

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Wednesday, January 26, 2005—9:15 a.m. to 12:15 p.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. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Latest Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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

Scoring of Multiple-Choice Questions

Indicate by means of a check mark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a check mark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

<p>Session Two Correct Answers</p>

<p>Part A</p>

- | |
|---------------|
| <p>(1) 4</p> |
| <p>(2) 1</p> |
| <p>(3) 3</p> |
| <p>(4) 2</p> |
| <p>(5) 2</p> |
| <p>(6) 3</p> |
| <p>(7) 1</p> |
| <p>(8) 2</p> |
| <p>(9) 4</p> |
| <p>(10) 3</p> |

Rating of Essays

- (1) Follow your school's procedures for training for rating. This process should include:

Introduction to the task—

- Raters read the task and summarize its purpose, audience, and format
- Raters read passage(s) and plan own response to task
- Raters share response plans and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer reviews rubric with reference to the task
- Trainer reviews procedures for assigning scores
- Trainer leads review of each anchor paper and commentary
(**Note:** Anchor papers are ordered from high to low within each score level.)

Practice scoring individually—

- Raters score a set of five papers individually
- Trainer records scores and leads discussion until raters feel confident enough to move on to actual scoring

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. Do *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point. The scoring coordinator will be responsible for coordinating the movement of papers, calculating a final score for each student's essay, and recording that information on the student's answer paper for Session One, and determining the student's final score for the examination. The chart located on the Department's web site should be used for determining the final examination score.

**SESSION TWO – PART A – SCORING RUBRIC
READING AND WRITING FOR LITERARY RESPONSE**

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

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

The nature of work varies greatly from individual to individual. Some workers seem concerned merely with amassing the largest amount of money in the shortest period of time. They see work as simply a means to material comfort. Others, however, perceive a need for a measure of fulfillment and personal happiness, and will make the necessary adjustments to their work to attain these goals.

In Passage I, the narrator witnesses the labor of another man one evening as he works in a dark New Orleans storehouse. The passerby had seen him laboring every night for hours and finally decided to enter the storehouse to ask the man about the clipper ships he was making. The man relates that he moved to New Orleans after a difficult job, to "take things easier." The history of the crafter's entrance into this business is somewhat unorthodox. The passerby listens intently as the man explains that he began when a visitor tried to purchase model ships like those in the local museum. Despite having no experience, the man volunteered to

Build model ships for \$30 each. The point of view from which the man's history is narrated is crucial because it reveals his determination to work and learn. The man, who once sold ink, challenged himself to go further and work at something which was far more fulfilling.

As the passerby listens, he becomes more aware of the Crofter's determined nature. He admitted model building was a foolish challenge. The man had only dreamed of ships and "spent a great deal of time in the shipping area," but had never recreated these structures. He knew that his creations would take a long time, and conceded that, if no one liked them "it will be all right." The passerby sees him some time later with a completed model. The other three had been turned. When asked if he would do others, the man replies "Surely." Despite initial failure, spent time, and invested money, the man asserts that "It is the only thing I ever did that gave me real satisfaction." Through this story, we see that work "pays off," and that no matter how difficult or challenging

the work, the ultimate satisfaction makes it truly worthwhile.

Passage II is about a young woman who finds herself in an unusual and stressful position. She is working in a Ford factory for the summer with her father and numerous male co-workers. She describes the uncomfortable setting and the nature of the demanding job. In her department the men would challenge her to perform tasks which she could not complete, but they admired her perseverance and that she was getting an education. She worked hard. When she was loaned to a department with better physical conditions, she could still see men at Dear Lock's working. The setting in the 110° heat, plays an important role in the woman's challenges at the job and she does not permit them to affect her happiness.

The heat and atmosphere, were minor details compared to her desire to succeed. The character of the woman is revealed as a caring and determined one. She is dedicated to her job and to improving her life, but is also a loving person as proud of her father as he is of her. In the end, she leaves her job, "moving shy

past their 'Good Lucks,' out into 5:00, shading my eyes." Her work is over, but she has used it as an instrument for personal growth.

Both Passage I and II deal with individuals who used determination to persevere through difficult circumstances in their work. The characters in both the memoir and the poem rise above their obstacles and achieve success. As a result of the challenges which they gave themselves, they found satisfaction and happiness in their work.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that some people will <i>make the necessary adjustments to their work to attain</i> fulfillment and personal happiness revealing an in-depth analysis of both texts. The response makes insightful connections between the controlling idea and ideas in each text (<i>The man, who once sold ink, challenged himself to go further and The heat and atmosphere, were minor details compared to her desire to succeed</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence to support the crafter's <i>somewhat unorthodox</i> entrance into ship carving (<i>visitor tried to purchase model ships, model building was a foolish challenge, The other three had been burned</i>) and the young woman's <i>stressful position</i> (<i>men would challenge her, men at Door Locks, the 110° heat</i>). The response incorporates both explicit and implicit references to appropriate literary elements including plot, <i>setting, point of view, and character</i>.</p>
Organization	<p>Maintains a focus on challenges resulting in <i>satisfaction and happiness</i>. The response exhibits a logical and coherent structure detailing the challenges to each individual and their successful outcomes. The response uses devices and transitions that are sometimes appropriate (<i>In Passage I</i>) and sometimes skillful (<i>The passerby had seen, The passerby listens, When she was loaned, In the end</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>a means to material comfort, had never recreated these structures, as an instrument for personal growth</i>), with evident awareness of audience and purpose (<i>The characters in both ... rise above their obstacles</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Despite initial failure, spent time, and invested money, the man asserts that "It is ... satisfaction"</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in language use.</p>	

The vast majority of our society finds work a necessity in order to provide life's necessities of food and shelter. We have come to believe that the money derived from work has some relationship to our level of happiness. Few workers are able to remove money from the equation and relate ~~it~~ work directly to some level of happiness.

The builder of models has experienced work that produced a large income, but little happiness. He sold ink. His life was comfortable enough. But a twist of fate allows him to engage in work that is truly fulfilling. On a visit to the "Museum" he happens to overhear a visitor, a man from a university of an interior state, inquiring about where to buy ship models like the ones on display. The models are intricate and beautiful. The ink salesman, on impulse, volunteers to build the models for a fee of \$30. each. He had loved ships as a boy in Philadelphia.

The irony of the bargain is two fold. The man has to spend both time and money to prepare for model carving. He has no tools, no materials and no experience. The first three attempts he burns. But his perseverance is rewarded. The second irony is that ~~he~~ the \$200. invested to build one model yields "real satisfaction," so much so that the ink salesman says that he will surely carve others.

The setting of the "Door Locks" department of the Ford plant is quite similar to the "dark storehouse" in New Orleans. The assembly line work of creating cars is probably just as tedious as selling ink. The poem is not about money, but about work and the satisfaction that can be derived from work. Both father and daughter put in long hours, under harsh conditions. The contrast between "Air Conditioners," cool and clean, and "Door Locks" - 110 degrees, is only one example. Also, they arise at five a.m. The daughter must contend with being the only woman in Door Locks where the men initially tease her. She earns their respect by persevering. They admire that she is getting an education and that she is willing to get her hands dirty to assure that end.

Like the ink salesman, the father and daughter see their work as a source of pride. They have left work each day "proud of each other."

Money seems to be less important to the ink salesman as he carves ships than it must be for the father and daughter as they persevere in the face of tuition payments. The theme of both passages is that work produces happiness, be it the happiness of self-satisfaction or of mutual admiration.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>Few workers are able to ... relate work directly to ... happiness</i>). The response makes insightful connections between the controlling idea and the ideas in each text (<i>allows him to engage in work ... truly fulfilling</i> and <i>The poem is not about money, but ... the satisfaction</i>).</p>
Development	<p>Develops ideas clearly and consistently, using relevant and specific evidence to contrast the ink salesman’s past (<i>work that produced a large income, but little happiness</i>) and his present (<i>volunteers to build the models</i>) for Passage I and to indicate similarities of work experiences of father and daughter (<i>long hours, under harsh conditions; “Door Locks - 110 degrees”; arise at five am</i>) for Passage II. The response refers to appropriate literary elements of irony which is <i>two fold</i>, settings noted as <i>quite similar</i>, and theme (<i>work produces happiness</i>).</p>
Organization	<p>Maintains the focus on the <i>theme of both passages ... work produces happiness</i>. Exhibits a logical and coherent structure through the skillful use of transitions (<i>But a twist of fate</i> and <i>The second irony</i>).</p>
Language Use	<p>Uses language that is precise and engaging, with a notable sense of voice (<i>models are intricate and beautiful, on impulse, willing to get her hands dirty, mutual admiration</i>). The response varies sentence structure and length (<i>He sold ink</i> and <i>She earns their respect by persevering</i>) to enhance meaning.</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

A main idea based on the nature of work is that nothing is achieved without hard work and determination. Both the memoir and the poem are able to portray the idea that without the dedication to ~~go~~ do something that is not easy, nothing will be achieved. The authors of the memoir and poem used different literary elements and ~~text~~ techniques in their writings, including theme and characterization, to help portray their ideas.

The memoir discusses the work ethic of someone in New Orleans building model ships. The author of this passage uses theme to help ~~show~~ ^{tell} the reader about the nature of work. The theme, or main idea, discussed in the passage is that ~~if~~ hard work and dedication are needed to be able to get anything accomplished. The ink seller's determination to make a good model ship was needed if he planned on making any profit. When the author says, "The whole affair, the old man told me, had been foolish enough. He had never used tools. Books concerning ships had to be bought, his hands had to be trained," in lines 32 through 34, he is showing how before the old man could even start his work, he had to have the dedication to teach himself how to build model ships.

~~A second literary element used in passage one was that of characterization.~~

Theme was also evident in Passage two, the poem about a woman working with only other men. The theme portrayed in this passage was similar to that in Passage one, in that it also discussed the importance of dedication and hard work to ~~make~~ ^{get} ~~any~~ ^{make} ~~any~~ ^{only} achievements. Since the author was the only woman working in her department, she had to face challenges from her male coworkers. This is evident in lines 8 through 11, when she says,

"At first the men would ask me to lift what I couldn't, would speed up the turntable, juggling the greasy washers and bolts, winking at each other, grinning at me." Had the author ^{not} had the determination to continue working with these challenges, nothing would have been accomplished.

A second literary element used in the passages was characterization. In passage I, the man's character is described by the actions he takes. The author is able to show the reader that the old man enjoyed taking everything easy. He also had a lot of dedication, as shown by his actions of taking the model ship-building job and working on four different models before he was satisfied with one. The author's use of characterization is also able to show how the old man's model ship-building was the only thing "...that gave me any real satisfaction."

Passage II used characterization as well to help ^{show} bring the reader the nature of work. The author's actions of staying at her job even with the challenges placed on her by her male coworkers shows her character's dedication to hard work. Lines 24 to 34 also help show ~~the~~ the nature of work of her father. As he worked, he was also doing something he enjoyed, which most likely gave him a reason to stay. When the author says, "...my father and I hurrying away from the time clocks, proud of each other," she is using characterization to describe how both her and her father's dedication made them proud of their jobs.

Both passage ~~the~~ I and passage II describe a theme of how hard work and dedication is what get things accomplished.

Anchor Paper – Part A—Level 5 – A

in the work-field. Using various literary elements and techniques, including theme and characterization, each author was able to portray this theme in different ways.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>nothing is achieved without hard work and determination</i>) that shows a thorough understanding of both texts. The response makes generally explicit connections between the controlling idea and the ideas in the memoir (<i>he had to have the dedication to teach himself</i>), and in the poem (<i>staying at her job ... shows ... dedication to hard work</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both passages to discuss determination (<i>His hands had to be trained</i> and <i>At first the men would ask me to lift what I couldn't</i>). Appropriate literary elements of <i>theme</i> and <i>characterization</i> are central to the discussion.
Organization	Maintains the focus on <i>hard work and dedication</i> established by the controlling idea. The response exhibits a logical sequence first discussing theme, and then characterization, followed by a unifying conclusion (<i>Both passage I and passage II describe ... a theme of ... hard work and dedication</i>).
Language Use	Uses language that is fluent and original, with evident awareness of audience and purpose (<i>each author was able to portray this theme in different ways</i>). The response uses structure and length of sentences to control rhythm and pacing (<i>Both the memoir and the poem are able to portray the idea that without the dedication to do something that is not easy, nothing will be achieved</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Work can be classified by the type of activity it requires. It can be mental, physical or a combination of both. Most people will experience some form of work during their lives. However, not all people will learn that the successful accomplishment of work requires dedication and perseverance, and brings about greater rewards.

In Passage I, a 55-year-old ink wholesaler decides to teach himself to carve models of boats. The work appealed to him because as a young boy, he "dreamed of ships." If he hadn't cared about making the boats, he would have given up after making mistakes on the first three attempts, which he discarded as unsatisfactory. Because he set high standards for himself, he became passionate about his work. The point of view in this passage helps us to understand the dedication and perseverance of this man. As a result of the narrator's conversation with ~~the~~ him, we learn that the man "worked every evening from six until nearly midnight" on the boats. His reward for such hard work was not monetary, as it cost him almost two hundred dollars to produce one boat that he could sell for thirty dollars. However, as he himself explains, "It [was] the only thing

I ever did that gave me any real satisfaction."

Dedication and perseverance can also change mundane physical work into a source of pride. A poem written by a young woman tells of a summer job in a Ford Plant she worked at with her father and other men her father's age. She describes how difficult it was at first, being the only woman in the department. She did not give up, despite the teasing she received. She also tells of "back-to-back heat waves" that she had to work through. She did not give up when she was forced to deal with these conditions. Her reward for such perseverance and dedication came in the form of the pride she felt in herself and for her father because they did their jobs well.

Dedication requires perseverance and even passion for one's work. Both Passage I and Passage II illustrate the theme that personal benefits result from such hard work.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>the successful accomplishment of work requires dedication and perseverance and brings about great rewards</i>). The response makes clear and explicit connections between this idea and Passage I (<i>he ... explains, "It ... gave me ... satisfaction"</i>) and Passage II (<i>Dedication and perseverance can also change mandane physical work into a source of pride</i>).</p>
Development	<p>Develops the ideas of dedication and perseverance clearly, with reference to relevant and specific evidence (<i>"worked every evening from six until nearly midnight"</i> and <i>back-to-back heat waves</i>) from both texts. Theme is included as a unifying element in the conclusion and character and plot are implicit in the discussion of each passage. Though point of view is mentioned, its relevance is unclear.</p>
Organization	<p>Maintains the focus that personal benefits result from hard work. The response exhibits a logical sequence of ideas through the use of appropriate transitions (<i>If he hadn't cared, As a result, She also tells</i>).</p>
Language Use	<p>Uses language that is fluent and original (<i>His reward ... was not monetary</i>), with evident awareness of audience and purpose (<i>Work ... can be mental, physical or a combination of both</i>). The response varies sentence structure to control rhythm and pacing (<i>The work appealed to him because as a young boy, he "dreamed of ships"</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>mandane</i>), punctuation (<i>Plant She</i>), and proofreading (<i>back back</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

For most people, their line of work greatly affects their lives. Of course, the money earned is important, but something greater is gained through the true nature of work. Along with financial success, people need to feel a sense of satisfaction and fulfillment in their work. Also, through the adversity one may find in the work place, a stronger person may emerge. "Passage I" and "Passage II" are two pieces of literature which exhibit these ideas of satisfaction, fulfillment, and adversity in the workplace. Setting and characterization are two literary elements used effectively in these two passages to help convey these ideas.

In Passage I, a 55 year old ink salesman is introduced. His wife has died. His children are married. He has nothing but his business and himself. While his business has been somewhat profitable, he has never felt the satisfaction he needed. From the passage, the reader can see that this man is a man of determination, dedication, and confidence. One day, out of the blue, the man decides to take the job of a boat carver. He lacked experience in this field. He lacked the tools. And above all, he lacked the knowledge.

His only experience with boats was as a little boy. Despite the adversity, he eventually succeeded and discovered the true nature of work. "It is the only thing I ever did that gave me any real satisfaction." He attempted four model ships and he wasn't going to stop trying to build them until he ^{felt} satisfied. His character, of a man of such determination conveys the idea of him wanting to be fulfilled.

Also, in Passage II, characterization plays a major role. The woman in this piece of literature expressed a sense of strength, and determination. She was the only woman in her department, but that didn't keep her from trying to do the same hard-nosed job like her male co-workers. Being the only female in the work place was extremely difficult. She wasn't as strong as the men, ~~but she~~ but she didn't give up. Lines eight through nine expressed her confidence, in trying. Through the adversity of being a female and ~~not~~ not being as strong or experienced, she fought through that, ~~with a little help~~ with the presence of her father and her strong will.

Setting was also important to these ~~two~~ pieces. According to Passage I, the setting was in New Orleans near the museum. The agent moved here because he liked the lessener climate.

Ironically, this change in setting would change his entire life. New Orleans' closeness to the sea gave him the opportunity to re-discover his love of ships and the sea. In "Passage II" the setting was also important. Usually, one wouldn't find many families working in a Ford plant. Her success and acceptance in this setting enabled her to find satisfaction and fulfillment in her work.

Both passages convey the idea of fulfillment and satisfaction in work. Through the adversity that these characters face in each passage, the true nature of work is revealed.

Anchor Level 5 – C

Quality	Commentary
	The response:
Meaning	Establishes a controlling idea that reveals a thorough understanding of both texts (<i>people need to feel a sense of satisfaction and fulfillment in their work</i>). The response clearly connects this controlling idea to Passage I (" <i>It is the only ... real satisfaction</i> ") and Passage II (<i>Her success and acceptance ... in her work</i>).
Development	Develops ideas clearly and consistently, using relevant and specific details from both texts. The response makes appropriate use of characterization (<i>55 year old ink salesman, never felt the satisfaction, only woman in her department, she didn't give up</i>) and setting (<i>New Orleans near the museum and working in a Ford Plant</i>) in discussing both works.
Organization	Maintains the focus on <i>the true nature of work</i> . The response logically discusses the authors' use of <i>characterization</i> and <i>setting</i> for each work and then connects these elements to the controlling idea in the conclusion. Appropriate transitions (<i>Along with, Despite, According to</i>) are used throughout the response.
Language Use	Uses language that is generally fluent (<i>Despite the adversity</i>), with some awareness of audience and purpose (<i>Both passages convey the idea of fulfillment and satisfaction in work</i>). The response varies sentence structure and length to control rhythm and pacing (<i>He lacked experience in this field. He lacked ... tools. And above all he lacked the knowledge</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in comma use (<i>character, of and strength, and</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

Nobody can deny that work can be difficult at times, but we all know the feeling of satisfaction that comes from a hard day's work. It is the feeling of being accomplished and proud by looking back on all that you have done in a single day's time. But what about those unfortunate people who never get to experience that feeling? What is the point of working if you don't enjoy what you do? The best thing you can do for yourself is find something that makes you happy. Something that sends you home with a smile on your face, even if you had a "bad" day. Something that you can truly enjoy.

Passages one and two both depict people who work merely for the satisfaction of working. The author of passage one uses many cases of imagery to show an old man who works hard just because he likes to. The author sets a scene by describing where the old man works. It says, "I used to see him at work in the dark storehouse under an electric lamp." The man was always hard at work carving ships, a job that he lacked experience in. He did it because he loved it. The author characterizes the man as a hard worker with a positive outlook on life. He comes across as brave and willing when he volunteers to carve the ships for the ~~the~~ museum. The theme of the story is that hard work does not always present you with a tangible reward, but it is often just the satisfaction of doing something you love to do. The old man made sacrifices for the pleasure he received from his job. "The whole foolish business," he said, "has cost me nearly two hundred dollars. It is the only thing I ever did that gave me any real satisfaction."

Passage two tells the story of a young woman who had a difficult job but left every day with a feeling of pride. She worked mostly with men, so already she was worse off because she was not as strong as them. The author creates this setting by describing how the woman felt in her job. Most of the passage uses imagery to help the reader really understand what it was like where this woman worked. The conditions seemed unfavorable, but the woman went home with her father at 5:00 every afternoon with a sense of pride. They were proud of each other for completing their jobs, which made it all worth it for her in the end.

Both passages show people who genuinely enjoyed what they did for a living. After all, what's the point in working if you don't enjoy what you do?

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, asserting that work should be <i>something that you can truly enjoy</i> . The response implicitly connects this idea to the man's love of carving ships in Passage I and the young woman's sense of pride at sharing a difficult job with her father in Passage II.
Development	Develops some ideas more fully than others. The response refers to how the author <i>sets a scene</i> with imagery of the man at work and to theme by quoting the man's description of work as " <i>the only thing ... that gave me any real satisfaction</i> ." Passage II is less fully developed with implied references to setting and imagery (<i>how the woman felt</i> and <i>The conditions seemed unfavorable</i>).
Organization	Maintains clear and appropriate focus on the feeling of satisfaction that comes from doing what one truly enjoys. The response exhibits a generally logical sequence of ideas discussing each work, but lacks appropriate internal transitions in discussions of the literary elements within each passage.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Both passages show people who genuinely enjoyed what they did for a living</i>). The response occasionally makes effective use of sentence structure (<i>Nobody can deny that work can be difficult at times, but we all know ... that comes from a hard day's work</i>).
Conventions	Demonstrates control of the conventions with essentially no errors.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in conventions.	

Work should be something that you enjoy doing everyday. It ~~working~~ shouldn't be unbearable, terrible or too difficult to complete. When you work ~~at~~ ^{at} something that you enjoy doing it's challenging, satisfying and gives you a sense of accomplishment. The authors of the following passages have used many different techniques to reveal the idea that work, no matter what the job, should be enjoyable.

Passage 1 was written in a **1st** person point of view in which ~~the~~ ~~the~~ the narrator walked us through the story of a manufacturer's agent. This agent had moved from a Northern city to New Orleans to sell printer's ink in a better, calmer, less competitive business climate. The result of this move was that it made work easier for him and ~~he~~ he was able to live a good life in the South. But when the offer to carve ship models for a man from the state University, he could not pass up. Even though he had ~~never~~ ^a passion for ships, he had no experience in carving them. He was persistent and dedicated in completing the finished models which gave him the kind of satisfaction that he had never had before. He enjoyed ~~his~~ working on the models which is the most important thing when involved in a job like this.

The author of passage 2 also used the 1st person point of view when telling the story of a daughter and father duo. The daughter got a ~~job~~ summer job working with her father at a Ford plant. She was one of a few women who worked at the plant, but

was well looked after by her co workers. The narrators use of imagery gives a clear view of the hard work which was being done at the plant. But even through all the hard labor, ^{what} this daughter enjoyed most was working along with her father. Their relationship was what made the job they did satisfying and bearable. They were both proud of each other at the end of the day and this is the feeling that work should bring.

Work should be something that you enjoy doing, it should be satisfying and enjoyable. Which is exactly the feeling that the narrators of these two passages gives us. They showed us that one man chose the quiet calm life of selling printer's ink and carving ships over busy city life which made his work the most satisfying thing he's ever done. They also showed us how being happy and content on the job makes working an enjoyable experience.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>work ... should be enjoyable</i>). The response makes implicit connections between the controlling idea and Passage I (<i>the finished models ... gave him the kind of satisfaction that he had never had before</i>) and Passage II (<i>Their relationship was what made the job ... satisfying</i>).
Development	Develops some ideas more fully than others, with some evidence included from the texts. The literary element of <i>point of view</i> is identified and discussed briefly for Passage I but only mentioned in the discussion of Passage II. The response also mentions imagery in Passage II but fails to develop the discussion (<i>a clear view of the hard work</i>).
Organization	Maintains a clear and appropriate focus on the idea that <i>work should be something you enjoy doing every day</i> . The response exhibits a logical sequence of ideas discussing Passage I and then Passage II using appropriate transitions (<i>Passage I, Even though, The author of passage 2</i>).
Language Use	Uses appropriate language (<i>The authors ... have used many different techniques to reveal ... that work ... should be enjoyable</i>). The response occasionally makes effective use of sentence structure or length (<i>The daughter got a summer job working with her father at a ford plant</i>).
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling (<i>sence</i> and <i>persistant</i>) and punctuation (<i>something that you enjoy doing its</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

Nature of Work

Work is most difficult when it is not enjoyed. This idea was portrayed in the "Memoir" and also in the "poem". The author of the memoir used symbolism, and a passive voice to create a mood ~~which~~ ^{which} also supports the idea that work is strenuous when not enjoyed. The author of the poem however, used first person point of view and tone to portray the idea. When work is not enjoyed it becomes difficult, and when work is enjoyed it ~~becomes~~ becomes easier.

The author of the memoir ~~develops~~ ~~the~~ ~~idea~~ ~~that~~ ~~work~~ ~~is~~ ~~difficult~~ ~~when~~ ~~not~~ ~~enjoyed~~, and also that the product ~~is~~ ^{bring} satisfaction when the labor is different or interesting. He/she does so by symbolism. The man in the memoir spent his whole life doing something which he thought was boring. One day something new came along and he enjoyed it. Selling ink was what he did not enjoy. The selling of ink represents the boredom that was festering in the soul of the man. Carving model ships represents a happiness, not quite phantasmagoric ~~re~~ but happiness. ~~the~~ His work as an ink salesman was not satisfactory and it was sometimes difficult. Carving ships was a new job which was somewhat difficult ~~re~~ but not as much because he loved the product that he created.

The author of the memoir ~~also~~ ~~used~~ ~~a~~ ~~passive~~ ~~voice~~ ~~to~~ ~~create~~ ~~a~~ ~~mood~~. This mood supports the idea that work is usually more difficult when it is not enjoyed. The author's voice

Creates a feeling of loneliness. His voice is passive and therefore does not directly tell the feelings of the worker, but - instead works around it. This creates a mysterious mood. ~~At the passage~~ At this point in the memoir the worker is unhappy with his work. As the passive voice deminishes the mood ~~become~~ becomes a bit more cheerful. This is when the man has found something new and has become satisfied. The mood shows that work done that is not enjoyed is difficult.

In the poem ~~the author uses first person point of view, to show that work enjoyed is usually easier to do. The author tells the story herself because it was one of her experiences in life. She saw how hard her father and other men worked at the Door Lock department of the factory. The temperature was over one hundred degrees and the work hours were long. However, her father worked with men who were his friends. This made the work less strenuous because he could talk and take his mind off of the difficulty of the work. The daughter saw this and wrote a poem about it. The point of view in the poem shows that when a person enjoys work than it becomes less difficult.~~ the author uses first person point of view, to show that work enjoyed is usually easier to do. The author tells the story herself because it was one of her experiences in life. She saw how hard her father and other men worked ⁱⁿ the Door Lock department of the factory. The temperature was over one hundred degrees and the work hours were long. However, her father worked with men who ~~are~~ were his friends. This made the work less strenuous because he could talk and take his mind off of the difficulty of the work. The daughter saw this and wrote a poem about it. The point of view in the poem shows that when a person enjoys work than it becomes less difficult.

The author also uses tone to show that work enjoyed is not ~~as~~ as difficult as work not enjoyed. Her tone is calm, as though she is not angry that her father had to work in terrible conditions, this is because he enjoyed his work, it was satisfactory. Therefore,

his work was easier and less strenuous. The authors tone is proud and calm. She was proud of her fathers work ethic and she was calm because his work was made less strenuous by the fact that he enjoyed it.

Work can be difficult but it can also be easy depending on the satisfaction level of the product or the actual labor. In the memoir, symbolism and mood are used to portray the idea that work is difficult when it is not enjoyed. In the poem the author uses point of view and tone to show the audience that her fathers work was less difficult because he enjoyed it. The nature of work is that it can sometimes be ~~are~~ made easier if it is enjoyed.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>when a person enjoys work than it becomes less difficult</i>). The response makes implicit connections between the controlling idea and Passage I (<i>carving model ships represents a happiness</i>) and Passage II (<i>work enjoyed is usually easier to do</i>).</p>
Development	<p>Develops some ideas more fully than others, referring to some specific evidence from each passage (<i>Selling ink was what he did not enjoy</i> and <i>She saw how hard her father ...worked</i>) but some assertions about Passage II are inaccurate (<i>her father worked with men who were his friends and he could talk and take his mind off the difficulty</i>). Although symbolism ... passive voice ... mood ... point of view and tone are identified in the response, discussion of these elements is generally brief and/or confused (<i>As the passive voice diminishes the mood becomes ...cheerful</i>).</p>
Organization	<p>Maintains a clear and appropriate focus (<i>When work is not enjoyed it becomes difficult ... when work is enjoyed it becomes easier</i>). Appropriate transitions (<i>the memoir ... develops, In the poem, However</i>) help to establish the logical sequence of ideas throughout the response.</p>
Language Use	<p>Uses appropriate language, occasionally making effective use of sentence structure or length (<i>This creates a mysterious mood</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>developes</i>), punctuation (<i>When work is not enjoyed it; authors voice; he enjoyed his work, it was satisfactory; fathers work</i>), and usage (<i>mind off of the difficulty</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

The nature of work is for a person to love their job and what they do. A person must also have determination and dedication. This idea is shown in a memoir and a poem. Some literary elements to also help convey this idea would be 1st person point of view and imagery.

In the memoir the author uses 1st person point of view to demonstrate the point. In this passage a man wanted to help some other guy out, by building or carving a little ship for him. The only problem was that he had never built one before. He showed the reader his dedication for building these ships, by staying up late and not finishing until it was perfect. This shows that even though a person may not be good at something they could always try and not give up.

In the poem the author uses imagery to help demonstrate this point. In this poem the author shows the reader that determination and hard work pays off in the end. She also tells the reader that in order to love your job a person must be comfortable in their surroundings. In this passage a woman/girl works in an air conditioning shop. She shows that even though she is not as strong as the other people that she works with, she still loves it and is determined to be successful in the end.

In order for a person to love their job they have to be not only comfortable with their surroundings but the people around them. The nature of work is for a person to love what they do. This idea is demonstrated with a memoir and a poem. Some literary elements that helped prove this point were imagery and 1st person point of view.

Anchor Level 3 – A

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>The nature of work is for a person to love their job ... A person must also have determination and dedication</i>). Connections between the controlling idea and the texts are superficial (<i>even though a person may not be good at something they could always try and not give up and in order to love your job a person must be comfortable in their surroundings</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from Passage I (<i>He showed the reader his dedication ... by staying up late and not finishing until it was perfect</i>). However, in Passage II, the response relies on a simple and partially inaccurate plot summary. The response’s references to the <i>literary elements ... point of view and imagery</i> are vague and undeveloped.</p>
Organization	<p>Establishes and attempts to maintain a focus on the nature of work (<i>for a person to love what they do</i>). The response displays a rudimentary structure, consisting of an introduction, two body paragraphs, and a conclusion, but internal transitions are lacking.</p>
Language Use	<p>Relies on basic vocabulary, with some awareness of audience and purpose (<i>This idea is demonstrated</i>). The response occasionally makes effective use of sentence structure and length, but the use of colloquialism (<i>guy</i>) and abbreviated form (<i>Ist</i>) detracts from formal tone.</p>
Conventions	<p>Demonstrates partial control, with errors in punctuation and grammar (<i>determination and hard work pays off, a person ... their job, a person ... they</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

There are many different views on the nature of work. The two selected passages are good examples of workers nature. The two passages suggest that ~~the man~~ ones satisfaction is what determines the nature of work. If a person is happy with their job they will be happy in life. If a person is not happy with their job, chances are they won't be happy in life.

In Passage I, the memoir reveals a passed experience by the narrator. This passage shows how the narrator went on a journey and discovered their fancy. The narrator did many things to satisfy his curiosity, one includes entering "the dark storeroom". The narrator discusses how he came to love his field of work through another person. The author foreshadowed the narrators potential happiness ~~not~~ with building models by expressing his hours of dedication due to his lack of experience. These long hours of dedication symbolize the mans happiness, further solidifying the idea that a persons satisfaction is the determining factor of the nature of work.

In passage II, the poem, the author gives a few lines of introducing the setting, to set the mood and atmosphere for the reader. This passage is also a passed experience from the narrator. In this poem, the girl shows her courage and strength when she is challenged by her male coworkers. The handwork that the girl goes through is a symbol of her potential satisfaction, ~~not~~ which ~~so~~ determines the nature of work. At the end of the passage, the reader can see the narrators success of happiness when she is reunited with her father.

Anchor Paper – Part A—Level 3 – B

Through ~~the~~ ^{the} narrator and peoples personal revelations, the nature of work is made visible. In these two selected passages, the reader can see that the nature of work is determined by a persons satisfaction and ~~the~~ ^{fulfillment} with their job.

Anchor Level 3 – B

Quality	Commentary
	The response:
Meaning	Shows a basic understanding of the texts by stating that <i>ones satisfaction is what determines the nature of work</i> . Attempts to connect this idea to Passage I are weakened by confusion with characters (<i>The author foreshadowed the narrator's potential happiness</i>). The connection to Passage II is somewhat stronger, stating <i>her potential satisfaction ... determines the nature of work</i> .
Development	Is largely undeveloped, hinting at ideas. References to the text are vague (<i>discovered their fancy</i>), irrelevant (<i>The narrator did many things</i>), unjustified (<i>The narrator went on a journey and happiness when she is reunited with her father</i>), or gleaned from the multiple-choice questions (<i>satisfy his curiosity ... entering "the dark storeroom," a few lines of introducing the setting, challenged by her male coworkers</i>). The response alludes to literary elements (<i>foreshadowed, symbolize, setting, mood, atmosphere</i>), but does not fully explain their use.
Organization	Establishes a focus on the nature of work as <i>determined by a persons satisfaction</i> . The response exhibits a rudimentary structure of introduction, Passage I, Passage II, conclusion.
Language Use	The response relies on basic vocabulary that is sometimes repetitive (<i>This passage and the narrator</i>) or awkward (<i>a few lines of introducing and success of happiness</i>). The response attempts to vary sentence length, but with uneven success (<i>The narrator did ... "the dark storeroom"</i>).
Conventions	Demonstrates partial control of the conventions, exhibiting occasional errors in punctuation (<i>works nature, mans happiness, narrators success</i>) and grammar (<i>person ... their and narrator ... their</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions and somewhat weaker in development.	

The nature of work is a thing many people ~~posses~~ possess. In both the passages are stories about men working, and what they need to do to be successful.

One man is a whole ~~sale~~ dealer of ink in New Orleans, and has become involved in carving wooden ships. Even though he never did it before he is trying because its the nature of work. This man is doing it as a favor for someone who can not find these ships any where. Its a passion he has, as a boy he dreamed about ships, so not only is this man working, but hes working for something he truly enjoys.

In passage II the poem explains what another man endures at his job. He is twenty years old and works at a Door Locks plant. At first he is pushed to do things he can't, but the his co-workers become friendly, and watched over him. He then changed jobs to something nicer and cleaner, but as he did this job he watched his old co-workers from Door Locks in the extreme heat. This man also missed his daddy whom he once worked with. So, at lunch he visited him, they waled ~~to~~ eat and drink coffee. Then came his last day, he left at 5:00 moving past his co-workers shading his eyes.

Both these men had to work, sometimes doing what they loved, and other times working simply for the nature of working.

Anchor Level 3 – C

Quality	Commentary
Meaning	The response: Conveys a confused understanding of the texts, stating that <i>the nature of work is a thing many people posses</i> . The response fails to establish a clear controlling idea, suggesting that the passages concern <i>men working, and what they need to do to be sucessful</i> .
Development	Develops ideas briefly, relying primarily on plot summary with some evidence from the texts for support (<i>One man is a whole sale dealer of ink in New Orleans and He is twenty years old and works at a Door Locks plant</i>). The response makes no specific references to literary elements or techniques.
Organization	Establishes, but fails to maintain, a focus on what workers <i>need to do to be sucessful</i> . The response exhibits a rudimentary structure of a brief introduction, two body paragraphs, and a short conclusion.
Language Use	Relies on basic vocabulary. The response exhibits uneven success in varying sentence structure (<i>In both the passages are stories about men working, and what they need to do to be sucessful</i>). The use of contractions, unsuitable language (<i>daddy</i>), and imprecise language (<i>thing</i> and <i>nicer</i>) detracts from a sense of audience and purpose.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>posses, sucessful, whole sale</i>), punctuation (<i>its the nature; Its a passion he has, as a boy; hes working; plant At first</i>), capitalization (<i>at Lunch</i>), and usage (<i>he visited him</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in meaning.	

Passage 1 and 2 distribute an idea of symbolism. Both show a direct cause of what happens to the main character. Each passage relies on description on how the story progresses out with the theme of symbolism. Within each detail the story can recall on the the causes of each passage.

In passage one, the narrator explains about a man who used to be a manufacturer's agent. He would sell and keep supplies, working in a Northern City and the New Orleans. Through symbolism, the narrator describes going into a dark storehouse, where the man works. By means of the dark storehouse shows the narrator's curiosity.

In passage 2, the narrator implies herself in the plot. This story explains about how she worked with her father. During the story, she is rewarded on working in a different section for 3 days. Upon her arrival from the new section she is walking down a long hallway that soon leads to her father. This symbolism shows the isolationism that the father has endured for 3 days.

With conclusion, each passage is well-inscribed with symbolic methods.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Conveys an incomplete understanding of the text. The response’s attempt to establish a controlling idea based on the <i>idea of symbolism</i> is confusing and attempts to connect to the texts consist of a few plot details (“<i>dark storehouse</i>” and <i>a long hallway</i>).</p>
Development	<p>Is incomplete and largely undeveloped. The response hints at ideas (<i>the narrator’s curiosity</i> and <i>the isolationism that the father has endured</i>), but references to the text are vague (<i>Both show ... main character</i> and <i>Each passage relies on description</i>), irrelevant (<i>working in a Northern City</i> and <i>working in a different section</i>), or unjustified (<i>she is rewarded</i> and <i>for 3 days</i>).</p>
Organization	<p>Lacks an appropriate focus. The response suggests some organization, using an introduction, a short discussion of each text, and a brief conclusion. Some attempts are made at transition (<i>In passage one</i> and <i>In passage 2</i>).</p>
Language Use	<p>Uses language that is imprecise (<i>dislribute an idea</i>, <i>implies herself</i>, <i>isolationism</i>, <i>progresses out</i>, <i>With conclusion</i>). The response’s attempts to use complex sentences is at times awkward (<i>By means of ... narrator’s curiosity</i> and <i>Upon her arrival ... to her father</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>detail the; storehouse, where; section she</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.</p>	

The two passage of this essay are different in how they work.

In passage one the man had a business in a run down city. He like what he was doing so he moved his business so he could steal do it.

Passage two was about a greil that got a job at a plant. There was no other women in he department. So she did not like it at frist. at the end of the day she was happy that it was over.

The essay tells how The two passages are different and how they are with work

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Conveys a confused understanding of the texts and makes few relevant connections (<i>In Passage one the man had a business and Passage two was about a greil that got a job at a plant</i>).
Development	Is largely undeveloped. References to the texts are vague (<i>the man, a greil, a plant</i>) and unjustified (<i>a run down city and she was happy that it was over</i>).
Organization	Lacks an appropriate focus, but suggests some organization, with an introductory sentence, a short discussion of the two texts, and a concluding sentence.
Language Use	Relies on basic vocabulary, with little awareness of audience or purpose (<i>The essay tells how</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The two passage ... how they work</i>).
Conventions	Generally demonstrates a lack of control, exhibiting frequent errors in spelling (<i>worck, stel, greil, frist</i>), punctuation (<i>one the, doing so, day she</i>), and grammar (<i>He like, There was no other women, he department</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use.	

In this essay I will be writing about the nature of work. Work is not too easy. Especially when you have no experience. Just like in the passages I read. In passage I it said that the ~~man~~ did not no how to carve ships but he was gonna do it anyway, in passage II the girl did not no to much either. She was just learning.

In thes two (2) passages both people had trouble doing their job but they did not give up. Just like in life you should ~~always~~ always try to do your best and never quit.

Also with working you can do man differen things in life, just like when the man from passage I (1) move from one place to another, and from ~~making~~ making & selling ins to making & selling ship models.

so thats all that I have to say about the nature of work.

Anchor Level 2 – C

Quality	Commentary
	The response:
Meaning	Conveys an incomplete understanding of the texts (<i>work is not too easy especially when you have no experience</i>). The response makes few connections (<i>the man did not no how to carve ships and the girl did not no to much either</i>).
Development	Is incomplete and largely undeveloped. The response makes vague references to the text (<i>the man and the girl</i>) and is repetitive (<i>do it anyway, not give up, never quit</i>).
Organization	Suggests some organization, but lacks an appropriate focus, switching from the idea of work being <i>not too easy</i> to a discussion of not giving up and then to the idea that <i>with working you can do man differen things in life</i> .
Language Use	Uses language that is imprecise (<i>to</i> for “too” and <i>no</i> for “know”) and unsuitable (<i>gonna</i> for “going to” and <i>thats all that I have to say</i>) for the audience and purpose. The response shows little awareness of how to use sentences to achieve an effect (<i>Just like in the passages I read</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>thes, alway, differen</i>), punctuation (<i>essay I and I it</i>), and grammar (<i>man ... move</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Anchor Paper – Part A—Level 1 – A

The nature of work revealed in the passage is that from work you learn about the people and how much school is important in order to find a good and easy job. A literary technique used in passage one is characterization. In passage two the literary technique used is point of view.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides minimal evidence of textual understanding. The response makes no specific references to Passage I or II, providing only an unsupported observation that <i>from work you learn about Nic people and How much school is important in order to Find a good and easy Job.</i>
Development	Is minimal, with no evidence of development beyond two unsupported references to <i>characterization</i> and <i>point of view</i> .
Organization	Suggests a focus, but shows no organization.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

In the both passage that I read deal with the nature of work. Passages 1 and 2 show idea how the author uses specific literary element about the nature of work. I will right a ~~essay~~ in both passage that I will explain what nature of work mean. In ~~Passage~~ one explain of a men who is manufacturer agent in New Orlean and sell printers' ink.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding, merely repeating wording provided in the prompt (<i>the nature of work</i>) and text (<i>manufacturer agent in New Orlean</i>).
Development	Is minimal. The response mainly provides material copied directly from the prompt and Passage 1 (<i>manufacturer agent in New Orlean and sell printers' ink</i>).
Organization	Shows no focus other than that provided in the prompt.
Language Use	Is minimal, making assessment of language use unreliable.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

Having an occupation is not only about making money. Employment is about the worker's personal satisfaction and fulfillment. In both passages, the characters told about how they enjoyed what they did.

In ~~the~~ Passage I, the ink merchant told the narrator about a job that he had in his spare time. Through a flashback, the ink merchant told ~~that~~^{how} he came to build models of ships. A man from an interior state said he would pay the merchant to build wooden models of ships. Through character traits of dedication and perseverance, the ink merchant trained himself how to ~~build~~ construct ship models. The old man worked six hours per night on the ships. The old man loved the work he ~~did~~ did in building models of ships, saying, "It is the only thing I ever did that gave me any real satisfaction." The old man worked on ships because he enjoyed it, and for no other reason at all.

In Passage II, the narrator tells about her employment with her father ~~in~~ⁱⁿ Door Locks. The author characterized the ~~people~~ men she worked ~~with~~ as caring, friendly individuals. For example, they would buy her coffee, study her paycheck, and talk about her education. For them, work was definitely a place where they received fulfillment from making friends! Over the summer, the narrator and her father would have lunch together. They had great satisfaction on the bonding and memories that were built that summer at work. The daughter enjoyed

work because she could be around her father, not necessarily for the money or anything else.

All in all, work is about having satisfaction and fulfillment in life and not something you have to do. Any work that someone does is done because they enjoy it.

Work is something everyone must do in order to survive in this world. People work for the money, however others want to feel useful, important, and want to set an example. In Passage I, the author describes the story of a manufacturer agent who sells printers ink, but is unhappy and decided to move and do something different. The author uses techniques such as irony and good structure for the story. In Passage II the author described a woman who sets an example, and ignites the prosperous future of women.

In Passage I the manufacturer agent proved to be unhappy by selling printers ink because he was in the Northern city because he moved to New Orleans where he worked making models of ships - something that to him was more fulfillment and felt satisfaction. The author uses irony in this passage because, as a manufacturer agent who sold ink in New Orleans he was well off, but he went on and made ship models, less profit but was something that made him feel useful, and happy about what he was doing. The author was also creative in the way he structured it because he used second person's point of view.

In passage II the narrator has to face many challenges and pressure from her male co-workers

in order to get her job done. By being a woman doing ~~working~~ ~~and~~ what a man does, ~~she~~ ~~else~~ ~~too~~ she sets an example and demonstrate that women are capable of doing the same things as men. Besides setting an example, she is happy doing what she does "my father and I hurrying away from the time clocks proude of each other."

There is a vast difference between merely working for a weekly paycheck and finding a career from which one can derive satisfaction, fulfillment, and contentment. An individual's search for this fulfillment in the workplace can be long and frustrating. By using the examples of the characters in Passages I and II and an array of several literary techniques, the authors demonstrate that finding work that meets one's requirements is a task that can, eventually, be accomplished.

Finding a job that suits one's requirements for fulfillment can be difficult. It sometimes requires a combination of effort, money and knowledge. In passage one a man finds his niche in carving model boats after spending a tedious career selling printers' ink. It takes him time and money, but he finally finds something that gives him a sense of fulfillment and satisfaction. This example of theme relates to the controlling idea because once one has found an enjoyable job, he does not regret the money or the hard work because he is finally content with a specialty. In passage one, the author states "The whole foolish business has cost me nearly two hundred dollars. It is the only thing I ever did that gave me real satisfaction." This example supports the use of theme because the author, after finding something that gives him satisfaction, is not concerned about other factors.

A second literary technique used to support the idea of career fulfillment is characterization. The man in Passage one, even though he had no knowledge

of carving or any skill, attempts to help the ^{college} man. This shows that he is concerned and not afraid to attempt new tasks. He is also seen as a dedicated individual because he takes the time to learn the trade and takes responsibility for building the models. Even though he rejects his first three ships, he continues building because he is dedicated. This relates to the main idea because by having qualities such as dedication and a concerned attitude, one is able to find the job that ultimately provides satisfaction and fulfillment, just like this individual.

Passage Two also contains several literary techniques that help to convey the idea that finding enjoyment in the workplace produces satisfaction, contentment, and fulfillment. One such technique is irony. At the beginning of the poem, the young woman's fellow male co-workers give her a difficult time. Because she is the only female in her department, the men make her do jobs that she is incapable of completing. However, their teasing and rude attitudes eventually subside. While on breaks they treat her with growing respect, buying her coffee and using their knowledge to assure she is receiving proper pay. They even talk to her about the respect they hold for her hard work and dedication. This use of irony relates to the main idea by showing that even if a person is discriminated against or made fun of at the beginning, he is capable of doing any job. Eventually, they will be

Part A — Practice Paper — C

respected for their hard work and dedication, just as this young woman.

A second literary technique that supports the main idea is characterization. In Passage two, even though the young woman is made fun of and treated badly, she is dedicated to working at Door Locks. She is obviously very strong-minded. Eventually, because of her hard work and dedication to her job, she becomes respected by her co-workers. This example of characterization relates to the theme because by being strong, positive, and extremely dedicated, one can find an enjoyable job and achieve a sense of satisfaction.

Even though it sometimes takes time for one to find a job that meets his requirements for happiness, the results can be extremely rewarding. One will be able to achieve a sense of fulfillment, contentment and satisfaction. Both passages, using ~~demonstrate this idea well~~ several literary techniques, demonstrate this idea well.

The Nature of Work in Passage I shows how a Manufacturer in New Orland, trayed to demonstrate his courage building a ship that he was dreaming for a long time but he could not because his wife was dead, he had and agency selling Printers ink in New Orland in his younger days, but he wanted a New future of Great experiences and get Money so he Moved From a North City to New Orland's because everything is more cheap and is a Seaporing town in where Many sailors sail their ships so is a good business for them but he still prefer build ships and then sail it but he was feared failure because he Never used tools but he trayed hard demonstrating his abilities completing his ship showing a good perseverance and dedication, traying the best working for long hours until the Midnight. long Days showed his knowledge.

➤ The Nature of Work in Passage II show how a Coworker work for a long Period of time doing his work, but he feels ^{bad}, but the environment where he work was not the best everyone were unfriendly with each other. and the environment where he work was cool, and very enclosed it was a Job of his father. who work

there for a long time 20 years, but the relationship with his father was not the best they were very distant. From each other. This passage shows who a man works without the support of his father, but he is trying his best. Helping the company of door locks at the Ford plant showing maybe admiration from his father and also his support for running better the company.

Individuals from all walks of life have to go through the natural life experience of working an occupation at some point in their lives. Working includes both benefits and downsides. Most of the time a worker faces ~~challenges~~ intellectual challenges which are a common aspect of the work environment, and can be quite beneficial. However, working can be trying in the physical nature as well, and that is not beneficial for the majority of individuals.

The positive elements of working are numerous. Jobs provide people with the opportunity of intellectual and creative challenge. These challenges can often help us to learn which enriches ~~the~~ our lives. Certain jobs can help us to feed dreams and fantasies. For example, in passage one, an old manufacturer's agent living in New Orleans was a lover of ships. He would often dream of ships ~~the~~ during the night, fantasizing about his passion. The man was able to fulfill his love for seafaring vessels when he learned of a wholesale dealer from a New Orleans museum who was looking for someone who could carve models of ships for selling. They were to be carved from the originals housed in the museum. The old man needed to purchase reading material on the subject and had to be trained in the nature carving, but, nonetheless, he still pursued it. The old man worked furiously on these carved ships — a great example of someone very dedicated and satisfied with their job. Living out his passion, how could he not enjoy it?

Unfortunately, the negative elements of possessing an occupation can often be grueling. In the second passage, the young woman describes being up at five in the morning, tired and hot standing in the glare and heat of the kitchen at her worksite. Her colleagues were all nasty disrespectful men who basically harassed her during the day. This is not an uncommon occurrence in the workplace - having to deal with less-than-pleasant coworkers. She described gazing out the window of the room she was working in and seeing the men in one of the other departments taking salt pills to aid them in coping with the 110 degree heat. The bathrooms would be filled with women sleeping on couches with ticking timers next to them. The young woman was also isolated from her beloved father for the bulk of the day, as people nowadays must experience separation of loved ones for a considerable period of time. Passage two clearly paints an image of uncomfortable working conditions.

In conclusion, the possession of a job, no matter what it is, includes both desirable and undesirable aspects (but however terrible a job may seem, at least an individual receives some form of pay). ~~There are~~ There are the benefits of living out his or her passion and finding creative and intellectual challenges. Though these benefits can come ~~with~~ along with poor working conditions or some type of negative. All work can be generalized in having both pluses and minuses.

Practice Paper A–Score Level 4

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

Practice Paper B–Score Level 3

Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 2

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

Practice Paper E–Score Level 4

Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization and conventions.

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

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

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Life is a continual current of changes, lessons, hardships, and triumphs. "The right good book is always a book of travel; it's about a life's journey." Books can teach an insurmountable amount of knowledge about life's lessons, as H. M. Tomlinson clearly states. In The Great Gatsby, by F. Scott Fitzgerald, Jay Gatsby must learn to cope with the fact that he is in love with a woman that cannot return his feelings. Santiago's love of the sea in Ernest Hemingway's Old Man and the Sea leads him to continue to reach for his goal of catching a big fish. Both of these works exemplify unwavering themes of life's journey.

Certainly love affects ^{many} individuals in one way or another throughout the course of a lifetime. For Jay Gatsby (Gatsby), a World War One veteran, life has dealt him a lucky hand of cards. After returning from the war, Gatsby was able to mysteriously become independently wealthy. Although a handsome man of his means could ~~marry~~ almost any woman, — he ironically wants 1 one of the few women that he could never marry: his old sweetheart Daisy. Through a series of events, Gatsby and Daisy fall in love again, although Daisy is already married. When a murder occurs, Daisy must choose which man she loves more, and chooses her husband over Gatsby. Gatsby, who has built his entire life around the mirage of Daisy's love, is faced with the consequences of his decisions and is shot. While The Great Gatsby tends to portray its events in a surreal nature, the true character of the book and its messages of life are bold and unwavering. To assist the reader in understanding the complexity and vitality of many of Gatsby's decisions, there are flashbacks to previous events. The themes of this work

display several of life's lessons: Love can be cruel, and true love does not always promise a happy ending.

Ernest Hemingway clearly depicts one of life's most unyielding cycles: perseverance, triumph, and loss. Santiago, an aging Cuban fisherman, has little to celebrate after months of catching no fish. While his fellow fisherman Slicker and warn of his contagious bad luck, Santiago continues to fish each day. His love and dedication to his work is clearly exemplified by his personification of the ocean. Santiago is convinced that one day he will catch "the fish" that will make him famous and allow him to continue his simple lifestyle. Santiago's hopes and convictions are used to foreshadow his enormous success. Through days of endurance and struggle (an unavoidable theme of life), Santiago catches his fish and proceeds to bring it home. Unfortunately, tragedy strikes and Santiago returns home with only the skeleton of what he once had, ^{however, he also returns}

with deep feelings of pride in himself and his accomplishment. While Santiago must continue to live in poverty, he has gained peace of mind from what he has done, and this is often a lesson that life teaches us. This weatherbeaten fisherman may not have achieved tangible success, but he found strength in himself that he didn't realize he possessed, and courage to continue on.

This theme is the lifeblood of numerous well-written stories for a reason: it is also woven into the lives of people everywhere.

Certainly good books demonstrate qualities and aspects of life which are part of each person's journey. The Old Man and the Sea tells of hardship and anti-climatic success,

Anchor Paper – Part B—Level 6 – A

While The Great Gatsby shows the heartbreak of true love and the natural succession of ^{harsh} consequences following ^{foolish} actions. The characters in these works struggle and grieve, and live life. Essentially these authors wrote in the hopes of capturing the reality of life for the characters in their situations, so that the readers could learn about life's journey.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement, stating <i>life is a continual current of changes, lessons, hardships, and triumphs</i> . The response uses the criteria to make an insightful analysis of <i>The Great Gatsby</i> [for Jay Gats (<i>Gatsby</i>), a World War One veteran, life has dealt him a lucky hand of cards] and <i>The Old Man and the Sea</i> (Ernest Hemingway clearly depicts one of life's most unyielding cycles: perseverance, triumph and loss).
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence about characters' struggles (<i>Gatsby, who has built his entire life around the mirage of Daisy's love, is faced with the consequences</i> and <i>While Santiago must continue ... he has gained peace of mind ... a lesson that life teaches us</i>). The response integrates references to literary elements (<i>flashbacks to previous events</i> and <i>unavoidable theme of life</i>) in both discussions.
Organization	Maintains the focus established in the critical lens (<i>Both of these works exemplify unwavering themes of life's journey</i>). The response exhibits a logical and coherent structure through use of appropriate transitions (<i>Although, To assist the reader, Through days of endurance and struggle, Certainly</i>).
Language Use	Is stylistically sophisticated, generally using precise and engaging language (<i>contagious bad luck</i> and <i>achieved tangible success</i>), with a notable sense of voice (<i>love affects many ... throughout ... a lifetime</i>) and audience awareness. The response varies sentence structure (<i>This theme is the lifeblood ... for a reason: it is also woven into the lives of people everywhere</i>) to enhance meaning.
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>independantly, convinctions, climatic</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

The statement "The right ~~best~~ good book is always a book of travel; it is about a life's journey," by H. M. Tomlinson, contains an opinion shared by many. Tomlinson is saying that the best and most captivating works of literature are those about a person's life or a part of it. The struggles and high points in a character's life are what make a story interesting. I agree with this statement; the literary works Our Town, by Thornton Wilder, and To Kill a Mockingbird, by Harper Lee, are two of the many examples that illustrate Tomlinson's view.

The novel To Kill a Mockingbird is a story about the childhood of a girl named Scout and the struggles she went through learning about racial discrimination and bias. Mockingbird is a novel showing the maturation of the children, Scout and Jem. The maturation process begins with the children's father, Atticus, and his defendant, an African American named Tom Robinson. Atticus teaches Scout and Jem about the bigotry that Tom faces, with false charges of rape and assault. Because of the positions that Atticus and his children take, much of the town is against them. This point in the story is a low point

for the children. Scout gets into fights at school, and the public, in general, discriminates against the children to hurt Atticus.

Another low point that Scout and her family experienced was with the man who accused Tom of beating and raping his daughter. Despite Atticus's losing the case, he was successful in making the accuser look foolish and untruthful. The accuser, Mr. Ewell, attempts to kill Atticus's children, who were saved by their mysterious neighbor, Arthur Radley. This leads to a high point for Scout and Jem. They've made a new friend, their lives were saved, and justice was served with the death of Mr. Ewell as he attempted to kill the children. The lessons that Scout and Jem learned throughout this novel taught not only them but the audience as well. Scout's journey through this particular part of her life has captivated readers for years, and earned literary awards for Harper Lee.

The play Our Town, by Thornton Wilder, is another example of a life's journey. However, Wilder focuses not only on one individual character, Emily, but also on the lives of everyone in both the play and the audience. Wilder discusses three aspects of life that almost everyone encounters: childhood, marriage,

and death. Wilder uses two main characters, George and Emily, as examples of the process that he feels extends beyond the pages that he has written into the lives of everyone born. Wilder begins with George and Emily as children doing their everyday routine activities such as school and practice. It is during this time that the audience is supposed to focus not on the characters, but on the intimate details of their routine.

As Wilder's cycle continues, George and Emily marry, but not without hesitation. The hesitation is Wilder's analogy for the idea that at many points in people's lives, they want to stop this progressive cycle from going any further. To broaden this idea, Wilder uses George and Emily's parents, who discuss their hesitations at this time in their lives.

The third and final stage of Wilder's cycle is death. Wilder use Emily and George again to show the importance of this area of life. Emily dies, but is not gone; her soul is still living. It is after her death that she realizes the importance of her daily routine while she was living, and how much detail she missed, and took for granted. George is the example of a person left living who still doesn't understand

this concept. This cycle of life that Wilder presents is not only meant for the characters in his play, but for his audience as well, ~~the~~ enabling them to relate their lives to the cycle presented.

The ideas and events throughout *To Kill a Mockingbird* and *Our Town* are examples of works which support Tomlinson's view of good literature. Works that include a journey through someone's life captivate audiences and relate them to what they are reading. At this point, opportunities for new ideas and concepts can be analyzed or even created by readers.

Anchor Level 6 – B

Quality	Commentary
	The response:
Meaning	Provides a thoughtful interpretation of the critical lens (<i>The struggles and high points in a character's life are what make a story interesting</i>). The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> (<i>Scout and the struggles ... learning about racial discrimination and bias</i>) and <i>Our Town</i> (<i>Wilder discusses three aspects of life ... childhood, marriage, and death</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant evidence from both texts to discuss life's lessons (<i>Because of the positions that Atticus and his children take, much of the town is against them and Wilder uses ... George and Emily, as examples of the process that he feels extends beyond the pages</i>). The response refers to characterization and suggests the theme of universality of the experiences of both the characters and the audience.
Organization	Maintains the focus on struggles characters face. The response exhibits a logical and coherent structure with references in each paragraph to the <i>maturation process and a journey through ... life</i> . Coherence is further strengthened through skillful use of transitions both between (<i>Another low point and As Wilder's cycle continues</i>) and within paragraphs (<i>This leads to a high point and To broaden this idea</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>he was successful in making the accuser look foolish and untruthful</i>). The response varies sentence structure to enhance meaning (<i>It is during this time that the audience is supposed to focus not on the characters, but on the intimate details of their routine</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in grammar (tense shift in paragraph 3 and <i>Wilder use Emily and George</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in meaning and conventions.	

In the words of A. M. Tompkinson, "The right good book is always a book of travel; it is about a life's journey." This means that an ideal book will always describe a character's journey through life. ~~Tompkinson couldn't~~ Oftentimes, this character will prove to be dynamic in that his journey through life molds him into a new person. Through literary elements such as ~~conflict~~ characterization and conflict, Forrest Gump by Winston Groom, and The Crucible by Arthur Miller provide excellent evidence for the accuracy of this quotation.

Forrest Gump is a mesmerizing tale of a young man, Forrest Gump, and of his journey through life. In the beginning of the story, Gump is characterized as a young, unintelligent ~~stupid~~ clutz who is oblivious to ~~the~~ reality of his environment. Because of this ignorance, there is a frequent conflict between Forrest and his surroundings; he must learn to overcome obstacles in life. Throughout his life, Forrest meets a cornucopia of people, many of who play an important role in his development as a character. One person in particular who Forrest encounters is Bubba. ~~Bubba informs Forrest~~ While fighting together in the Vietnam War, Bubba informs Forrest of his idea to begin a ~~business of~~ ^{shrimping} business. Bubba tells Forrest of how to start such a business - that they would need to raise enough money to "grow" the first batch of shrimp - and ~~makes plans to~~ ^{plans to make} Forrest a ~~business~~ partner. Although Bubba ~~later~~ dies in the war, Forrest is still intent on starting the business.

Forrest's desire to begin the business gave him something

~~new goal~~ he had^{it} had before - a goal in life - and provided a theme for the remainder of the book. Because of ~~this~~ dedication to the future shipping business, Forrest learned to overcome the previously unbeatable obstacles in life - especially his unintelligence. Other friends that Forrest made helped to eventually raise enough money to start the business. ~~It~~ And within ^{a few} years, it had become a multimillion dollar industry! Throughout his life's journey, Forrest Gump had changed from an ignorant teenager to a successful businessman; for that reason, this book was also successful.

In the same manner that Forrest Gump changed through his life's journey, The Crucible's John Proctor also experienced dramatic change in his journey through life. The Crucible is set in Salem, Mass. during the famous Salem witchcraft trials. John Proctor is an inhabitant of the town who is characterized as someone who is thought greatly of by the other Salem citizens. However, Proctor himself feels that he is an immoral man unworthy of any praise. As the witchcraft trials begin, the court proves to be extremely dogmatic as it sentences obviously innocent individuals to death.

As the trials proceed, Proctor himself is eventually convicted. It is made clear to each convicted individual that if he or she admit to being a witch (whether they are in reality or not), they will be spared from death. Proctor begins this process of pleading

guilty, ~~but~~ with the mindset that ~~be~~ lying about not being a witch will have no impact on his life because he is already an ~~immoral~~ ^{immoral} man in God's eye. However, as the ~~fake~~ ^{false} confession is in process, Proctor goes through an inner enlightenment so great that it is nothing short of a life's journey (since he will soon be killed). Proctor decides not to finish his false confession as a witch and sentenced to death. This no longer bothers him, however, because his "life's journey" has caused him to see that he is ~~indeed a moral man, but simply an imperfect man, which is perfectly acceptable.~~ ^{not an immoral man, but simply an imperfect man, which is perfectly acceptable.} This life's journey gives the book an excellent ending and causes it to be appealing to readers.

In conclusion, H. M. Tomlinson is correct in stating, "The right good book is always a book of travel; it is about a life's journey." ~~For~~ Both Forrest Gump by Winston Groom, and The Crucible by Arthur Miller prove the accuracy of this quote. Although one book describes a literal life's journey, and the other describes ~~the~~ ^{Jan's} "inner" ~~travel~~ ^{life's} travel, each book provides evidence for the quote; Tomlinson couldn't be any more correct.

Anchor Level 5 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, employing both a <i>literal</i> journey of <i>Forrest Gump</i>, and an “<i>inner</i>” journey of John Proctor in <i>The Crucible</i> to illustrate a life’s journey. The response uses this criteria to make a clear and reasoned analysis of both types of journey (<i>throughout his life’s journey, Forrest Gump had changed and he is not an immoral man, but simply an imperfect man</i>).</p>
Development	<p>Develops ideas clearly and consistently. The response uses literary elements of characterization, conflict, and setting to support a discussion of how life’s journey creates dynamic characters. Gump is <i>oblivious to the reality of his environment</i>, while Proctor’s life incorporates <i>the famous Salem witchcraft trials</i>.</p>
Organization	<p>Maintains the focus on the importance of experience in shaping life’s journeys established in the critical lens. The response first illustrates the changes in Forrest, then spotlights the moral conflict explored in <i>The Crucible</i>. Coherence is achieved with skillful use of transitional phrases (<i>In the same manner that Forrest Gump changed and As the witchcraft trials begin</i>) and a conclusion which reiterates the critical lens.</p>
Language Use	<p>Uses language that is generally fluent (<i>Forrest’s desire to begin the business ... of the book</i>), but occasionally repetitious (<i>Forrest Gump ... tale of a young man, Forrest Gump</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Although Bubba later dies in the war, Forrest is still intent on starting the business</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>clutz</i> and <i>developement</i>), grammar (<i>many of who</i> and <i>he or she admit to ... they</i>), and proofreading (<i>Proctor decides ... and sentenced to death</i>) only when using sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in organization.</p>	

Analyzing others' works of literature is a large part of human nature; opinionated words are constantly offered by those who feel they know why literature is written.

However, H. M. Tomlinson hit the nail on the head when he said, "The right good book is always a book of travel, it is about a life's journey." In literature, ~~we can always find~~ ~~a character~~ a character can always be found to have some conflict, whether it's internal or external. What makes these books good, and what keeps ~~the~~ readers reading, is the fact that he or she wants to learn about that character's journey and possibly try to relate it to ~~her~~ ^{her} or ~~his~~ ^{him} own life. Two works of literature

which ~~can~~ support this statement by Tomlinson are The Lovely Bones, written by Alice Sebold, and Nathaniel Hawthorne's The Scarlet Letter. Several literary techniques were used by both authors to tell their story.

Alice Sebold's ~~main~~ main character is Susie Salmon. The book is centered around Susie's transition from life into ~~heaven~~ Heaven. As one reads The Lovely Bones, one can witness Susie's journey through heaven from her point of view. When the book first starts, ~~she~~ Susie has already passed on; she

was ~~forced~~ raped and killed at the age of fourteen. By means of Susie's personal thoughts, the reader can travel with Susie to a new understanding of what heaven really is - a place ~~with~~ ^{with} peace and tranquility, and with everything a person could want.

Not only does one witness Susie's life journey, but one also ~~finds~~ finds that Sebald ~~also~~ allows the reader to understand her brother, Buckley's journey through life. At the young age of four, Buckley ~~could~~ can't quite comprehend the meaning of the word opne when his family uses it to describe his sister Susie. However, as years pass, we begin to see Buckley grow ~~into~~ into a young man, we also see what it took for him to get there.

The lovely Bones did not only describe the lives of Susie and her ~~brother~~ brother Buckley, but the rest of her family as well. Sebald used several literary techniques in order to show this. The book was very symbolic in many ways. For example, several ~~of the~~ references were made throughout the story to sheeps in bottles. Early on in the ~~story~~ novel, the reader

learns how when Susie was still alive, a favorite hobby for her and her father was to make these snips in bottles by hand. Many were made and her father kept them all and stored them in his den. Later on in The Lovely Bones the reader learns that after her father heard about Susie's disappearance, the bottles had all ~~the~~ been shattered. As ~~one~~ ~~we~~ watches ~~the~~ Mr. Salmon's ~~own~~ own journey through life, one can see that time was a major part of recovery.

~~Contrary~~ Contrary to The Lovely Bones, The Scarlet Letter was set in an old Puritan society, whereas Sebald's ~~Book~~ Book took place in a more recent neighborhood setting. Hester Prynne's is the main character, and throughout the novel, one can follow Hester's life journey as she lives in a society which has named her an outcast because of an ~~old~~ adulterous act she committed. Hester is shunned from society and denied open love from the man she sinned with (who happened to be a minister ~~she~~). Through good deeds and no help from her ~~bastard~~ ~~old~~ ~~that~~ child, Hester earns

respect back from the community, and ~~the~~ one is taken through these years of her life by means of the words written by Hawthorne.

Similar to Seboid, Hawthorne also used many literary elements in his novel. Hester was characterized as a lonely, cunning, and thoughtful woman who fell in love and was wronged. One can assume that before her daughter, Pearl, was born, she was a good standing citizen.

As shown in Nathaniel Hawthorne's The Scarlet Letter, and also in The Lovely Bones, by Alice Seboid, which were both exceptional novels, life's journey's are often the center of a good book's plot. Like H. M. Tompkins once said, "The right good book is always a book of travel; it is about a life's journey."

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens (<i>what keeps readers reading, is ... that he or she wants to learn about that character's journey and possibly try to relate it to ... life</i>). The response uses this interpretation to make a clear and reasoned analysis of interesting life journeys in <i>The Lovely Bones</i> and <i>The Scarlet Letter</i>.</p>
Development	<p>Develops some ideas more fully than others. The response details the journeys of Susie in heaven and her family on earth, using elements of conflict, characterization, point-of-view, and symbolism (<i>ships in bottles which had all been shattered</i>). The characterization of Hester Prynne is less fully developed (<i>Hester is shunned and Through good deeds ... Hester earns respect back from the community</i>).</p>
Organization	<p>Maintains the focus on the importance of characters' journeys as <i>the center of a good book's plot</i> established by the critical lens. The response exhibits a logical sequence of ideas by first showing <i>Susie's transition</i> and the resulting family responses, then contrasting the setting and situation for Hester Prynne's journey. The response uses appropriate transitions (<i>As one reads, Not only does one witness ... but one also finds, contrary to</i>) and provides a reiteration of the lens in the conclusion.</p>
Language Use	<p>Uses language that is generally fluent, with evident awareness of audience and purpose (<i>Analyzing others' works of literature is a large part of human nature</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>The Scarlet Letter was set in an old Puritan society, whereas Sebold's book took place in a more recent neighborhood setting</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>meaning of the word gone</i>) and grammar (<i>him or her own life and used by both authors to tell their story</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development.</p>	

H.M. Tomlinson said "The right good book is always a book of travel; it is about a life's journey." Tomlinson meant that books where a ~~a~~ lives are changed are the best books. I agree with this quote. This quote can be applied to The Scarlet Letter by Nathaniel Hawthorne and Fahrenheit 451 by Ray Bradbury.

Tomlinson's quote means that the best books written are about one of the characters lives changing and watching that change take place. The book goes along with the actual events of the characters life and shows ~~to~~ how and why that person is dynamic. It would have a purpose. To show ~~to~~ what can be done if things are not so great for the character. I agree with this quote. Books that take place throughout the characters life are interesting. The reader can watch ~~the~~ how and when the characters act, the consequences of their actions, and the results in the future.

The Scarlet Letter by Nathaniel Hawthorne shows this. Hawthorne sets his book in Protestant New England, a religious, strict moral society. He shows the reader the life of Hester Prynne. Hester begins as a "fallen" woman who is being punished for her sin. Hawthorne uses ~~a~~ detailed imagery of how the townspeople treated her and her daughter. As time lapses, Chillingworth,

Hester's husband, returns and vows to uncover Hester's lover. He will stop at nothing to find out and ends up ruining ~~to~~ his life by becoming obsessed with it. Dimmesdale is another dynamic character in this book. He is Hester's lover but cannot reveal this secret. He struggles through the years with this secret wanting to tell the truth but can't. His journey ends with a confession in front of the entire town, which sets him free and is allowed to die in peace. Hester throughout the years has obtained sewing jobs and found ways to get back to her normal life. Many of the people start to see redeeming qualities in her.

Ray Bradbury's novel, Fahrenheit 451 also can be applied to Tomlinson's quote "The right good book is always a book of travel; it is about a life's journey." The setting for this book is in the future in a small town. Guy Montag, the main character, is a man who thinks he has everything. He has a respected job, a house, and a wife. When Montag meets a young girl named Clariss one night on his way home from work his life starts on its journey. He begins to stop and think about things more, like his job, society, and if he is truly happy with his life. His journey continues when he starts reading books and is caught possessing them and his house is burnt down and he kills someone.

He is forced to run away, while being hunted, across the river to start a new life. He meets up with other run-aways and joins them in their task to inform others of the truth. When he realizes he doesn't like the way his life is going he takes initiative and finds a way to change it no matter what the cost.

"The right good book is always a book of travel; it is about a life's journey." Tomlinson meant that the best books are the ones where the life of a character or characters are changed and the reader can watch this change every step of the way. I agree with this quote. Two books this quote can be applied to are Nathaniel Hawthorne's The Scarlet Letter and Fahrenheit 451 by Ray Bradbury.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>books where lives are changed are the best books</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> and <i>Fahrenheit 451</i> (<i>The reader can watch how and when the characters act, the consequences of their actions, and the results in the future</i>).
Development	Develops ideas clearly and consistently, discussing how the plots of both texts create dynamic changes (<i>Hester begins as a “fallen” woman, but develops redeeming qualities and Guy Montag who thinks he has everything, but later realizes he doesn’t ... and finds a way to change</i>). The response also uses appropriate literary elements of setting and characterization in the discussions.
Organization	Maintains the focus on <i>lives changing</i> by delineating actions and their consequences. The response exhibits a generally logical sequence of ideas, first showing the parameters of setting, then showing how the characters are changed through the events in these places. The response uses appropriate transitions within paragraphs (<i>As time lapses, another dynamic character, His journey continues</i>) to further strengthen coherence. Transitions between paragraphs are less effective.
Language Use	Uses language that is generally fluent, although occasionally repetitious (<i>I agree with this quote. This quote</i>) and vague (<i>It would have a purpose and <u>The Scarlet Letter</u> by Nathaniel Hawthorne shows this</i>). The response is generally successful in varying sentence structure and length to control rhythm and pacing (<i>Dimmesdale is another dynamic character in this book</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>characters life; a religious, strict moral society; secret wanting; change it no matter</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

"The right good book is always a book of travel; it is about a life's journey." This Critical Lens, from H.M. Tomlinson, states that the best stories are those where characters learn and develop through "traveling" by going to new places or challenging people through ideas. Two works that illustrate the validity of this statement are To Kill a Mockingbird and Inherit the Wind.

To Kill a Mockingbird by Harper Lee sets up the stage of challenging people through ideas with the point of view of young Scout Finch. Through many instances, Scout shows how in innocence, the truth is revealed. An example of this is when Scout starts talking to Mr. Cunningham and makes him realize that what he wants to do to Tom Robinson is wrong. The setting, in the deep South in the 1930's, (Maycomb) puts people in the position to see discrimination. Harper Lee uses the characterization of Atticus Finch to shed light on the truly horrible nature of any type of discrimination. Again and again, Harper Lee brings the strong theme of being true to what's right to bring together a remarkable novel.

Inherit the Wind by Robert E. Lee is a "journey" to a never-before challenged place. Set in a rural town to represent the town's one-sided view, a young teacher, Bert Cates, teaches Darwin's Theory of Evolution. This story covers the trial and brings to light the reoccurring theme of the right to intellectual freedom. Drummond, Cates lawyer, brings out in the end that although you may not agree with someone else's view, you should still respect them. As Drummond leaves the scene, he is seen taking both the Bible and Darwin's Theory of Evolution which is symbolic of everyone's

Anchor Paper – Part B—Level 4 – A

right to chose what they believe. Another renowned work, Inherit the Wind clearly supports the Critical Lens.

"The right good book is always a book of travel; it is about a life's journey." So many of the greatest literary works are always those with some form of journey, as shown with To Kill a Mockingbird and Inherit the Wind. From writers of all varieties of literary masterpieces, the sound ones are thoses of challenges through "books of travel".

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that establishes the criteria for analysis (<i>the best stories are those where characters learn and develop through "traveling" by going to new places or challenging people through ideas</i>). The response makes implicit connections between the established criteria and <i>To Kill a Mockingbird</i> (<i>The setting ... puts people in the position to see discrimination</i>) and <i>Inherit the Wind</i>.</p>
Development	<p>Develops some ideas more fully than others. The response discusses Lee's characterization of Scout more fully than the characterization of Atticus (<i>Scout shows how in innocence, the truth is revealed and makes him realize that what he wants to do ... is wrong</i>). The response mentions setting in <i>Inherit the Wind</i> but develops the element of symbolism (<i>taking both the Bible and Darwin's Theory of Evolution ... symbolic of everyone's right to chose</i>) more fully.</p>
Organization	<p>Maintains a clear and appropriate focus on <i>challenges through "books of travel."</i> The response exhibits a logical sequence of ideas, first discussing the injustice of <i>discrimination</i> shown in <i>To Kill a Mockingbird</i> and then discussing <i>the right to intellectual freedom</i> illustrated by <i>Inherit the Wind</i>. The final sentence of paragraph 3 detracts from coherence.</p>
Language Use	<p>Uses generally appropriate language, with some awareness of audience and purpose (<i>Two works that illustrate the validity of this statement</i>). The response occasionally makes effective use of sentence structure (<i>Inherit the Wind ... is a "journey" to a never-before challenged place</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation [<i>in the 1930's, (Maycomb) and Cates lawyer</i>] and grammar (<i>everyone's right ... they believe</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning and conventions.</p>	

"The right book is always a book of travel; it is about life's journey". Through this quote, books are interpreted as pieces of literature in which the character grows and learns about life. Life is explored, revised and the morals and ethics of the characters are elastically altered. This idea is true to many pieces of literature.

One novel that explicitly brings this quote to life is the novel of The Chosen. The Chosen is a book about two young boys, both from different backgrounds, who develop an outstanding friendship. Their relationship grew from a complete hatred towards each other, but once each boy was subject to the life of the other, they were slowly influenced and learned to become friends. In this piece of literature we clearly see life's journey. Two young boys go through life and develop a true understanding of the whole world around them.

Another book in which we see the character's grow as life goes on is in Death of a Salesman.

This novel is about a man and his family, whose perspectives on life, money and family change drastically throughout the book. The salesman is all about making money, having the best of everything and works his whole life to get just that, but towards the end of the book when he sees his sons true feelings towards him, his perspective changes. He realizes he has accomplished nothing and kills himself trying. This book talks about life's journey and how sometimes, although sometimes too late, people realize

Anchor Paper – Part B—Level 4 – B

what life is truly about, as we see in Death of a Salesman.

In conclusion, many great books are infact about the journey of ones life and the different ways in which people learn about themselves and the true meaning of living.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>the character grows and learns about life</i>). The response makes implicit connections between the criteria and the chosen texts, <i>The Chosen</i> (<i>Two young boys ... develop a true understanding</i>) and <i>Death of a Salesman</i> (<i>a man and his family ... change drastically</i>).
Development	Develops ideas briefly, using some evidence from <i>The Chosen</i> (<i>Their relationship grew from a complete hatred towards eachother</i>) and from <i>Death of a Salesman</i> (<i>He realizes he has accomplished nothing</i>). The response includes references which are vague (<i>once each boy was subject to the life of the other, they were slowly influenced</i>) or unjustified (<i>towards the end of the book when he sees his sons true feelings towards him, his perspective changes</i>). The response alludes to theme and characterization.
Organization	Maintains a clear focus on characters who develop throughout life’s journey. The response exhibits a logical sequence of ideas, showing examples of how the journey has altered the perspectives of the boys in the novel and Willy Loman in the play. Internal consistency is hampered by personal comments about the play (<i>although sometimes to late</i>).
Language Use	Uses appropriate language that is occasionally awkward (<i>Life is explored, revised and character’s grow as life goes on</i>), with some awareness of audience and purpose (<i>we cleary see life’s journey</i>). The response occasionally makes effective use of sentence structure (<i>The Chosen is a book about two young boys, both from different backgrounds, who develop an outstanding friendship</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>cleary, truly, infact</i>), punctuation (<i>character’s grow and lifes journey</i>), grammar (<i>each boy ... they</i>), and usage (<i>This idea is true to many peices of literature</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in development.	

"The right good book is always a book of travel; it is about a life's journey."

This is a quote by H.M. Tomlinton. This statement is agreeable in that most good works of literature tell the story of ones life. It explains the hardships, surprises, rewards, and despair of an unrealistic journey or that of a real persons. The two works of literature that support the critical lens are; Dragon's Blood by Jane Yolen and Romeo and Juliet by William Shakespeare.

Dragon's Blood is a novel by Jane Yolen that bases its story on a young boy's journey through life with the help of his young dragon. Jakkin is the boy's name and he was born into bond-ship and was like many of the other girls and boys under their masters control. Jakkin was living his life as a bond-boy until he got an urge to steal a dragon egg. He took the egg to an oasis that he had found out in the desert. The dragon hatched and began to grow and so did Jakkin. They continued to grow together and also began to communicate on a mental level. After many months of training, Jakkin snuck himself and his dragon to one of the fights. Little did he know that his master was there as well and when he saw Jakkin fight, he gave him his freedom and a pouch full of gold.

There were many literary elements used to support the critical lens, one, such as symbolism was used to show that Jakkin's bond-ship was the one obstacle he could not overcome until he was a man and could buy his way free. Another literary element played a big roll in the story explanation, this was that of setting. The setting showed that the story was mystical because of the different places setting, and the setting of the oasis out in the middle of the desert showed the perfect conditions for the young dragon to survive. Jakkin's journey through life into man hood was hard but the benefits were great, but some times that is not the case, people can work hard through life and not accomplish anything.

Another supporter towards Tomlinson's quote is that of Romeo and Juliet, a Drama by William Shakespeare. This play explains the hardships suffered by two young people with a love for one another so great but a hatred for each other's family just as strong. Romeo falls in love with Juliet, he talks to her outside her window and tells her that they are meant to be. Romeo then sets a date to get married but gets into trouble with the law and is ban out of the city. They then form a plot to stage a death for Juliet. However Romeo comes back and like happily ever after, unfortunately that doesn't work. Juliet stages her death, Romeo comes back, sees her lying there, he drinks a poison, Juliet then wakes up and sees Romeo dead, so she kills herself with a dagger. The plot for the play was extremely twisted, but it goes to show what some people will do for love.

The literary elements used to support the critical lens helped to organize the plot. Irony was used in that Romeo and Juliet want to be together, but when they tried they did end up together, both ended up dead next to each other. Setting also played a part in the plot, much of what happened, like the sword fights would not have happened unless it was set back in the early 1500s during the Elizabethan time period in Europe. So, according to Tomlinson, "life's journey" and goal can come out of it and even some times bad.

Both works of art have supported the critical lens in that a journey through life led to a great reward or a great disappointment. It is also agreeable that the hardships that come from life's journey is what makes the rewards so much greater.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens (<i>the story of one's life ... explains the hardships, surprises, rewards and despair of an unrealistic journey or that of a real persons</i>). The response makes implicit connections between the criteria and the chosen texts, <i>Dragon's Blood (a young boy's journey ... with the help of his young dragon)</i> and <i>Romeo and Juliet (a journey through life led to a great reward or a great disappointment)</i>.</p>
Development	<p>Develops some ideas more fully than others. The response uses relevant evidence to develop the idea that <i>Jakkin's journey through life into man hood was harsh but the benefits were great</i>. The discussion of <i>Romeo and Juliet</i> is general, referring to plot (<i>Juliet stages her death Romeo comes back, sees her lying there, he drinks a poison</i>) to show that <i>some times bad things happen on life's journey</i>.</p>
Organization	<p>Maintains a clear focus on journeys that <i>tell the story of ones life</i>. The response exhibits a logical sequence of ideas, first discussing plot events, then literary elements for each work. The comment which ends the Yolen discussion and the conjecture about setting (<i>the sword fights would not have happened unless it was set ... during the Elizabethan time period in Europe</i>) in the Shakespeare discussion detract from consistency.</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>The two works of literature that support the critical lens</i>). The response exhibits some attempt to vary sentence structure, but often produces awkward constructions that are loosely strung together (<i>The setting showed that the story was mystical because of ... and the setting ... showed the perfect condition, for the young dragon to survive</i>).</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in punctuation and capitalization (<i>Romeo falls in love with Juliet, he ... tells her that they are meant to be, Romeo then sets a date; masters control; lifes journey</i>) and occasional errors in spelling (<i>liveing, togeather, explanation</i>) and grammar (<i>is ran out of the city and hardships ... is</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in conventions.</p>	

H.M. Tomlinson said "The right book is always a book of travel; it is about a life's journey." Tomlinson is saying that in order for a good book to be a good book it has to be about the journey of life. The journey of life includes the hardships as well the easy times in life. As I read in so many books about life's journey, I agree with Tomlinson. There are many books that support my opinion among them Death of a Salesman and The Glass Menagerie.

Death of a Salesman is about the hard times in Willy Loman's life. He tries so hard to make a living to support his wife. He even borrows money from his friend to support himself. He works at his job and tries really hard but eventually he loses hope and kills himself. The American Dream at this time is that of money, and all Willy Loman wants is to make money. In life he doesn't have any easy times but he does get pleasure from seeing his children grow, and establish dreams of their own.

The Glass Menagerie is about Laura, Tom and Amanda throughout their lives. Amanda only wants the best for her children and although she doesn't have any money she tries hard. Amanda doesn't see what is happening in the outside world because she doesn't

Anchor Paper – Part B—Level 3 – A

want to know. She is living in her own dream world. So even though there are hard times she doesn't see them.

In both these books it is seen that both Amanda and Willy go through hardships because of the American dream. However they both receive pleasure from their children.

Anchor Level 3 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the critical lens, stating <i>the journey of life includes the hardships as well as the easy times in life</i> . The response makes superficial connections between the criteria and the characters in the chosen texts, <i>Death of a Salesman (hard times in Willy Loman's life)</i> and <i>The Glass Menagerie (hard times she doesn't see)</i> .
Development	Develops ideas briefly, using some evidence from the texts. The response refers to the struggle to achieve the <i>American Dream</i> and the <i>pleasure</i> both Loman and Amanda receive <i>from their children</i> . The response relies primarily on plot summary (<i>He even borrows money from his friend to support himself and She is living in her own dream world</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on hardships faced by characters. The response exhibits a rudimentary structure of an introduction, two body paragraphs, and a conclusion, but inconsistency is shown by a reference to Willy's <i>pleasure from seeing his children grow</i> and a recognition of Amanda as one who ignores hardships.
Language Use	Relies on basic vocabulary, with some awareness of audience and purpose (<i>In both these books it is seen that</i>). The response exhibits some attempt to vary sentence structure for effect, but with uneven success (<i>As I read in so many books about life's journey, I agree with Tomlinson</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>Menagrie</i> and <i>recieve</i>) and punctuation (<i>There are many books that support my opinion among them Death of a Salesman and The Glass Menagrie</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

H.M. Tomlinson once stated, "The right good book is always a book of travel; it is about a life's journey." What I think this means is that the right kind of good book tells the story of someone's life. I agree with this statement because every story or novel tells about some part if not most of somebody's life.

In the book The Crucible, by Arthur Miller, many characters were followed by the author but the main characters were followed the most. Abigail and John Proctor were followed and shown their parts in the salem witch trials. This story followed their lives through the adversity and shows that traveling through lives makes a good book.

Also a good book in my eyes is To kill a mockingbird. In to kill a mockingbird a black man is put to trial for raping a white woman. The setting is in the south in the early 1900s. This story follows the life of the Black man through his trial and also the life of his lawyer Atticus Finch and his children. It turn out that the Black man is charged guilty and dies trying to escape.

So as shown in the examples books that follow the lives of someone are good books. When reading any literature, to find a good story or novel look for a journey.

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens, stating <i>the right kind of good book tells the story of someone's life</i>. The response makes superficial connections between the criteria and the chosen texts, <i>The Crucible (many characters were followed by the author)</i> and <i>To Kill a Mockingbird (This story follows the life of the Black man)</i>.</p>
Development	<p>Develops ideas briefly, using some evidence from the text (<i>Abigail and John Proctor were followed and shown their parts in the salem witch trials and This story follows ... also the life of his lawyer Atticus Finch and his children</i>). The response mentions characters, refers to <i>The Crucible</i> as a <i>book</i>, and relies primarily on general plot summary.</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on following a character's life. The response exhibits a rudimentary structure but includes some inconsistency. Coherence is weakened by inserting the reference to setting (<i>in the south in the early 1900's</i>) into a discussion of plot.</p>
Language Use	<p>Relies on basic vocabulary, with some awareness of audience and purpose, stating <i>to find a good story or novel look for a journey</i>. The response attempts to vary sentence structure, but with uneven success (<i>This story followed their lives through the adversity and shows that traveling through lives makes a good book</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>a white women and lifes of someone</i>) and grammar (<i>It turn out</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

Many authors and other literary composers create particular perspectives in order to state a book's purpose. H.M. Tomlinson once stated "the right good book is always a book of travel; it is about a life's journey." This quote refers to life as a path in which a well-written, highly influential book may be the map. H.M. Tomlinson had the correct approach on his views of books. Shakespeare's play Macbeth and Arthur Miller's Siddhartha both are works that establish the criteria of a book who shows one's travel through their life's journey.

Shakespeare demonstrates H.M. Tomlinson's statement through Macbeth's main character, Macbeth. Macbeth portrays a strong warrior who at the hand of power meets his own destruction. Macbeth was on his way to glory, unstoppable, and relentless to succeed. One day's unfortunate decision of a correct route home from battle, Macbeth encounters unhumanly witches. These witches unlock the path to power by giving Macbeth his future fortune. Though this excites Macbeth he becomes greedy, selfish and wants nothing but to hear more. He changes himself from a ^{respected} honorable soldier of war to a mad man murder that no longer can control his actions, nor even his mind. This book is a prime example of a book of travel for one life's journey because it shows that power and success should not be taken advantage of, and that greed, hate and other envious characteristics can create.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, stating that <i>this quote refers to life as a path in which a well-written, highly influential book may be the map</i>. The response makes superficial connections between the criteria and the chosen text, <i>Macbeth (Macbeth was on his way to glory, unstoppable)</i>. <i>Siddhartha</i> is mentioned, but not discussed.</p>
Development	<p>Develops some ideas briefly, using some evidence from the text (<i>he becomes greedy, selfish and wants nothing but to hear more</i>). The response relies primarily on plot summary.</p>
Organization	<p>Maintains a clear and appropriate focus on life’s path, using examples to show how Macbeth’s <i>unfortunate decision of a correct route home from battle</i> leads to life changes. The response exhibits a rudimentary structure, beginning with an interpretation of the critical lens, followed by a paragraph devoted to changes in Macbeth. There is no conclusion.</p>
Language Use	<p>Relies on basic vocabulary which is occasionally awkward (<i>literary composers</i>) or imprecise (<i>unhumanily</i> and <i>murder</i>). The response exhibits some attempt to vary sentence structure but with uneven success (<i>This book is a prime example of a book of travel for one life’s journey ... and that greed, hate and other envious characteristics can create</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>once stated “the right and Though this excites Macbeth he becomes</i>) and usage (<i>a book who shows one’s travel through their life’s journey</i>) that do not hinder comprehension.</p>
<p>Conclusion: Although the response fits the criteria for Levels 3 and 4, it remains at Level 3 because the response addresses only one text.</p>	

"The right good book is a book of travel; it is about a life's journey." This critical lens was written by H.M. Tomlinson. I think that this critical lens is saying that the correct good piece of literature is always a book or piece of literature that is about traveling or involves traveling, this good book would be about someone's life journey or experiences in life.

I agree with this critical lens because, when a book has some sort of traveling or life journey, it adds a little of suspense and emotion to the story because it puts you in the place of this person. When a character is traveling in a story or the story talks about the character's life journey it makes you feel as if you know the character, can relate to the character, or can feel his/her pain.

The first work of literature I will use to support my statement is BLACK BOY by Richard Wright. In BLACK BOY, Richard traveled constantly to fulfill his life-long journey of becoming a famous author. In my opinion, BLACK BOY was a good book which involved traveling and someone's life journey.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens (<i>this good book would be about someone life journey or experiences in life</i>), but provides only the most superficial of connections between the lens and <i>Black Boy</i> (<i>Richard traveled constantly</i>).</p>
Development	<p>Is largely undeveloped, hinting at ideas (<i>BLACK BOY was a good book which involved traveling and someone's life journey</i>), and making only vague references to a single text. The majority of the response is a rambling discussion of the lens.</p>
Organization	<p>Suggests a focus on <i>travel in a story</i> and suggests organization through paragraphing.</p>
Language Use	<p>Uses language that is imprecise (<i>it puts you in the place of this person</i>), redundant (<i>traveling</i>), or cliché (<i>feel his/her pain</i>) and reveals little awareness of how to use sentences to achieve an effect (<i>When a character is travel ... it makes you feel ... pain</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>character life</i>), capitalization (<i>BLACK BOY</i>), and grammar (<i>a character is travel</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.</p>	

"The right good book is always a book of travel; it is about a life's journey" H.M. Tomlinson once stated. A good writing ~~is a~~ story that takes you away from reality and takes the reader in to its own place and time; its own adventure. It becomes an exscape, placing you in a character's life journey. Two works of literature; This Boy's Life and Whirligig are two examples of literature written from the particular perspective of a boy's life and their drama. Tobias Wolff's This Boy's Life and Whirligig by Paul Fleischman allow people to travel, taking the readers on journeys of people's lives.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens, suggesting that literature <i>becomes an exscape, placing you in a character’s life journey</i> . The response alludes to the critical lens, but does not use it to analyze <i>This Boy’s Life</i> and <i>Whirligig</i> .
Development	Is largely undeveloped, hinting at ideas (<i>This Boy’s Life</i> and <i>Whirlagig</i> are two examples ... <i>written from the particular perspective of a boy’s life and their drama</i>).
Organization	Suggests a focus (<i>takes the reader in to its own place and time</i>), but lacks organization.
Language Use	Uses language that is imprecise (<i>A good writing peice is a story and takes you away ... and takes the reader</i>). The response exhibits little awareness of how to use sentences to achieve an effect (<i>Two works of literature ... are two examples of literature</i>).
Conventions	Demonstrates emerging control, exhibiting errors in spelling (<i>peice, exscape, writen</i>), punctuation (<i>its own place and time; its own adventure</i>), and grammar (<i>a boy’s life and their</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in meaning and conventions.	

I agree "The right book is always a book of travel; it is about a life's journey in "My side of the Mountain" and "The Red Badge of courage" in told us about there lives and the good times and the bad. "My side of the Mountain" was about a boy who wanted to live in the Mountain's so he could his family that he could live own his own he also went to study birds and algey. "The Red Badge of courage" was about a boy who wanted to be in a war. This boy went to the civil war this showed courage even though he ran once.

I agree with the saying "The right book is always a book of travel; it is about a life's journey Because if you try hard enough you can do any thing you want to do.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides an incomplete interpretation of the critical lens (<i>if you try hard enough you can do any thing you want to do</i>). The response alludes to the lens, but does not use it to analyze <i>My Side of the Mountain</i> or <i>The Red Badge of Courage</i> .
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (<i>this showed courage even though he ran once</i>) or irrelevant (<i>he also went to study birds and algey</i>).
Organization	Lacks an appropriate focus but suggests some organization. The response introduces the lens, refers to two works, and uses a concluding paragraph to summarize (<i>I agree with the saying</i>).
Language Use	Uses language that is imprecise (<i>in told us, there lives, he could his, live own</i>). The response reveals little awareness of how to use sentences to achieve an effect. Some language is incoherent.
Conventions	Demonstrates a lack of control, exhibiting frequent errors in punctuation (<i>in the Mountain's, his own he also, civil war this showed</i>) and capitalization (<i>My side of the Mountain, The Red Badge of courage, lifes journey Because</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Essay

"The right good book is always a book of travel; it is about a life's journey" — H.M. Tomlinson

This quotation means reading a ~~good~~ ^{good} book is like a journey of life. You can learn many things from reading as same as travel. I agree with this quotation. Book is provide knowledge for people. Every book has its own interest. Reading book, people can learn many different things. It is like you get travel. When you travel to different place you will learn different culture, ad people. A good book also can give you information.

Anchor Level 1 – A

Quality	Commentary
	The response:
Meaning	Provides a simple interpretation of the lens by agreeing with it and stating <i>a good book is like a journey of life</i> . The response compares this concept with the educational value of travel, but makes no reference to any specific texts.
Development	Is minimal, reiterating the idea that books are educational. The response shows no application of the lens to works of literature.
Organization	Suggests a focus on the value of books and travel, but lacks organization.
Language Use	Uses language that is imprecise for the audience or purpose (<i>It is like you get travel</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>You can learn many things from reading as same as travel</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling and grammar (<i>Book is provide knowledge for people</i>) that hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to any text.	

One good book is "Pearl"
 The main doctor is the
 baby gets kilt by ~~the~~
 sikorpuns and the men
 are ther shooting but
 the "Perl" is money. Two
 works you have read
 that you believe I let
 my opinion
 "Charatrsaton, setting,
 "point of view" describe your
 analysis. "Perl" author ~~trayn~~
 "Of Mice and Men" by
 is okay for George shot
 Lenny because my opinion
 is he was right.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Does not refer to the critical lens. The response mentions two works of literature, <i>The Pearl</i> and <i>Of Mice and Men</i> , but reflects no analysis of the chosen texts.
Development	Is minimal, making confused references to <i>The Pearl</i> (baby gets kilt by sikorpuns), and a judgment that it is okay for George to shoot Lenny.
Organization	Shows no focus, although the response moves from one text to the other. Elements from the prompt (charatrsaton, setting, "point of view") interrupt the discussion.
Language Use	Is minimal, using language that is incoherent (the men are ther shooting but the "Perl" is money).
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1 in all qualities.	

"The right good book is always a book of travel; it is about a life's journey." by H.M. Tomlinson. What this means is that in order for a book to be interesting or right for a person it has to travel or a life's journey in it for it to be good. I agree with this statement because every book that has travel in it always has a dramatic and action parts in it which usually makes it more interesting for the reader.

One of the works that is going to be used is "The Grapes of Wrath" by Steinbeck. This book is about a family "the Joads" that are farmers in Oklahoma in 1935 "the Dust Bowl" which means that all of their crops were taken out due to the lack of rain because the crops were no more the farmers flow of money was no more. So what they had to do was pack up all of their belongings and travel to where work was. Which in this case was California. So on their way to their destination they as a family have to stay together as one. Which is hard because both Grandma and Grandpa die also Rosy Sharon's husband runs away. Then when they get to California Tom has to run away so he doesn't get caught.

There are many ways to write a book you can have a love story, adventure or journey just to name a few but for a book to be interesting and keep you reading it travel has to be a part of it because with travel you get action and the location is always different. So it's not the same thing over and over it keeps the reader into the book.

The statement is "The right good book is always a book of travel; it is about a life's journey". I disagree with this statement. I disagree with this statement because some books that is based on life experience is not always good. For example the story "Anne Frank" was based on real life, and the novel was very tragic. The story Anne Frank is about a young girl who was a Jew who was experiencing harsh predicous "Martin Luther King" by Jermianie Preston. The story is about Martin Luther King fighting segregation while occasions try to contain his beliefs and I denis that white and black should unite. That's why I don't agree with the statement "the right good book is always a book of travel, it is about a life's journey".

agree with the statement, the right good book is always a book of travel, it is about a life's journey.

Part B — Practice Paper — C

H.M. Tomlinson once said that, "The right good book is always a book of travel; it is about a life's journey." Tomlinson was saying that there are many "good books, but the right ones to read are the ones about life experiences and growing as a person. In To Kill a Mockingbird Scout takes a journey not just to the courthouse to hear Tom Robinson's case, but away from her childhood. In the Scarlet Letter ^{by Nathaniel Hawthorne} Hester is shunned from society for her sins. In a life of seclusion she slowly gains redemption through her faith.

Harper Lee's To Kill a Mockingbird is a classic piece of American literature. It is the story of a young girl who witnesses the trial of an innocent man, announced guilty before he even goes to trial.

~~Scout~~ Scout is a young innocent mind, uncorrupted by adult opinions. The book begins when Scout is six years old. She has no idea about the mistreatment of the black people in Maycomb, Alabama. As the story progresses we are able to see Tom Robinson's trial through the eyes of an unbiased child. But Scout is forever changed by the events of that summer. We, the reader, understand that Scout will remember that trial for the rest of her life. Scout takes a journey from innocence and childhood to knowledge and adulthood. When Scout and Jem first get their Daisy air rifles Atticus tells them not to kill a mockingbird. Scout does not understand so Miss Maudie explains to her that all mockingbirds do is make music for people, they never cause any trouble.

In the end of the book Scout makes the connection through use of a simile that to turn Boo Radley in for murdering Mr. Ewell would be like killing a mockingbird. Boo has only helped the children, why should they turn the ladies of Maycomb loose on him with their fruitcake? It is better to let it be and leave Boo Radley to

Scout demonstrates here that she is beginning to live peacefully inside his home. Through extended metaphor and simile, understand more about life and humanity. and point of view Harper Lee successfully illustrates Scout's

Journey from ignorance to understanding.

In Nathaniel Hawthorne's The Scarlet Letter

Hester Prynne is shunned from society because of her sin.

Slowly through faith, hard work and humbleness, she is able to

redeem herself. The controlling image in The Scarlet Letter is

the scarlet letter 'A' worn by Hester. The 'A' is Hester's punishment

for committing adultery. When she first puts it on it is just a

plain letter 'A'. But as the novel progresses the letter becomes more

and more elaborate and beautiful. Hester sews gold thread

on it to make it look nicer. But all the time Hester wears

simple clothing. She becomes humble and hardworking, no longer proud. The Scarlet letter starts out meaning adultery but

as time goes on and Hester gains redemption the letter

shows how she is changing. The plain clothes show she is still

humble but the change in the 'A' shows that she is changing.

She becomes beautiful again and is redeemed. Part of

the reason she is able to overcome her sin is because she

takes the punishment given to her. She wears her 'A' for all to

see. Her accomplice, however, does not come forward and

admit his guilt. He has an 'A' carved on his chest as

we find out in the end, but it is hidden by his clothing.

Because he hides it, it slowly eats away at him, making

him weak and ill. Only when he admits his guilt does he

find peace as Hester has. This novel shows the sins of two

people and how by admitting her guilt Hester is able to overcome

the sin and grow as a person while the other, Dimmesdale, is

never able to overcome his sin because he won't admit to it.

This quote could not be more right. There are many good books but the ones that should be read are books like To Kill a Mockingbird and The Scarlet Letter. These books illustrate how people overcome hardships and grow as human beings. They show us how we should view the world and teach us valuable morals.

Throughout life people embark on a journey, and sometimes people write books about the journey on which they embark. So I agree with critical lens, which is "The right good book is always a book of travel; it is a life's journey". I will use two works of literature I have read to prove that this Critical lens is correct. The two works that I have read are, "Macbeth" and "Master Harold"... and the boys.

The book "Macbeth" is a good example to prove that the Critical lens is correct because, it proves that life really is a journey through Macbeth. The reason I use Macbeth is because, no one within that book goes through more events in his or her life than Macbeth. He embarks on a great journey through life. He undergoes changes during his journey and changes from a man who was just too kind, to a man who did not know the meaning of the word.

The second book I decided to use was "Master Harold"... and the boys. Now this book dealt with three men. Hally, Sam, and Willie. Hally was the white man in this story, and Willie and Sam were the two black men. Hally went on a journey as well. At first he was a little like Macbeth, kind and respectful. But toward the end of book we see a different Hally. He was no respect and is not kind to Willie and Sam at all.

So you see, there are different types of journeys that people undergo. A journey of the mind, and a journey that can take you places.

H.M. Tomlinson once said, "the right good book is always a book of travel; it is about a life's journey." By this, Tomlinson meant that a good book is one that takes you on an adventure through the lives of its characters. One that takes the ^{reader} through ^{fictional or} non-fictional journey that they can relate to their own personal journey through life.

I agree with H.M. Tomlinson's statement. Whether it be a novel about discrimination, poetry about personal hardships or a short story about witchcraft, the reader is always taken on a ~~fictional~~ journey through the characters lives. The reader is often enticed by the adventurous nature of a book. ~~I believe that~~ The more a person feels like they can relate to a book, the better the book is to them.

Harper Lee's novel To Kill A Mockingbird is an example of Tomlinson's statement, and how it supports the opinion. From the beginning of the novel when the lead characters Scout and Jem ^{Finch} are introduced, the reader is enthralled with their vivacious, yet seemingly normal personalities. It was easy to follow the Finches through their journey on a path to righteousness and intellectual freedom because that is often sought out by young

readers themselves. A general theme of the novel was that you cannot kill two birds with one stone. This theme was evident in the novel because of the discrimination that occurred in Maycomb, Alabama; the setting of the novel. Discrimination and racism is a subject that almost any person can relate to.

The novel The Crucible is also a good example of H.M. Tomlinson's statement. Throughout the process of reading the novel, the readers become increasingly interested and mentally involved in it. From the time you meet the Proctors, Abigail and Reverend Hale, you are imagining yourself on the adventure through the Salem Witch Trials and are completely captured by its perfect plot and themes.

Anyone reading either The Crucible or To Kill A Mockingbird, would reminisce back to a time in which they had been prejudiced or discriminated against. The right good book enthralls the reader in the lives, adventures and journeys of the characters, and allows them to create an image relative to their own journey through life.

Practice Paper A–Score Level 3

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

Practice Paper B–Score Level 2

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

Practice Paper C–Score Level 5

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

Practice Paper D–Score Level 3

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

Practice Paper E–Score Level 4

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

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

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

The Chart for Determining the Final Examination Score for the January 2005 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Wednesday, January 26, 2005. Conversion charts provided for previous administrations of the Regents Examination in Comprehensive English must NOT be used to determine students' final scores for this administration.