



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:
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	-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
Command of Evidence: 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
Coherence, Organization, and Style: 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
Control of Conventions: 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.

There are hundreds of different views and perceptions of life. ~~The~~ The various views often conflict with one another, and being presented with a new one often causes people to rethink their ~~own~~ current views. The author of this text intended to make the reader question their perception of life and the idea of living; this is done through the use of figurative language.

The author uses figurative language to make the reader question their ~~own~~ view on life. For example, the author asks ~~ask~~ "Why should we knock under and go with the stream?" (lines 16-17), and in doing so, the narrator presents the reader with a question that challenges their daily lives by comparing the humdrum action of society in daily life to a stream. This implies that the author ~~is~~ means that ~~is~~ the common thing for people to do is get pulled ~~into~~ into the events of life with little deliberate action ~~on~~ their part. It instillates that they are not living, but only being pushed along. A second example is, "Time is but a stream I go a-fishing in... Its thin current slides away, but eternity remains" (lines 36-37), in which the author directly contradicts a common notion about life, which is ~~the~~ the importance of time. Here, the author ~~puts~~ puts ~~into~~ ^{into} ~~the~~ perspective the longevity of human life as opposed to the life of the universe as a whole. This forces the reader to reconsider life in a ~~more~~ ~~broader~~ broader way, ~~with~~ ^{the} center of which man is not located. Rather, humans continually slip by in time. A third example of figurative language would be "Let us settle ourselves, and work and wedge our feet downward through the mud and slush of opinion, and prejudice, and tradition... till we come to a hard bottom and rocks in place, which we call reality" (lines 22-26). With this metaphor, the ^{narrator} ~~author~~ presents the idea ~~of~~ that the life most people live is completely separate from true reality, which would force the readers to re-examine life until they find an acceptable notion of true reality. In these numerous comparisons and metaphors, the ~~author~~ ^{the} narrator presents ~~the~~ audience with unconventional views on life that indirectly or ~~is~~ directly challenge ~~some~~ traditional societal views.

Through the use of figurative language, the author of this text attempted to force readers to question ~~of~~ their ideas of life. While each person has unique perceptions on living, the author presented ideas that clash with some of the most

Anchor Paper – Part 3 – Level 4 – A

common notions. Instead of being dragged through life, the author challenges the reader to discover the truth of what it means to live and then to go forth and actually do it.

Anchor Level 4–A

The response introduces a well-reasoned central idea (*The author of this text intended to make the reader question their perception of life and the idea of living*) and a writing strategy (*this is done through the use of figurative language*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author’s use of figurative language to question why people are reluctant to change (“*Why should we knock under and go with the stream?*”) and forces the reader to reconsider life in a broader way (“*Let us settle ourselves ... till we come to a hard bottom ... which we call reality*”). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis of the traditional concept of time and reality (“*Time is but a stream I go a-fishing in ... Its thin current slides away, but eternity remains*”). The response exhibits logical organization of ideas and information to create a cohesive and coherent response by first introducing both the central idea and the writing strategy, then discussing how specific metaphors from the text support the main idea, and concluding with a summation of the central idea and a challenge to the reader (*the author challenges the reader to discover the truth of what it means to live and then to go forth and actually do it.*) The response establishes and maintains a formal style, using precise language and sound structure (*While each person has unique perceptions on living, the author presented ideas that clash with some of the most common notions.*) The response demonstrates control of the conventions with infrequent errors (*reader ... their*).

The author of this passage is trying to get readers to find something in their life that they can learn from and appreciate. The author explains how he is going to the woods to learn what he hasn't yet in life, and not to discover that he has already learned everything there is to know in life. Throughout the passage, he is encouraging readers to similarly do so, and to go find something that will expand your view on life, and to not just be content on where you are. He also encourages to always keep the big picture in mind, rather than the little things along the way that could knock you off track, or even make you temporarily happy. The "nut shells" and the "mosquito's wings" are examples of things that could throw you off. The author wants you to ignore those disturbances, and look at the bigger picture.

Symbolism is used to enhance the quality of an author's work by using things people understand in order to explain something greater. In this passage, the author ~~explains~~ explains the steps to his "day" in nature. He explains how we should rise, or break fast, and start our day. The author also states what we should be doing through out the day. For example, our dinner or evening should be something that gets us back to reality, or wakes us up. The author's "day" symbolizes a life time. He uses a day to put a lifetime in perspective for readers, because readers

have not experienced a lifetime. The author uses the day to make it easier to understand a lifetime for readers. Also, he uses ~~symbols like "nut shells" and "mosquito's wings"~~ things in nature to symbolize something greater. For example, mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition. These things can be compared to walking through mud and slush, and can be a tough ~~obstacle~~ obstacle to overcome. In life, people's opinions, prejudice and traditions can also be some things that could be tough to overcome.

The author's message of the passage is to continue learning in life no matter what is put in front of you, or no matter what challenges can throw you off. The author uses literary elements like symbolism to put this point across. These symbols only give readers something to refer to as they try to understand the author's message, and represent a bigger meaning.

Anchor Level 4-B

The response introduces a well-reasoned central idea (*The author of this passage is trying to get readers to find something in their life that they can learn from and appreciate*) and a writing strategy (*Symbolism is used to enhance the quality of an author's work*) that clearly establishes the criteria for analysis. The response demonstrates a thoughtful analysis of the author's use of symbolism, stating that "nut shells" and "mosquito's wings" are distractions that we should ignore in order to *look at the bigger picture*. The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (*The author's "day" symbolizes ... a lifetime in perspective for readers and mud and slush represents the unfair or hard nature of human beings such as opinions, prejudice, or tradition*). 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 explaining how specific symbols from the text support the main idea, and concluding by stating that symbols give readers something to refer to as *they try to understand the author's message, and represent a bigger meaning*. The response establishes and maintains a formal style, using appropriate language and structure (*For example, our dinner or evening should be something that gets us back to reality, or wakes us up*). The response demonstrates partial control of the conventions with occasional errors (*their life, your view, ignore, through out, obstical, over come, authors message*) that do not hinder comprehension.

Thoreau feels that humanity has lost its connection with nature. Society doesn't know if nature "is of the devil or of God" (line 10). Thoreau feels that society should become more connected to the natural world. He tries to persuade the reader into doing this. He ^{tries to} convey how wonderful becoming one with nature could be. He does this through parallel structure.

The repetition of the word "let" in the second paragraph is meant to enumerate all of the different experiences one can have if they were to "live deliberately" (line 1).

The repetition of the word "it" in lines 20 to 21 show that conflicts might arise if one were to become more connected to nature, but those problems can be solved.

When Thoreau says "through mud and slush of opinion, and prejudice, and tradition . . .

through Paris and London, through New York and Boston and Concord . . . through poetry and philosophy and religion" (lines 23-26), he uses parallel structure to show just how horrible the condition of society humanity is, and how it is spreading to all aspects of society.

Thoreau wants the reader to consider living a more natural life. He uses parallel structure

to reiterate the benefits of it. The reader is bombarded with the different experiences that they could be having, ~~and bomb~~. They are bombarded with the issues that society is facing and the different aspects of life those issues are affecting. Thoreau wants the reader to clearly understand their options and through parallel structure, he is able to give them a broader view of the situation.

Anchor Level 3–A

The response introduces a clear central idea (*Thoreau feels that society should become more connected to the natural world*) and a writing strategy (*He does this through parallel structure*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of parallel structure to develop the central idea (*The repetition of the word "let" in the second paragraph is meant to enumerate all of the different experiences one can have if they were to "live deliberately"*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*The repetition of the word "if" in lines 20 to 21 show that conflicts might arise if one were to become more connected to nature and he uses parallel structure to show just how horrible the condition of humanity is and how it is spreading to all aspects of society*). The response exhibits acceptable organization of ideas and information by stating in the first sentence that *Thoreau feels that humanity has lost its connection with nature* and then presenting information in the following paragraph to support this idea, ending with a concluding paragraph that restates the central idea and writing strategy (*Thoreau wants the reader to consider living a more natural life. He uses parallel structure to reiterate the benefits of it*) to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (*They are bombarded with the issues that society is facing and the different aspects of life these issues are affecting*). The response demonstrates control of the conventions with infrequent errors (*one ... they, repetition ... show*).

The author of the text shares his view upon life, encountering the depravities and guises between reality and deception. The author relates to a simple life, away from the modern clutch and along the lines of living like nature intended. Days come and go, people are met and lost, and death is intimate, therefore, one should not forget the actuality of life and embrace its hidden simplistic ways. The author includes several comparisons and references to nature, as it is an ideal way to confront life, "Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails". People should not live their life minding the naturally insignificant actions they run into on their course, for life, like a train, keeps on moving forward, regardless.

To allow the reader an opportunity to better understand his choice of words and meaning, the author applies the use of imagery throughout the passage. Imagery is a literary element that paints a subliminal picture for the reader so that they may further grasp the author's work. Imagery is used in several devices within the context, comparing the turbulent moments of our lives to a racing stream, "Let us not be upset and overwhelmed in that terrible rapid and whirlpool called a dinner, situated in the meridian shallows." The author continues to express the aspects of life, such as time, as a pool where one drinks yet realizes the true depth time has in the meaning of life, "I drink at it, but

while I drink I see the sandy bottom and detect how shallow it is. Its thin current slides away, but eternity remains." Time is always present so one must not wane over its existance. Though it feeds our lives, it is not as livid as how the life within the concept of time should be lived and ordained.

Anchor Level 3–B

The response introduces a clear central idea (*one should not forget the actuality of life and embrace its hidden simplistic ways*) and a writing strategy (*To allow the reader an opportunity to better understand his choice of words and meaning, the author applies the use of imagery*) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author's use of imagery to develop the central idea (*Imagery is a literary element that paints a subliminal picture for the reader so that they may further grasp the author's work. Imagery is used ... comparing the turbulent moments of our lives to a racing stream*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*Days come and go, people are met and lost, and death is intimate* and *The author continues to express the aspects of life, such as time, as a pool where one drinks yet realizes the true depth time has in the meaning of life*), using appropriate quotations from the text to reinforce the observations made. The response exhibits acceptable organization of ideas and information to create a coherent response by first addressing the central idea of the text, introducing the author's *view upon life* and his attitude toward nature (*it is an ideal way to confront life*), then providing a discussion of the author's use of imagery by references to *a racing stream* and to *time*. The response establishes and maintains a formal style, using appropriate language and structure with a few lapses (*one must not wane and it is not as livid*). The response demonstrates partial control of conventions with occasional errors (*intimate, therefore; hidden simplistic; People ... their life; regaurdless; reader ... they; present so; existance*) that do not hinder comprehension.

In this passage the author intends to convey an importance of simple life pleasures through the use of ~~rich~~ imagery.

In this passage the author uses the simple beauty of nature to show the importance of simple, beautiful things. Through his use of nature the author conveys that life is short & each moment must be appreciated. Through imagery such as "Let us rise early & fast, or breakfast and without perturbation; let company come and let company go, let the bells ring & the children ere—" it is obvious that the author wants each moment to be precious & memorable. Whether the moment be in good times or in bad, ~~in~~ in riches or in poverty, in weakness or in strength, each second is important. He further supports evidence that every moment is significant in the quote, "living is so dear," & "I wanted to live deep & such the narrowest of life to live so sturdy & Spartan-like." This shows that life is not worth living unless it is fully appreciated, the author wants to ingest each moment & to absorb all he can, this imagery of the author drinking in life every moment & wanting to live in the most basic way shows his message of making every moment count & living each moment to the fullest since time is short.

In conclusion through imagery the man makes it clear that he believes that each moment is something to be cherished & that our lives are short, so if we do not find the little

miracles in life extraordinary, we are doomed to an existence that can be nothing but ~~just~~ hopeless. Overall time is short life is beautiful a it is up to each of us to realize that the little things count harder to make our lives extraordinary & to appreciate the world around us.

Anchor Level 3–C

The response introduces a clear central idea (*the author intends to convey an importance of simple life pleasures*) and a writing strategy (*through the use of 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 (*"I wanted to live deep & suck the marrow out of life to live so sturdy and Spartan-like" This shows that life is not worth living unless it is fully appreciated and this imagery of the author drinking in life every moment & wanting to live in the most basic way shows his message of making every moment count*). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (*He further supports evidence that every moment is significant in the quote, "living is so dear" and the author wants to ingest each moment & to absorb all he can*). The response exhibits acceptable organization of ideas and information to create a coherent response with an introduction that presents the central idea and writing strategy, a body paragraph that supports the central idea and strategy with appropriate examples and a conclusion that refocuses on the central idea (*In conclusion through imagery the man makes it clear that he believes that each moment is something to be cherished*). The response establishes and maintains a formal style, using appropriate language and structure (*Through his use of nature the author conveys that life is short & each moment must be appreciated*), although the response contains ampersands. The response demonstrates emerging control of conventions with some errors (*nature the author; short & each; memorable; like" This; appreciated, the author; can, this imagery; conclusion through; miricales; extra ordinary; existence; Overall time; short life*) that hinder comprehension.

In literature, authors use literary devices to help get their point across. Authors use every type of device and utilize them in different ways. One often used is Setting. In using setting, authors tell about their surroundings. They do this by explaining things in their environment.

In the text on the last page, the author uses setting to tell the reader that life in the forest is better than how we are alive today. The Author says how its better to live on the land, then it is to live in society today. He says this because he believes we should work for what we have and do all ourselves. he uses setting to compare the live in the forest, to those not. And tells how its not much different.

So overall, the Author saying that living off the land is better than living in a developed place. This is done through setting by telling the importance of all the natural resources.

Anchor Level 2–A

The response introduces a central idea and a writing strategy (*the author uses setting to tell the reader that life in the forest is better than how we are alive today*). The response demonstrates a superficial analysis of the author's use of setting to develop the central idea (*the Author says how its better to live on the land, then it is to live in society today*). The response presents ideas inconsistently, in an attempt to support analysis (*he uses setting to compare the live in the forest to those not. And tells how its not much different*). The response exhibits inconsistent organization of ideas and information, briefly mentioning different aspects of setting, thereby failing to create a coherent response (*This is done through setting by telling the importance of all the natural resources*). The response lacks a formal writing style, using language that is basic (*by explaining things and do all ourselves*) and imprecise (*better than how we are alive; how its better; compare the live in the forest, to those not; Author saying*). The response demonstrates partial control of conventions with occasional errors (*litecture; utalize; Setting; explaining; enviroment; ourselves. he*) that do not hinder comprehension.

According to the text, the author uses imagery to prove that one shouldn't be afraid to embrace life.

The author was trying to prove that life isn't all bad. Both happens in life: good and bad. When you're down, look at the bright side because life goes on. I can see this when the author says "let us spend one day as deliberately as nature, and not be thrown off the track by every nutshell and mosquito wing that falls on the rail." This quote is saying not to worry about what knocks you down in life because it will get better, it's only the little things that get us down.

By proving this point the author uses imagery to portray this invasion. ~~By~~ saying things like "drive life into a corner and reduce it from its lowest terms." This pictures to me a car driving the bad things in life. Meaning you are too strong to let the bad things get you down.

Anchor Level 2–B

The response introduces a central idea and a writing strategy (*the author uses imagery to prove that one shouldn't be afraid to embrace life*). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (*This quote is saying not to worry about what knocks you down in life because it will get better*). The response presents ideas inaccurately in an attempt to support analysis (*The author was trying to prove that life isn't all bad; When you're down, look at the bright side; This pictures to me a car driving the bad things in life*). The response exhibits inconsistent organization of ideas and information, presenting loosely related ideas about the *good and bad* things in life, failing to create a coherent response. The response lacks a formal style, using language that is imprecise (*its only, this invasion, it from its, pictures to me, to strong*). The response demonstrates emerging control of conventions with some errors (*shouldn't; isn't; goes on I can; says "let; mosquitoes wing; better, its; life. Meaning*) that hinder comprehension.

In this text the author uses imagery to show/put a mental picture in the readers minds. When the author says, "I went to the woods because I wished to live deliberately to front only the essential facts of life" when the author says this it shows the literary element of imagery because as the reader you can see and almost feel and picture the author wanting to be free and let nature teach him of his teachings.

This just made me feel the author and how he feels about life and him being out in the open how god and the devil is owned by which side you choose. This just made me think about how it would feel like to be out in the open to be free and totally free. I wonder if the author ever experienced trouble to experience life.

Anchor Level 2-C

The response introduces a central idea and a writing strategy (it shows the literary element of imagery because as the reader you can see and almost feel and picture the author wanting to be free and let nature teach him of his teachings). The response demonstrates a superficial analysis of the author's use of imagery to develop the central idea (This just made me feel the author and how he feels about life and him being out in the open). The response presents little evidence from the text, referencing one quote in support of the central idea and the writing strategy ("I went to the woods because I wished to live deliberately to front only the essential facts of life"). The response exhibits inconsistent organization of ideas and information, presenting only a series of unrelated ideas (how he feels about life ... being out in the open how god and the devil is owned), failing to create a coherent response. The response lacks a formal style, using language that is imprecise (show/put, teach him of his teachings, made me feel the author, would feel like to be, the author ever experienced trouble to experience life). The response demonstrates emerging control of conventions with some errors (life" when the author says this it shows, reader you can see, the open how god, the open to be free) that hinder comprehension.

I'm gonna live in nature, and be one with nature. If you gave me a nice peice of land on water front Alaska. I would be out of New York, faster than you can say fast. With Alaska you have the best fishing, and hunting in the WORLD! Maybe the guy lives in Alaska? Alaska has Elk, bear, sammon, lincode, cod, killer whales, hump back, baby buluga, fox, beavers. They got it all. 30 to 45 minutes away from ~~anraag~~ Anchorage, you got the best snowmobeil riding in the WORLD! They got some crazy lines, hills, drifts, You hit one of those drifts your looking at about 10+ secounds of hang time, At the apex you are just one with nature and god. It's such a so real moment. I don't know what type of jobs are out in Alaska? During July when the sammon are running. Your gonna go out side the bay and troll for them. Each person can have up to 3 sammon out side the bay. Then when you get into the bay you got one lincode or 3 sammon. Don't go into the river. The sammon are ~~dieng~~, dieng. The meat is trash. Some times at Anchorage, they have big gatherings. Where you trade your goods. Such as sammon for elk or whale. So Nature is Alaska.

Anchor Level 1–A

The response introduces an incomplete central idea (*If you gave me a nice peice of land on water front Alaska. I would be out of New York, faster than you can say fast*), not referring to the task or introducing a writing strategy. The essay demonstrates no analysis of a writing strategy and develops the central idea through personal response (*With Alaska you have the best fishing, and hunting in the WORLD!*). The response presents no evidence from the text. The response exhibits inconsistent organization of ideas, presenting loosely related ideas on various aspects of living in Alaska, failing to create a coherent response. The response lacks a formal style (*you got the best snowmobeil riding in the WORLD!*), using language that is basic, inappropriate, and imprecise (*They got it all, your looking at about 10+ secounds of hang time, Your gonna go out side, The meat is trash*). The response demonstrates emerging control of conventions with some errors (*all. 30 to 45 minutes; They got some crazy lines, hills, drifts, You hit one of those drifts; During July when the sammon are running; the sammon are dieng*) that hinder comprehension. The essay must be scored no higher than a Level 1, since it is a personal response and makes little or no reference to the task or text.

Anchor Paper – Part 3 – Level 1 – B

One of the literary technique the author used was figurative language. When I came to die, discover that I had not lived. To me that's an example of figurative language, because he's saying that he had not lived, but yet he is alive.

Anchor Level 1-B

The response introduces a confused and incomplete central idea (*he's saying that he had not lived, but yet he is alive*) and demonstrates a minimal analysis of the author's use of figurative language to develop the central idea (*One of the literary technique the author used was figurative language*). The response presents little evidence from the text. The response is minimal, making assessment of organization, language and conventions unreliable.

In this text the author describes the benefits of living life to its fullest. He wants to live life to its fullest and he wants us to do the same. He uses his life as an example of how to live. "Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails." This shows how he wants us to live.

A literary technique used in this story is Metaphor. It is used by the author to get his message through to the reader. In his metaphor he is comparing water to life. It is clear in the text that the reader has a close relationship with water. So using water in his metaphor will help him ~~get~~ get his message through, by being able to clearly relate the two variables in the metaphor. The relationship between the two variables in the metaphor is they are both free. Water goes where it pleases and carves out mountains and breaks dams. Water does ~~a~~ awesome, amazing, incredible, and unbelievable things. This is how the author wants to live his life and this is how he wants us to live our life.

This author wants to live life simply. He wishes to live as one with nature and ~~forget~~ forget about the world and the competition. He likes the idea of being able to be carefree and live a relaxing life. He wants to not be judged or be competed against. Wants to live his own life. One literary term that is used is characterization. He characterizes his self as simple and relaxed. He feels living simply is a good way for all people to live is because it takes away the stress of the hard, harsh world. He describes how the world ~~may~~ should be more relaxed. I agree with him because the world and society is getting to judgmental and it puts a lot of unnecessary stress on everyone and then people take their stress out on innocent people, which ~~then~~ creates a unpleasant ~~lives~~ life ~~style~~ to live in. Another literary element used is setting because he puts the reader's mind set in a carefree, relaxing, nature surrounded environment.

Current society is invaded by a sense of falseness and routine resignation to the 'status quo'. This passage protests the trend of yielding to ~~society's~~ ^{the} obligations that society places on individuals. The author ~~believes~~ ^{communicates} that in order to live life to the fullest, one must remove all of the distractions and pretentiousness prevalent in today's society. If one becomes ~~drawn~~ ^{drawn} into the void of daily existence, that individual's senses will be dulled and ~~their~~ ^{life} will cease to have true meaning.

In order to ~~embed~~ ^{communicate} his belief that removing the distractions of life in society will allow one to live a full, true life; the author uses figurative language. He especially relies on the use of metaphors. The author states "Let us... wedge our feet downwards through the mud and slush of opinion, and prejudice, and tradition and delusion and appearance... til we come to a hard bottom and rocks in place, which we can call reality..." ^{This metaphor compares} ~~By comparing~~ the process of removing ~~the~~ ^{society's} distractions to pushing one's feet through mud, and finally hitting the "hard bottom" of a true, meaningful life. By presenting this image to the readers, the author ~~presents~~ ^{gives} them ~~with~~ a clear picture of what they must do to live a full life. ~~He does not explain the purpose of the metaphor or a social purpose that it serves.~~

The author also employs the use of metaphor when he states that "intellect is a cleaver, it discerns and rifts its way into the secret of things." He believes that

the information people learn fills their head and prevents them from living a full, true life. This metaphor effectively communicates the author's belief about intellectualism and reinforces the idea of stripping life down to its ~~base~~ ^{most natural} form.

This passage advocates the removal of modern society's distractions to live a full life. In order to communicate this to the reader, the author relies on the use of metaphors. This allows the readers to better understand the author's message.

The author in this paragraph explains that he wished to live only to front the essential facts of life. He wanted to live to understand and discover all of the reasons that we live and what is the purpose of us. And by finding the mean of life people must gain experience

The author of this story uses this piece of writing to ~~teach~~ teach a very good lesson. The author of this story uses literary elements to ~~show~~ tell his story.

This passage compares time to a stream. The author explains that he drinks out of to show that he may take time for ~~something~~ something that is ~~meaningless~~ ^{meaningless}. The author uses tone and imagery to help ~~show~~ the reader imagine what he is saying and to relate it to ~~what~~ what he is trying to say.

The lesson of this story is to live life to the fullest, to do what you can ~~do~~ with the time you have, and to not waste any of this time.

Practice Paper A – Score Level 3

Holistically, this essay best fits the criteria for Level 3.

Practice Paper B – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

Practice Paper C – Score Level 4

Holistically, this essay best fits the criteria for Level 4.

Practice Paper D – Score Level 1

Holistically, this essay best fits the criteria for Level 1.

Practice Paper E – Score Level 2

Holistically, this essay best fits the criteria for Level 2.

**Map to the Common Core Learning Standards
 Regents Examination in English Language Arts (Common Core)
 January 2015**

Question	Type	Credit	Weight	Standard
1	MC	1	1	RL.5 (11-12)
2	MC	1	1	RL.3 (11-12)
3	MC	1	1	RL.3 (11-12)
4	MC	1	1	RL.4 (11-12)
5	MC	1	1	RL.2 (11-12)
6	MC	1	1	L.5 (11-12)
7	MC	1	1	RL.6 (11-12)
8	MC	1	1	RL.2 (11-12)
9	MC	1	1	RL.5 (11-12)
10	MC	1	1	RL.5 (11-12)
11	MC	1	1	L.5 (11-12)
12	MC	1	1	RL.6 (11-12)
13	MC	1	1	L.4 (11-12)
14	MC	1	1	RL.2 (11-12)
15	MC	1	1	RI.3 (11-12)
16	MC	1	1	RI.5 (11-12)
17	MC	1	1	RI.3 (11-12)
18	MC	1	1	RI.3 (11-12)
19	MC	1	1	RI.6 (11-12)
20	MC	1	1	L.4 (11-12)
21	MC	1	1	RI.5 (11-12)
22	MC	1	1	RI.6 (11-12)
23	MC	1	1	RI.2 (11-12)
24	MC	1	1	RI.5 (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 January 2015 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 Monday, January 26, 2015. 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.