

# FOR TEACHERS ONLY

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

## ENGLISH

# E

Tuesday, August 13, 2013—8:30 to 11:30 a.m., only

### SCORING KEY AND RATING GUIDE

#### Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

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

#### Scoring the Multiple-Choice Questions

For this exam all schools must use uniform scannable answer sheets provided by the regional information center or large-city scanning center. The scoring key for this exam is provided below. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.**

Before scannable answer sheets are machine scored, several samples must be both machine and manually scored to ensure the accuracy of the machine-scoring process. All discrepancies must be resolved before student answer sheets are machine scored. When machine scoring is completed, a sample of the scored answer sheets must be scored manually to verify the accuracy of the machine-scoring process.

| Correct Answers |                  |                  |                  |
|-----------------|------------------|------------------|------------------|
| Part 1          | Part 2           |                  | Part 3           |
| 1 ..... 4 ..... | 9 ..... 2 .....  | 15 ..... 4 ..... | 21 ..... 1 ..... |
| 2 ..... 3 ..... | 10 ..... 4 ..... | 16 ..... 2 ..... | 22 ..... 2 ..... |
| 3 ..... 2 ..... | 11 ..... 1 ..... | 17 ..... 1 ..... | 23 ..... 4 ..... |
| 4 ..... 2 ..... | 12 ..... 3 ..... | 18 ..... 4 ..... | 24 ..... 2 ..... |
| 5 ..... 1 ..... | 13 ..... 1 ..... | 19 ..... 3 ..... | 25 ..... 3 ..... |
| 6 ..... 4 ..... | 14 ..... 2 ..... | 20 ..... 1 ..... |                  |
| 7 ..... 4 ..... |                  |                  |                  |
| 8 ..... 2 ..... |                  |                  |                  |

## COMPREHENSIVE ENGLISH

### Rating of Short-Constructed Responses and Essay

- (1) In training raters to score student responses for each part of the examination, follow the procedures outlined below:

#### *Introduction to the Tasks*

- Raters read the task and summarize it.
- Raters read the passages (if applicable) and plan a response to the task.
- Raters share response plans and summarize expectations for student responses.

#### *Introduction to the Rubric and Anchor Papers*

- Trainer reviews rubric with reference to the task.
- Trainer reviews procedures for assigning holistic scores (i.e., by matching evidence from the response to the language of the rubric and by weighing all qualities equally).
- Trainer leads review of each anchor paper and commentary. (*Note:* Anchor papers are ordered from high to low within each score level.)

#### *Practice Scoring Individually*

- Raters score a set of five practice papers individually. Raters should score the five papers independently without looking at the scores provided after the five papers.
- Trainer records scores and leads discussion until raters feel comfortable enough to move on to actual scoring. (Practice papers for Questions 26 and 27 contain scores and commentaries. Practice papers for Question 28 only contain scores.)

- (2) When actual rating begins, each rater should record his or her individual rating for a student's short-constructed responses and essay on the rating sheets provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) The 2-credit short responses are to be rated by one qualified rater. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. **Teachers may not score their own students' answer papers.** The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper.

**Schools are not permitted to rescore any of the open-ended questions on any Regents Exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.**

## Question 26

(used for 2-credit responses that refer to two texts)

### **Score Point 2**

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### **Score Point 1**

- has a controlling idea  
or
- implies a controlling idea  
or
- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

### **Score Point 0**

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
- is a personal response

According to both passage one and passage two work can be what you make of it. In passage one the author describes his job of working as a climber in a tree company. Throughout the passage he makes it clear that his job ~~was~~ is not far the faint of heart. ~~The~~ In line 15 the author even describes a huge scar on his boss's knee ~~the~~ which shows one possible outcome of his dangerous job. Although the author knows his job can be fatal he describes how he adapted to make it easier. In lines 23 through 26 the author states that he learned to just do his job no matter what, even though it scared him. The final paragraph describes the author facing his most difficult job. After completing it safely it says how happy and proud he was. Although the author was scared about doing his job he still did it. ~~The~~ He takes a scary experience and makes it useful to everyone around him. In the second passage the author enjoys his job of cattle ranching. Although it is cold and windy ~~at the~~ the ranchers are still happy to be out on their horses riding herding cattle. The last line of the poem shows that even the horses ~~to~~ knew that their riders were proud to be doing their job. As seen in both passages doing a job is what you make of it. Having a scary job like a tree climber could stop some people <sup>from working</sup> and make the job terrifying or it could be turned into a positive experience to be proud. Having a job that ~~you~~ really love ~~can~~ can also be a great experience ~~to have~~ as seen with the cattle ranchers who love their jobs even though it is cold and others may not want to be outside.

## Anchor Level 2-A

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*According to both passage one and passage two work can be what you make of it*) is supported with clear and appropriate details from both texts (*Although the author knows his job can be fatal he describes how he adapted to make it easier* and *Although it is cold and windy the ranchers are still happy to be out on their horses herding cattle*). Language use is appropriate, and errors in conventions (*bosses knee, job he, around*) do not hinder comprehension.

The nature of work, is one of accomplishment. Work is satisfying when one completes a task they were given successfully. In passage I, the author talks of how he faced his fears of climbing and when he completed a hard job, he said "... it felt like the best thing I'd ever done..." This showed his satisfaction of a job well done. Also in passage II, the author is pleased with his ability to round up the animals. His feelings are shown in line 18, "High Stepped the horses for us, proud riders in autumn." It showed that he and his people were proud of their successful roundup. It is clear that when work is finished, one gets a feeling of satisfaction and accomplishment.

**Anchor Level 2-B**

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*Work is satisfying when one completes a task they were given successfully*) is supported with clear and appropriate details from both texts (*the author talks of how he faced his fears of climbing and ... said "... it felt like the best thing I'd ever done and His feelings are shown in line 18 ... It showed that he and his people were proud of their successful roundup*). Language use is appropriate, and errors in conventions (*work, is; one ... they; said "... it felt*) do not hinder comprehension.

In both passages, Both the ~~narrators~~ <sup>narrators</sup> describe their struggles while they were working. The nature of work throughout both passages shows that working hard sometimes is an dangerous thing but it has to be done. In the first passage, the narrator is ~~describing~~ describing what he has to do every day with his life. The struggles and danger he faces by climbing trees, the job has to be done. Sometimes. Even though its dangerous and money cant pay for a lost life, he does it anyway because if he didnt it would effect other peoples safety. The second passage also had dangerous times that they had faced, Even though it was just hurding cadle the rider had to face the poor conditions on the ~~road~~ road. Therefore, in both passages Both narrators faced extreme! danger while doing there every day job.

## Anchor Level 1–A

The response has a controlling idea (*working hard sometimes is an dangerous thing but it has to be done*), supported with partial and overly general information from the texts (*Even though its dangerous and money cant pay for a lost life, He does it anyway becuse if he didnt it would effect other peoples safety and Even though it was just hurding cadle the rider had to face the poor conditions on the road*). Language use is imprecise (*there* for “their,” *The struggle and danger he faces by climbing trees, the job has to be done, effect* for “affect”), and errors in conventions (*Both, didnt, hurding, cadle*) may hinder comprehension.

In both passages each author caputerd the idea of hard work. The author in the first passage looked a picture and examined it to show how much he wanted the have step up in life and dont be like the guyes in the picture. In the second passage the guys were in a cattle ranch trying to round up some Cattle. In each passage they both had hard working jobs which were labor jobs. But the iden each passage wants to give information on how hard labor should be done.

**Anchor Level 1–B**

The response implies a controlling idea (*In both passages each author caputerd the idea of hard work*), supported by partial and overly general information from the texts (*The author ... looked a picture and examined it to show how much he wanted the have step up in life and the guys were in a cattle ranch trying to round up some Cattle*). Language use is imprecise (*dont be like the guyes, labor jobs, give information on how hard labor should be done*), and errors in conventions (*caputerd, looked a picture, wanted the have, dont, cattle*) may hinder comprehension.

why do people fight for no reason, then when they do have a reason they give up? Is they fight to cause havoc or pain? is so why? Do they fight with body or weapons or words? Why do they fight?

Anchor Level 0

The response is off topic and demonstrates no understanding of the task or texts.

In the memoir passage and the poem they both share a common controlling idea, which would be that nature is a large role in how things get done, but there is a way around any difficulties or obstacles that appear. All you have to do is think about it and put your mind to it. In the memoir passage for example he planned a way to get into a tree that he didn't think was safe. and in the poem passage they made it through the rough terrain. In both passages they overcame obstacles and didn't let it stop them from doing what they were set to do.

The pride and happiness brought about by the acquisition of a skill is an idea explored in both passage I and passage II. The narrators come to experience a feeling of self-worth and joy as they perform a certain task. In passage I, the narrator appears to have an uninspiring life; he yearns for the sense of accomplishment that the fireman in the picture exudes. Once he finds a job of a tree-climber, however, he comes to inch closer and closer to the pride he has sought. The narrator becomes satisfied when he skillfully dismantles a tree that proved both dangerous and extremely difficult. Similarly, the cattle herder in passage two experiences feelings of satisfaction and pride as he utilizes his skills. His descriptive language reveals his confidence; he does not hesitate, but rather rides as if it was innate. ~~Even~~ The narrator even comments that they are "proud riders in autumn" (18). In both passages, these men reveal the self-worth and purpose brought to them by their skills. ~~The~~ The narrator in passage I achieves the feeling of success and the narrator of passage II enjoys the contentment brought to him doing his job.

Realistically, despite the false claims that a work load of America in general is getting more arduous each generation, life is actually getting easier. Consider the colonial period within America. One cannot honestly believe life was any easier then than it is now. Technology is driving out future and pretty soon we as humans will let it dominate us. If humanity doesn't take a step back to smell the flowers, its going to miss an opportunity as a whole. One can not change the past, but they can make the future.

The nature of work is trying, strenuous, difficult and requires oftentimes large amounts of tenacity, but above all, work can be very rewarding. The personal gains one receives through overcoming obstacles and hardships in one's line of ~~private~~ profession is more monumental than any financial or material based rewards. In the memoir excerpt, the speaker goes into great detail about the risky nature of his work, and how occasionally, he feels the cons outweigh the pros. On one particularly dangerous tree removal, he believed the \$500 payment still didn't justify <sup>the</sup> life risking event he would have to perform. But he did his job, and the ingenuity and skills he utilised rewarding him with such pride, joy and self confidence, that the risks were worth it. The speaker in the second passage, a poem, benefitted with similar feelings of newly instilled pride when he courageously and successfully led a herd through dangerous and hazardous conditions to a town. His triumph ~~was~~ met with feelings of awe and amazement by local kids, adding further to the rider's pride, and knowledge that the end result was well worth the risk. The nature of work is often a dangerous one, but the results prove to be very rewarding and worthy of such risks.

Question 26 – Practice Paper E

In Passage 1 and Passage 2 they are both working outside. In Passage 1 the boy like what he does. He was a climber for a tree company. He climb over house garage and tree over telephone wire. In Passage 2 men they were outside ~~by~~ riding on their ~~horse~~ horse. They were riding in the field as the children watch them go by. They go through town. ~~and~~

## QUESTION 26

### PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 1

The response has a controlling idea (*nature is a large role in how things get done, but there is a way around any difficulties or obstacles that appear*), supported by partial and overly general information from the texts (*he planned a way to get into a tree that he didn't think was safe and they made it through the rough terrain*). Language use is imprecise (*doing what they were set to do*), and errors in conventions (*idea. which; passage for example he; safe. and; obstacles*) may hinder comprehension.

#### Practice Paper B — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*The pride and happiness brought about by the acquisition of a skill is an idea explored in both passage I and passage II*) is supported with clear and appropriate details from both texts (*The narrator becomes satisfied when he skillfully dismantles a tree that proved both dangerous and extremely difficult and The cattle herder in passage two experiences feelings of satisfaction and pride as he utilizes his skills*). Language use is appropriate, and errors in conventions (*passage I, as if it was, enjoys*) do not hinder comprehension.

#### Practice Paper C — Score Level 0

The response is a personal response. There is no reference to either text.

#### Practice Paper D — Score Level 2

The response presents a well-developed paragraph, demonstrating a basic understanding of the texts. An appropriate controlling idea (*The personal gains one receives through overcoming obstacles and hardships in one's line of profession is more monumental than any financial or material based rewards*) is supported with clear and appropriate details from both texts (*he believed the \$500 payment still didn't justify the life risking event he would have to perform. But he did his job and The speaker ... benefitted with similar feelings of newly instilled pride when he courageously and successfully led a herd through dangerous and hazardous conditions*). Language use is appropriate, and errors in conventions (*requires often times large, pros. on one, did ... utilised rewarding*) do not hinder comprehension.

#### Practice Paper E — Score Level 1

The response has a controlling idea (*In Passage 1 and Passage 2 they are Both working out side*), supported with partial and overly general information from the texts (*He climb over house Garage and tree and They were Riding in the field as the children watch then go By*). Language use is imprecise (*tree over telephone line*), and errors in conventions (*Both, out side, Guy like what, They ... their horse*) may hinder comprehension.

## Question 27

(used for 2-credit responses that refer only to one text)

### **Score Point 2**

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

### **Score Point 1**

- provides an explanation of the literary element or technique  
or
- implies an explanation of the literary element or technique  
or
- has an unclear explanation of the literary element or technique  
AND
- supports the explanation with partial and/or overly general information from the text
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

### **Score Point 0**

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response

**Note:** Since the question specifies choosing *one* of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.

One of the most effective elements of literature is the use of strong imagery, when the author uses important details and perfect syntax to paint a picture inside the heads of the reader. The author of Passage II did a sublime job of this through not only the description of the cowboys job, but the surrounding nature as well. The two best examples of imagery come to describe the setting and other civilians, specifically the children. He says, "From heavy drying thickets, leaves wet as snow; From high places, white gusted and dry in the wind." By saying this he shows the different conditions he does his job in. Ranging from warm, dry climate where nothing can survive to a morning after torrid rainfall the previous day, he continues to work. And then when he says, "children, little cold boys, watched over us - The freezing wind flapped their clothes like windmill paddles." It creates a perfect image of children, no more than 8, sitting on the ground, admiring these men and their work despite the frigid temperatures. Through this use of imagery, the author is able to successfully demonstrate to the reader, the world in his eyes.

**Anchor Level 2-A**

The response presents a well-developed paragraph that provides an appropriate explanation of imagery in Passage II (*the author uses important details ... to paint a picture inside the heads of the reader*), supported with clear and appropriate evidence from the text (*he shows the different conditions he does his job in. Ranging from warm, dry climate ... to a morning after torrid rainfall and It creates a perfect image of children, no more than 8, sitting on the ground, admiring these men and their work despite the frigid temperatures*). Language use is appropriate, and errors in conventions (*heads ... reader; this he; job in. Ranging*) do not hinder comprehension.

In passage I written through the narrative of a climber for a tree company, the excerpt is brought to life as the worker explains his feelings of fear and danger as he describes his job. The point of view of the memoir helps the reader to understand exactly how the narrator felt as he learned to overcome his fear of trees and eventually accomplish a dangerous tree cutting task. The first person narrative gives the reader direct thoughts from the author, making the story more relatable and realistic. As the narrator emphasizes the terror of trees and his ability to develop himself as a worker who "learned just to do something regardless of how I felt about it..." As the memoir progresses, the reader is able to understand exactly how the narrator feels toward his dangerous task of cutting such a massive tree and how proud he felt when he accomplished such a task so difficult for someone with a fear like his. The point of view of the memoir enhances the style of writing and allows for direct expression of feelings from the author.

**Anchor Level 2-B**

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage I (*The first person narrative gives the reader direct thoughts from the author, making the story more relatable and realistic*), supported with clear and appropriate evidence from the text (*the narrator emphasizes the terror of trees and his ability to develop himself as a worker who "learned just to do something regardless of how I felt about it ..."*). Language use is appropriate, and errors in conventions (*passage I written and narrator feels ... he felt*) do not hinder comprehension.

The other used setting excellent in the passage the poem. He describes the setting really well in the first paragraph by describing everything that happen like how the "snow is heavy and white grassed and dry wind" he just put such a great image in your mind and describes every little detail of what's happening and where hes traveling so you having almost the same feeling he is having and just does a great job of describing it.

**Anchor Level 1-A**

The response has an unclear explanation of setting in paragraph 2 (*He describes the setting really well ... by describing everything that happen*), supported with partial and overly general information from the text (*like how the "snow is heavy and white grassed and dry wind"* and *describes every little detail of what's happening and where hes traveling*). Language use is imprecise (*The other used setting excellent in the passage the poem and so you having*), and errors in conventions (*describes, everything that happen, heavy, wind" he, hes*) may hinder comprehension.

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Anchor Paper – Question 27 – Level 1 – B

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In passage I, symbolism is used all throughout the memoir excerpt. Symbolism is used in many ways throughout passage one. One symbol that is used and stands out is trees. Trees are over garages, houses, and telephone lines. Some are twenty feet high and move back and forth from your weight. Some are ~~one hundred and fifty~~ one hundred and fifty ~~years~~ years old and their branches are so big that when holding ~~onto~~ onto them it feels like your "hanging from the neck of an elephant" (16-17). Some trees are pruned and other are just cut down. Symbolism is ~~shown~~ <sup>shown</sup> throughout the whole passage. The main symbol in passage one is trees.

**Anchor Level 1-B**

The response has an unclear explanation of symbolism in Passage I (*Symbolism is used in many ways throughout passage one. One symbol that is used and stands out is trees*), supported with overly general information from the text (*Trees are over garages, houses, and telephone lines. Some are twenty feet high ... Some are one hundred and fifty years old*). Language use is imprecise (*all throughout* and *your* for "you're"), and errors in conventions (*passage I, that when, other are*) do not hinder comprehension.

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**Anchor Paper – Question 27 – Level 0**

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people has qualty to be

Pleased quit to fight

fires

**Anchor Level 0**

The response is incoherent, demonstrating no understanding of the task or text.

IN passage I the author uses a simile. Simile is when you use like or as. The author use this by expressing the trees. He says that "had branches so big that holding was like hanging from the neck of an elephant. He describing the tree how tall it is how long and how it looks. The author use this because he is trying to make the reader intred to read more.

Question 27 – Practice Paper B

In Passage II, the poem expresses the literary technique imagery. Throughout the poem, each stanza gives an image and idea of the setting and characters in the poem. With this, the author gives a <sup>well</sup> detailed description of the setting to the reader. In the first stanza, the author describes the <sup>different</sup> settings of the riders, such as the bushy springs, wet leaves, and "high places." In line 5, the author says "And the leaves spin and spin like merry spinning." From this line, the author gives a sense of imagery to the reader, picturing the riders galloping on their horses as the leaves spin in the wind. The second stanza describes the aspects of the town, and with this, the author gives the reader imagery in a journey, from the task of herding cattle, to riding through the town. The author also cleverly describes the people in the town, such as the "little cold boys." In line 16, the author writes "The freezing wind flapped their cloaks like windmill paddles," referring to the children. The author also ~~also~~ finishes off the story with imagery, saying "High stepped the horses for us, proud riders in Autumn." In the entirety of this ~~poem~~ poem, the author develops a story from the imagery.

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**Question 27 – Practice Paper C**

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Theme is the Subject matter of a conversation or discussion.

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Question 27 – Practice Paper D

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In passage I (the excerpt from a memoir), the author uses the literary element characterization. There are many ways in which the author uses that literary element but a specific way is when, he tells the reader that he has had an uninspiring ~~time~~ time in his life (line 8). The way that shows characterization is because, in his old job waiting tables he was not happy but when he got a new job taking down trees he found ~~the~~ a little more excitement in his life figuring out how he would take tree's down.

The author of passage one utilizes the literary element of first person point of view in order to demonstrate the low self-worth of the narrator. First off, the narrator introduces the image of the forest fire fighters in order to show what he yearns to be like. Rather than trying to draw any sort of parallels between him and the forest fire fighters, he only shares how much he is unlike them in the sense that they have purpose and he does not. Also, he goes on to say how it was an uninspiring time for him due to his shabby, little apartment, the fact that he quit his job working tables, and the fact that ~~becoming~~ becoming a writer was merely a figment of his imagination. These show how he felt that his life had little to no meaning since he was never able to gain success, achieve prosperity, or fulfill his dreams. This literary element, therefore, adds to the progression of this story because the job as a climber for a tree company was the only aspect of his life that he felt as though he was able to somewhat excel in, ultimately compensating for his lack of self-worth.

## QUESTION 27

### PRACTICE SET ANNOTATIONS

#### Practice Paper A — Score Level 1

The response provides an explanation of simile in Passage I (*Simily is when you use like or as*), supported with partial and overly general information from the text (*He says that “had branches so big that holding was like hanging from the neck of an elephant and The authour use this because he is trying to make the reader intred to read more*). Language use is imprecise (*The authour use this by expressing the trees and He decribing the tree how tall it is*), and errors in conventions (*passage I, authour ... you, how tall it is how long, intred*) may hinder comprehension.

#### Practice Paper B — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of imagery (*the author gives a sense of imagery to the reader, picturing the riders galloping on their horses as the leaves spin in the wind*), supported with clear and appropriate evidence from the text (*the author describes the different settings of the riders such as the bushy springs, wet leaves, and “high places”*). Language use is appropriate and errors in conventions (*says “and; boys.”; paddles.”*) do not hinder comprehension.

#### Practice Paper C — Score Level 0

The response demonstrates no understanding of the task or text.

#### Practice Paper D — Score Level 1

The response has an unclear explanation of characterization in Passage I (*There are many ways in which the author uses that literary element but a specific way is when, he tells the reader that he has had an uninspiring time in his life (line 10)*), supported with partial information from the text (*The way that shows characterization is because, in his old job waiting tables he was not happy but when he got a new job taking down trees he found alittle more excitement in his life*). Language use is imprecise (*a specific way is when and The way ... is because, in*), and errors in conventions (*passage I, element but, alittle, tree’s down*) may hinder comprehension.

#### Practice Paper E — Score Level 2

The response presents a well-developed paragraph that provides an appropriate explanation of point of view in Passage I (*The author ... utilizes the literary element of first person point of view in order to demonstrate the low self-worth of the narrator and These show how he felt*), supported with clear and appropriate evidence from the text (*the narrator introduces the image of the forest fire fighters in order to show what he yearns to be like and he goes on to say how it was an uninspiring time for him due to his shabby, little apartment*). Language use is appropriate, and errors in conventions (*excell*) do not hinder comprehension.