create a coherent response. The response lacks a formal style, using language that is sometimes imprecise (*witch* for "which", *seen* for "scene", *It's almost like when you in theaters*) and incoherent (*this is Just a senari plase very cool river*). The response demonstrates a lack of control of conventions, exhibiting frequent errors (*Beutifall, onec, But The parts I went to wasn't, Whiel, away That when you*) that make comprehension difficult. The response must be scored no higher than a Level 1 since it is a personal response.

The author's use of imagery and characterization bring the text to life, figuratively speak. Say that the author didn't use either literary elements, the text would be fairly boring. The use of metaphors helps the audience understand and it brings the piece together

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**Anchor Level 1–B**

The response introduces an incomplete central idea (*The author's use of imagery and characterization bring the text to life*) and mentions writing strategies (*imagery, characterization, metaphor*). The essay demonstrates a minimal analysis of the author's use of metaphor to develop the central idea (*The use of metaphors helps the audience understand and it brings the piece together*). The response presents no evidence from the text. The response exhibits little organization of ideas and information. The response consists of three sentences that mention writing strategies, but the minimal length makes assessment of coherence, organization, and style unreliable.

The author spoke about the "wonderful book". The book was special, it was different, it had new stories to tell everyday. There was a passenger who couldn't read it. He/she came in contact with nature. The water is changed he has mastered the languages of the water.

He experienced something different. He drank it in, in a speechless rapture. He took haste as he did it. The romance from river was gone. The river had some type of symbolic meaning. The river represented some sort of love to the author. The author seems to be in love with someone. It seems as if there connection has faded. He seems towards the end learn from this.

The author of this text was trying to show his readers the true beauty of nature. The author uses much imagery in his text to give a mental image to his readers. The author wants his readers to imagine that they are at the Mississippi river with all its beauty. The river and its surroundings were thoroughly described by the author. The author describes how the river was beautiful when steamboating was new to him, but now he see danger and warnings from the river.

The author describes the river to have grace, beauty, and poetry and that it has left the majestic river. The river was turned to blood, red that turned gold from the reflective waters. He described the dense woods that surrounded the shore of the river, how it was somber. Above the forest a tree waved its branch full of leaves like fire that was from the sun. The sun enlightened every structure in marvels of coloring as it set.

The author tells off the beauty leaving the river. The sun revealing the next day to have winds, the log floating means the waters are rising. A hidden reef that is going to destroy someones boat stumbling boils show a dissolving bar. Lines and circle in the water warn of danger. That tree that was seemingly beautiful will fish for steamboats and destroy them. Steamboats will have trouble making it through the night as the old landmark changes to more dangerous obstacles.

The author showed his readers of how things can seem beautiful at first, but as time passes, they turn out to be dangerous. The author illustrates these scenarios through imagery.

The author of this passage used incredible imagery to convey the beauty of the river and its loss of beauty with knowledge. Before the author learned to see the signs of danger, he only saw beauty. When the author was new to steamboating, he witnessed a particularly magnificent sunset. The sky was red which reflected upon the water and slowly transitioned to gold. He noticed delicate ripples growing from a spot in the water. He noticed a dead tree rising above the wall of forest with a bough of leaves that shone with the brightness of flames. He was in a state of utter bliss when seeing this sunset early in his career.

Later on, the beauty faded as he learned the signals behind them. That beautiful red hue to his surroundings would lead to wind the next day. The growing rippler marked a dangerous obstacle that could kill a steamboat. The dead tree whose leaves were like fire was merely a landmark that would one day fall to waste. In learning the river he also lost the beauty of it "and doesn't he sometimes wonder whether he has gained most or lost most by learning his trade?"

The author talks about the book "Mississippi River" as a book who only some can understand, and whoms details can be understood only by some. He describes the river to be "... beauty, the poetry", have he only also seen this river before. In those 12,000 miles there was never a page to the author that ever became out of interest/boring.

The author uses the literary element of simile in this passage. The author said "Now when I had mastered the language of this water, and had come to know every thing trifling feature that bordered the great river as familiarly as I ~~know~~ knew the Alphabet." The author ~~is~~ in other words is explaining and informing us on how much he knows what he has read. His knowledge of the Mississippi River is so bright he remembers everything he read.

Being that the author was so interested in this book he was becoming each day more passionate and very much more into learning more about the waters. Ironically the author ends up changing the way he looks at the river when he noticed the changes. He noticed that the way the river was now flowing was no where near charming as the

book said, all that was now gone. The love he had for the river had faded when he noticed a changing channel; the silver streak in the shadow of the forest is in ~~a~~ need of a new snag, there were now also no more landmarks.

The author genuinely talks about the wonders of the Mississippi river and the lasting effect in it. He gradually perpetuates the feeling of just being in the presents of the body of water. Similarly he makes a controversy on how the uneducated persons will never be realize the beauty of the river if they dont see it with Imagry speaking of imagry the narrator uses this literary element numerous of times while exaggerating how he felt on his journey and experiences.

In paragraph 1 of the introduction he states "the face of the water, in time, it became a wonderful book" he examined the river and compares to a book using imagry in the text. The face of the water for him was a comparison to a wonderful catching book he expressed this in a manner after reading a magnificent book youd probably be mezmized. The same way watching the river flow down the Mississippi. His mentions was to show the utmost beauty being given by the river. His usage of the moon and sun with the river show how he used the texts and words to determine how starry the environment really is. As a result of him being "bewitched." The narrator on this specific texts use imagry and comparitives to discuss his experiences in his way to see the Mississippi river. Many texts and references show how imagry is used in several ways

**Practice Paper A – Score Level 1**

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

**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 2**

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

**Practice Paper E – Score Level 2**

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

**Map to the Common Core Learning Standards  
 Regents Examination in English Language Arts (Common Core)  
 August 2014**

<b>Question</b>	<b>Type</b>	<b>Credit</b>	<b>Weight</b>	<b>Standard</b>
1	MC	1	1	RL.2(11-12)
2	MC	1	1	L.5(11-12)
3	MC	1	1	RL.2(11-12)
4	MC	1	1	RL.2(11-12)
5	MC	1	1	RL.4(11-12)
6	MC	1	1	RL.5(11-12)
7	MC	1	1	RL.3(11-12)
8	MC	1	1	RL.6(11-12)
9	MC	1	1	L.4(11-12)
10	MC	1	1	RL.3(11-12)
11	MC	1	1	RL.5(11-12)
12	MC	1	1	L.5(11-12)
13	MC	1	1	RL.4(11-12)
14	MC	1	1	RL.2(11-12)
15	MC	1	1	RI.5(11-12)
16	MC	1	1	L.5(11-12)
17	MC	1	1	RI.6(11-12)
18	MC	1	1	RI.5(11-12)
19	MC	1	1	RI.3(11-12)
20	MC	1	1	RI.3(11-12)
21	MC	1	1	RI.3(11-12)
22	MC	1	1	L.4a(11-12)
23	MC	1	1	RI.3(11-12)
24	MC	1	1	RI.4(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	RI.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 August 2014 Regents Examination in English Language Arts (Common Core)* will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> by Thursday, August 14, 2014. Conversion charts provided for previous administrations of the Regents Examination in English Language Arts (Common Core) 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.