

# SESSION TWO

## FOR TEACHERS ONLY

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

### ENGLISH

# E

Friday, June 16, 2006—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. Check this web site <http://www.emsc.nysed.gov/osa/> and select the link “Examination Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents examination period.

The following procedures are to be used for rating papers in the 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 checkmark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a checkmark 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.

**Session Two  
Correct Answers**

**Part A**

- (1) 3
- (2) 2
- (3) 1
- (4) 4
- (5) 3
- (6) 2
- (7) 4
- (8) 3
- (9) 1
- (10) 4

## 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	Responses at this level: <b>6</b>	Responses at this level: <b>5</b>	Responses at this level: <b>4</b>	Responses at this level: <b>3</b>	Responses at this level: <b>2</b>	Responses at this level: <b>1</b>
<p><b>Meaning: the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</b></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><b>Organization: the extent to which the response exhibits direction, shape, and coherence</b></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><b>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</b></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><b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</b></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>

- 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.

Reading is one of the most important activities that people engage in. It can dispel ignorance, change perceptions of reality, or simply bring an hour's pleasure. Passages I and II are excellent examples of how reading affects people!

Passage I is a poem about a woman who rereads "the great stories that charmed her younger mind." The poem refers to famous characters from classic novels. As the woman sits reading, the sound of the turning pages is described as "scuffing," an onomatopoeia. Although she already knows "What will become of them," she is still "enchanted" by the stories. Her pleasure lies in her familiarity with the stories, and "as a god might," she sees these characters at the beginning of the novels and, yet, can also see how they will be at the end of the tales. The poet uses the simile "as a god might" to create an image of the reader looking down at the characters, knowing their ultimate fate.

At the end, the reader is again compared in a simile, this time to a girl "in the ballroom door," eagerly expecting to be "caught in the flow of things." The woman clearly enjoys the experience of reading, whether she is reading an often-explored story or something new.

In Passage II, the setting is Panduria, a regime which wants to censor all of the books in the library and remove any which might make citizens find fault with the military leaders. A group of soldiers, who know very little about "matters bibliographical,"

are ordered to move into the library, read all of the books, and destroy the inappropriate ones. Ironically, the soldiers are changed by their reading and can't part with any of the books. The librarian, Signor Crispino, acts as a force of temptation, finding just the right books to capture the soldiers' attention and keep them wanting more. General Fediva, the officer in charge of the library project, even gave up his daily radio progress reports because he and his men were so engrossed in reading. The soldiers were eager to take their "knowledge" back in the "world again" in a "world and a life that seemed so much more complex now."

At the end of the story, the soldiers failed in their mission and were disgraced. But they went back to the library to continue their reading. Their attitude toward reading had changed. Now, they can't stop reading.

In Passage II, the soldiers who spent time in a library learned what the woman rereading her books already knew: the importance of reading. It can transport readers to faraway places like battlefields or ballrooms. It can also educate us about the relationship of history to present events. In all ways, reading is a necessary human activity.

**Anchor Level 6 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that reading <i>can dispel ignorance, change perceptions of reality, or simply bring an hour's pleasure</i>. The response makes insightful connections between the controlling idea and the ideas in each text (<i>The woman clearly enjoys the experience of reading and Their attitude toward reading had changed</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements. For Passage I, the response focuses on the <i>woman who rereads "the great stories that charmed her younger mind"</i> and emphasizes the poet's use of simile. For Passage II, the response discusses the irony reflected in the fact that <i>soldiers, who know very little about "matters bibliographical," become changed by their reading</i>.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea on the ways <i>reading affects people</i>. The response exhibits a logical and coherent structure, first discussing Passage I and the <i>pleasure</i> brought by reading (<i>she is still "enchanted", Her pleasure lies, The woman clearly enjoys</i>) and then discussing Passage II and the new <i>perceptions of reality</i> experienced by the soldiers (<i>Now, they can't stop reading</i>). The response makes skillful use of transitions (<i>are excellent examples; At the end, ... is again compared; what the woman ... already knew; In all ways</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>end of the tales, knowing their ultimate fate, acts as a force of temptation</i>), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<i>General Fedina ... gave up his daily radio progress reports because he and his men were so engrossed in reading</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

To read - not simply to gaze at figures on a page and convert them into patterns of thought, but to absorb oneself in the pursuit of a story or of information - has a paradoxical, yet powerful, impact on an individual. Indeed, it both bewitches the reader, drawing him or her to the printed word with constantly increasing strength, while simultaneously bestowing upon the reader a greater ~~power~~ capability of perceiving and acting upon the world ~~out~~ beyond the pages of ~~books~~ any book. Two ~~is~~ instances of such a effects of reading are aptly described in the given passages.

A ~~q~~ certain woman's (or girl's) captivation with familiar stories emphasizes the nearly addictive power of reading in the first passage. The woman "still turns enchanted to the next bright page" of stories she has already flown through many a time, clearly drawn to the ~~st~~ developments of the characters in her favorite literature. Meanwhile, though, it ~~is~~ is indicated that the woman has taken more than simple enjoyment from these books; the author of this poem personifies the woman's "wiser eye" as she now perceives characters' flaws and destinies with ~~no~~ greater accuracy and detail ("Noting that Julien's calculating head is... too severed

from his heart"). Thus, the reader has been both ensnared and improved by her reading.

The passage delineating Pandurion officials' mind-opening exposure to literature also ~~take~~ takes note of the dual power of reading. Though the ~~above~~ afore-mentioned men enter the largest library they can find determined to eliminate any literary "heresy" against what the author denotes as "military prestige", ~~to~~ they, like the woman mentioned earlier, find themselves ravenously searching for information for its own sake rather than weeding out incriminating passages. Indeed, the passage's author states (in the form of a metaphor, the piles of suspect books in the library slowly became a "forest" that "[grew] ever more tangled and insidious" as the soldiers became ~~more~~ increasingly enraptured with ~~at~~ absorbing volumes of information. The soldiers' attitudes of "rage" at the beginning of their assignment contrasted with those of "conflicting sentiments" they both attempted to fulfill their newfound appetite for literature and ~~at~~ wished to experience the outside world with their now ~~so~~ more complex perceptions of the environment outside the library.

Anyone who has ever cracked open an enjoyable book can testify to the amazing and powerful pull of reading toward both the continuation of reading itself and toward a greater understanding of what lies beyond these oft-turned pages.

Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that reveals an in-depth analysis of both texts, stating that reading <i>both bewitches the reader, drawing him or her to the printed word</i> and gives the reader a <i>greater capability of perceiving and acting upon the world beyond the pages of any book</i> . The response makes insightful connections between the controlling idea and the ideas in Passage I ( <i>Thus, the reader has been both ensnared and improved by her reading</i> ) and in Passage II ( <i>The passage ... also takes note of the dual power of reading</i> ).
<b>Development</b>	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from Passage I ( <i>A certain woman's ... captivation with familiar stories, stories she has already flown through many a time, she now perceives characters' flaws and destinies with greater accuracy and detail</i> ) and from Passage II ( <i>Though the afore-mentioned men enter the largest library ... determined to eliminate any literary "heresy" ... they ... find themselves ravenously searching for information</i> ). Appropriate literary elements from both texts are used ( <i>the author of this poem personifies the woman's "wiser eye" and the passage's author states in the form of a metaphor</i> ).
<b>Organization</b>	Maintains the focus established by the controlling idea on the <i>paradoxical, yet powerful, impact</i> of reading. The response exhibits a logical and coherent structure, first discussing Passage I and <i>the woman who has taken more than simple enjoyment</i> from books and then comparing her ( <i>like the woman mentioned earlier</i> ) to the men in Passage II who <i>search for information for its own sake</i> . The response makes skillful use of transitions ( <i>Indeed, it; Thus, the reader; also takes note of</i> ).
<b>Language Use</b>	Is stylistically sophisticated, using language that is precise and engaging ( <i>but to absorb oneself in the pursuit of a story, while simultaneously bestowing, aptly described</i> ), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning ( <i>Meanwhile, though, it is indicated that the woman has taken more than simple enjoyment from these books</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in punctuation ( <i>find determined</i> and <i>"conflicting sentiments" they both</i> ) only when using sophisticated language.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

In both Passage I and Passage II the question of how reading affects an individual is addressed. Both passages demonstrate the ability of books to enthrall the reader and the opportunities they offer the reader to develop new perceptions of the world. This is demonstrated by the authors' use of tone, diction, and characterization.

In the first passage, the protagonist has already matured and discovered the world of Knowledge, but even so the author demonstrates the manner in which reading has changed her views. The line "She sees their first and final selves at once" indicates a shift in perspective as she rereads the stories of her childhood. Perhaps, knowing as she does now, she judges certain characters more harshly, while being more lenient with others. The diction shows her love of the characters and the stories themselves. Lines 21-23 ("But the true wonder of it is that she, for all that she may know of consequences, still turns enchanted to the next bright page") speak of her love for the characters despite her knowledge of their future actions.

In the second passage, the task of the soldiers is to censor the largest library in Pandura. The tone of the story, which at the beginning conveys the muddled and confused minds of the soldiers, gradually gains a feeling of clarity and enlightenment. The soldiers most likely were not highly educated and that is evident in the beginning of the passage, and also in the tone, which is shown by the description of a dissatisfied troop entering the library. As they become enthralled in the literature, they begin, of their own volition, to dig deeper and deeper into the library and find themselves unable to pass judgement on whether a book should be condemned or exalted. The tone becomes despondent when the soldiers think about returning home; which demonstrates how the thirst for Knowledge has them in its grasp. They have rethought many of their original conceptions of life, and have developed a new set of eyes with which to view the world and others.

The characterization of General Fedina in the second passage is used to highlight the change which all who have previously <sup>been</sup> oblivious to the wonder of literature encounter upon introduction. He, more so than the other soldiers, clings to the ideals by which he has been raised and that his superiors taught him. He continues to uphold the validity of the censoring of the books long after the others have succumbed under the deluge of knowledge. However, towards the end of the passage, Fedina goes against his superiors by his presentation, in which he discusses why he and his troops were unable to complete their task.

Both passages demonstrate the ability of knowledge to change the manner in which a person views the world and its ability to captivate the minds of its reader, willing or unwilling. Reading supplies this knowledge.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts ( <i>Both passages demonstrate the ability of books to enthrall the reader and the opportunities they offer the reader to develop new perceptions of the world</i> ). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I ( <i>the author demonstrates the manner in which reading has changed her views</i> ) and in Passage II ( <i>As they become enthralled in the literature, they begin ... to dig deeper and deeper into the library</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence from Passage I ( <i>Lines 21-23 ... speak of her love for the characters despite her knowledge of their future actions</i> ) and from Passage II ( <i>General Fedina continues to uphold the validity of the censoring of the books long after the others have succumbed under the deluge of knowledge</i> ). Attempts are made to incorporate <i>tone, diction, and characterization</i> into the discussion.
<b>Organization</b>	Maintains the focus established by the controlling idea on <i>how reading affects an individual</i> . The response exhibits a logical sequence of ideas, first addressing the <i>shift in perspective</i> experienced by the woman in Passage I and then the change brought about in the soldiers in Passage II ( <i>They ... have developed a new set of eyes</i> ). The response uses appropriate devices and transitions ( <i>Perhaps, most likely, more so than, Both passages demonstrate</i> ).
<b>Language Use</b>	Uses language that is fluent and original ( <i>the protagonist has already matured and discovered the world of knowledge and the thirst for knowledge has them in its grasp</i> ), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing ( <i>Reading supplies this knowledge</i> ).
<b>Conventions</b>	Demonstrates partial control of the conventions, exhibiting occasional errors in spelling ( <i>Pandura and exhalted</i> ) and punctuation ( <i>but even so the; others the diction; returning home; which demonstrates</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.	

Types of literature are so varied, and so popular, because reading has a strange and seductive power. It keeps you coming back for more. Also, in books lives the power to open your mind and expand your ideas. Passages I and II reflect these ideas through the use of irony and paradoxes.

Passage I shows a girl returning to her old books after a long time. She already knows all the endings yet <sup>ironically,</sup> as shown by lines 21 to 23, she is still enthralled by every part of the story. Not just the ending, but the unified whole of the books has a power which draws her back to them, wanting more.

In addition, the girl's mind is being influenced by reading. Line 15 is a paradox that tells how the girl knows both the present attitude of the character, and its future circumstances, all at the same time. Knowing this as she does now, her knowledge and perspective of the character's situation is expanded. The passage compares her to a god "to whom all time is now." This shows that, through reading, she has gained additional wisdom and insight.

Passage II sets up a situation in which a group of soldiers has been set the task to censor a library. It is ironic that, when the

soldiers had been released from their tasks, they returned time and again to the library. The power of reading they experienced drew them back continually, to experience this again. While performing their task, the soldiers had to read a book and then pass judgement on it. However, everytime they would form an opinion on the events described in a book, they were presented with numerous other books to contradict that very thoughts. This paradox is shown in lines 59-68. Thus, whenever the soldiers formed an opinion or idea, reading another book would bring them new thoughts, until what they knew and what they thought was so greatly expanded that it was impossible to agree on one sentiment, yet their entire outlook on their tasks and their lives was reversed, all due to spending an ~~ex~~ extended amount of time perusing ~~the~~ all the library had to offer.

Reading has a profound power on all who experience it, given enough time. It draws us in, it changes us, it opens our minds and draws our hearts back to it. Through the use of irony and paradoxes, these two passages offer exemplary accounts of the great effect that books and reading can have on the people who take advantage of ~~the~~ this opportunity.

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts (<i>Also, in books lives the power to open your mind and expand your ideas</i>). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I (<i>Knowing this as she does now, her knowledge and perspective of the character’s situation is expanded</i>) and in Passage II (<i>reading another book would bring them new thoughts, until what they knew and what they thought was so greatly expanded</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to discuss the <i>wisdom and insight</i> that people gain <i>through reading</i> (<i>The passage compares her to a god “to whom all time is now” and everytime they would form an opinion on the events described in a book, they were presented with numerous other books to contradict that very thought</i>). The response incorporates appropriate literary devices, irony and paradox, into the discussion.</p>
<b>Organization</b>	<p>Maintains the focus established by the controlling idea on <i>the great effect ... of reading</i>. The response exhibits a logical sequence of ideas, discussing how reading <i>keeps you coming back for more</i>, first for Passage I and then for Passage II. The conclusion restates the focus (<i>it opens our minds</i>). Appropriate transitions (<i>Not just; In addition; This shows that; Thus, whenever</i>) are incorporated into the response.</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>reading has a strange and seductive power, the unified whole of the books, spending an extended amount of time perusing all the library</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>It is ironic that ... time and again to the library</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>greately</i> and <i>exemplory</i>), punctuation (<i>varied, and; it’s future; thoughts, until</i>), and grammar (<i>her knowledge and perspective ... is expanded and what they knew and what they thought was</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

"For heaven's sake! The things you learn! Who would have ever thought!" The power of reading enables one to see things that he has never seen before. Reading opens doors to beliefs which are "out of the normal pattern of thinking. In both the poem in Passage I and the excerpt from the short story in passage II, both pieces portray how reading broadens the horizons which many would deem impossible to dream of. Reading captivates you to move on, even when boundaries are <sup>in the way</sup>.

The poem in passage I is about a girl who is re-reading books that she once read in her childhood. She re-reads about the plot and the characters, but now with the knowledge about what happens in the end. Despite her prior knowledge to the end of the piece, the reader is still motivated and enchanted to turn the page and find out the ending. Even if she already knew the ending, the power of reading enabled her to open the door to another life. ~~When~~ While reading, the reader escapes into a new world where the possibilities are endless. The author of this passage uses metaphor to compare the characters that she is reading about to orphans who are "reaching" "for a first handhold in a stony world." The author is trying to describe that the characters are, metaphorically speaking, jumping off the page to the reader once again. They are reaching to the reader's life to be read once again. The author also uses simile to portray the reader as, "a God." The author

Compares the reader to a God because she has the power now from once reading the book, and gaining knowledge from the last time she read it, to change or review something that she wants as a God would. Using the power of reading and opening these doors of creativity, these powers enable her to do whatever she wants—~~and~~ this only reading could provide to her.

The excerpt in passage II is about the nation of Panduria, and the fleet of military officials who are sent to censor the library for anti-military books. The staff brings along one of the librarians on their mission, for they know nothing about reading at all. The staff's mission was to separate the books into appropriate for officers, appropriate for common soldiers, or report it to the military court immediately. Whenever a member of the staff got discouraged about a book, the librarian would come over and suggest another reading to them. Reading, in this case, persuaded and eventually changed the thought process of this ~~staff~~ staff. After a while, the staff stopped performing their required task and just started reading for the pleasure. The soldiers were "constantly discovering new interests" and were excited to enter the real world again because, after reading, their world seemed more complex and they felt "renewed before their very eyes." When they were asked to convey what they learned to the general staff, they stated

against their original beliefs claiming that the people were "excited as the heroic victims of mistaken policies." The General Staff was shocked by this and imprisoned off those on the mission for medical reasons because of a nervous breakdown. Those men returned as civilians, but continued to return to the library to read books with the librarian. The author used imagery to describe how the military first entered the library. He described the scene as these men were on a mission, they were typical military personnel and were there to perform their task and nothing else. The author also used descriptive language to describe the librarian. ~~He~~ He is described as the typical "eggish plated" librarian, just interested in books. These elements show how the power of reading is capable of great things. With the librarians "eggish plated" knowledge of literature and reading, he was able to transform the soldiers into lovers of reading who were capable to believe <sup>the</sup> other half of the story of which they were never going to believe. The power of reading completely changed their mindset, and even when they were finished with their mission, they ~~were not~~ voluntarily opted to go back to the library and read.

The power of reading enables one to see things that he has never seen before. In passage I, despite the previous knowledge of the book, the reader still

was captivated and intrigued to find out the end of the book. In passage II, reading changed the total mindset and the opinions of the military officials. The power of reading broadens the horizons which could never be touched upon in regular day life.

Anchor Level 5 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that reveals a thorough understanding of both texts ( <i>The power of reading enables one to see things that he has never seen before</i> ). The response makes clear and explicit connections between the controlling idea and the ideas in Passage I ( <i>Even if she already knew the ending, the power of reading enabled her to open the door to another life</i> ) and Passage II ( <i>The power of reading completely changed their mindset</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence in Passage I ( <i>She re-reads about the plot and the characters, but now with the knowledge about what happens in the end</i> ) and from Passage II ( <i>After a while, the staff stopped performing their required task and just started reading for the pleasure</i> ). The response incorporates <i>metaphor, simile, imagery, and descriptive language</i> into the discussion of the passages.
<b>Organization</b>	Maintains the focus established by the controlling idea on the power of reading to broaden horizons and to convince the reader <i>to move on</i> . The response exhibits a logical sequence of ideas through repetition of the phrase <i>the power of reading</i> and use of appropriate transitions ( <i>In both the poem in Passage I and the excerpt, The author also uses, These elements show</i> ). The conclusion restates the focus ( <i>The power of reading broadens the horizons</i> ).
<b>Language Use</b>	Uses appropriate language ( <i>Reading opens doors to beliefs which are out of the normal pattern of thinking</i> ) that is occasionally awkward ( <i>her prior knowledge to the end, the stated against their original beliefs, descriptive language to describe</i> ), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length ( <i>While reading, the reader escapes into a new world where the possibilities are endless</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>boundries, intrested, volunterly</i> ), punctuation ( <i>Reading, in this case persuaded; beliefs claiming; mission, they; Hes described</i> ), and proofreading ( <i>enable to do whatever, the stated, "eggish plated"</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use and conventions.	

Reading has many great powers. It has the power to make you use your imagination, and teach you things you never knew. It also has the power to take you to far off places you have never seen or it might even make you contradict your own thoughts. Reading does not just give you something to do, it has the power to do many great things.

In these passages both authors convey the power of reading. Passage I conveys that reading has the power to explore. This passage shows a girl reading books and getting into the characters and the settings. In this passage the girl is exploring the "blood field" and the "Tuscan Garden". Also reading can give you more insight to a book. She goes back into a book with more knowledge as to what is going on. The author uses description to convey the power of reading. The author describes what the girl is imagining and seeing. "onward they come, the orphans reaching for a first handhold in a stony world." This description helps to understand just how much power reading has. It has the power to help you see what is going on. Also the author uses a metaphor to convey his idea. The author refers to the girl, "As a god might to whom all time is now." This shows that reading a book and knowing what is going to happen is like being a god. You know the characters fate and what will come out of it.

Passage II shows that reading has the power to contradict a persons thoughts. The passage tells about a military that is going to a library to get rid of all the books that do not have the same thoughts and opinions as the military does. While they are reading they get into

the books that contradict them. They start to enjoy the books. This conveys that reading has the power to change someone's thoughts and opinions. The author of this passage uses irony to convey this idea. Not only does the military like the books that they are reading, but when they get fired for not wanting to report these books they ~~are~~ go to the library. This is ironic because at first they hated the library because it had books that told bad things about the Romans. After they went in to destroy it by taking all the books they started to enjoy the library and all the books that it holds. Also the author uses characterization to convey the power of reading. At first the character of General Fedina is a narrow minded person who thought that all the books in the library should glorify the Pandurian Military. His mind is set that these books are not good for the country. By the end of the passage, through the power of reading, General Fedina's opinions and views had changed.

Reading has many great powers. It has the power to ~~show~~ show you where you are like "bloody fields" and "Tuscan Gardens." It has the power to let you know the fate of the characters in the book. Reading also has the power to change a person's thoughts and opinions. Such as changing General Fedina's ~~opinion~~ opinions in passage II.

**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts, stating that reading <i>has the power to take you to far off places ... or it might even make you contradict your own thoughts</i>. The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>Passage I conveys that reading has the power to explore</i>) and in Passage II (<i>By the end of the passage, through the power of reading, General Fedina’s opinions and views had changed</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response relies on generalities in the discussion of Passage I (<i>a girl reading books and She goes back into a book with more knowledge</i>). Passage II is more specifically developed (<i>The passage tells about a military that is going to a library, They start to enjoy the books, At first the character of General Fedina is a narrow minded person</i>). Although <i>as a god</i> is incorrectly identified as a metaphor, the response incorporates appropriate literary elements into the discussion (<i>description, irony, characterization</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the <i>many great powers</i> of reading. The response exhibits a logical sequence of ideas, discussing each work separately, but the second paragraph lacks internal consistency, relying at times on loosely connected information without internal transition (<i>She goes back into a book with more knowledge as to what is going on. The author uses description to convey the power of reading</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language that is occasionally awkward (<i>getting into the characters, This description helps to understand, books that told bad things</i>), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length (<i>This conveys that reading has the power to change someone’s thoughts and opinions</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>knowledge</i>) and punctuation (<i>imagination, and teach; characters fate; persons thoughts</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Reading can be a very powerful tool. The reader is almost guaranteed to learn something new and interesting that they didn't know before. This new knowledge creates power for the mind. Both passages, the authors explore the idea of reading creates a renewed approach to life.

Passage one is a poem ~~about~~ about a girl who relives great stories, and once she has finished, she has greater insight about life. ~~and~~ When she rereads the same books, "she meets them this time with a wiser eye" (line 18). This same line is conveyed ~~as~~ with personification "wiser eye". She notices elements of the books that she overlooked, and she can apply them to life. "She meets them with a wiser eye, Noting that Juliet's calculating head, is from the first too severed from her heart," (lines 18, 19, 20). This author also uses a paradox to explain the parts of the stories <sup>that</sup> the girl already knows, "she sees their first and final selves at once," (line 15).

The same as Passage One, Passage Two also creates the idea of reading making the reader more insightful. Passage Two is an excerpt from a short story about Panduria's military that takes over a library. They do this because they discovered that books often ~~criticize~~ criticize their military, or other countries militaries. They were supposed to revise the books and decide what books ~~are~~ were suitable to remain in the library. The general and lieutenants became intrigued, ~~by~~ ~~and~~

outraged, angry and many other emotions as they ~~study~~ studied voluminous novels and books, "Lieutenant Abrogeti, for example, would jump to his feet and throw the book he was reading down on the table: 'But this outrageous! A book about the Punic Wars <sup>that</sup> speaks well of the Carthaginians and criticizes the Romans! This must be reported at once!'" (lines 39, 40, 41). By the end of their task, they have received much more knowledge just by reading, "to take up life again, a world and a life that seemed so much more complex now, as though renewed before their very eyes;" (lines 79-80). The military gained more knowledge from reading. This in turn opened their eyes ~~to~~ and their minds to ~~the~~ other opinions or other stories. They learned how things actually happened, and let go of their idealistic opinions that were ~~taught~~ taught to them by their culture.

In summary, the power of reading new books open your mind and give you more knowledge, and knowledge equals power. In passage one, the author ~~describes~~ describes a girl who can apply things she reads to ~~the~~ real life. Passage two is about a ~~group~~ group of pompous military men who open their eyes, though with difficulty, and learn much more than their culture could offer. ~~Thus~~ Thus, reading creates a renewed approach to life.

## Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>both passages ... explore the idea that reading creates a renewed approach to life</i>. The response makes implicit connections between the controlling idea and the ideas in Passage I (<i>she has greater insight about life</i>) and in Passage II (<i>They learned how things actually happened and let go of their idealistic opinions</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. For Passage I the response focuses on the line “<i>She meets ... with a wiser eye</i>” and mentions <i>personification</i> and <i>paradox</i> but develops neither. The discussion of Passage II is more developed, with specific details about <i>Panduria’s military that takes over a library</i>. However, there is no reference to literary elements or techniques for Passage II.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on <i>reading making the reader more insightful</i>. The response exhibits a logical sequence of ideas beginning the discussion of each passage with the concept of <i>insight</i>, leading to the observations that the girl in Passage I <i>can apply the elements of the books that she overlooked in her initial reading to life</i> and that for the soldiers in Passage II, <i>reading opened their eyes and their minds to other opinions or other stories</i>. The response lacks internal consistency, as the transition from discussion of Passage I to Passage II is awkward (<i>The same as Passage One, Passage Two also</i>).</p>
<b>Language Use</b>	<p>Uses appropriate language (<i>Passage two is about a group of pompous military men</i>), with occasional inaccuracies (<i>exert</i> for “<i>excerpt</i>” and <i>revise the books</i>), and some awareness of audience and purpose. The response occasionally makes effective use of sentence structure or length (<i>Thus, reading creates a renewed approach to life</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>military, or other countries militaries; books, “Lieutenant; at once!”</i>;) and agreement (<i>The reader ... they and the power ... open ... and give</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Reading different types and genres of books can stimulate your mind, body, and soul. Although reading can affect you as the reader in many positive ways, people are unable to distinguish between non-fiction and fiction books. It is almost always interesting to learn the author's or narrator's purpose and opinion, however it isn't necessarily true. Some people find books so astonishing, they read them over and over again. Some people can not put books down once they start them. Reading provides you with knowledge about many different subjects and knowledge truly equals power.

In Passage I, the reader reads books because she found them so amazing. They bring back many memories of her childhood. It is similar to a flashback because the reader may often reminisce about her past. ~~What is the purpose?~~ The reader knows the plot, setting, climax, and ending but reading a book you truly enjoy is like reading it the first time all over again. Each page serves as an enchantment once again. The reader in the passage may even have similar experiences that relate to some of the characters in the book. Whatever the case may be, the reader truly enjoys this book.

In Passage II, there was a serious suspicion in the nation of Paradoria. There were many books in the libraries that had hostile opinions in the military prestige and this highly upset the General known as General Fedora. He ordered his staff to visit the library and examine all of the books with negative outlooks of the war. ~~But~~ But the military didn't know they were in for such a ~~surprise~~ surprise.

When the military started reading they all realized many new things. They seemed to become more interested

in the end. At first they were appalled and they talked about the books and couldn't believe what was even written in them. But then the librarian introduced him to a ~~to~~ more broad selection. Some of the books even contradicted the the lieutenants' views. This led to a major problem because the military had no reports, so they couldn't present anything to the courts. When four lieutenants were pensioned off because of health reasons but they still found the time to visit the library. That is very ironic.

In conclusion, reading is an appropriate way to broaden your mind. ~~Readers~~ Readers have to understand that books may not be true like ~~the~~ in Passage II. The General was mad rather than respecting the opinions of the authors. But once the soldiers read all of these books, they didn't take sides. They were just intrigued by the wide selection of books they read. In passage I, the reader found a way of reflecting back to her past by ~~with~~ rereading old books. Books can serve as memories if you find them interesting enough to read again. Knowledge is power.

### Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>reading provides you with knowledge ... and knowledge truly equals power</i> . The response makes implicit connections between the controlling idea and the ideas in each text, referring to the controlling idea only in the introduction and the conclusion.
<b>Development</b>	Develops some ideas more fully than others, with reference to specific and relevant evidence from the texts. The discussion of Passage I is based more on speculation than on the text ( <i>They bring back many memories of her childhood</i> and <i>The reader ... may even have similar experiences</i> ). The discussion of Passage II is more specifically developed ( <i>the librarian introduced him to a more broad selection</i> and <i>four lieutenants were pensioned off ... but they still found the time to visit the library</i> ). For Passage I, the response contains a cursory reference to <i>flashback</i> . The discussion of irony in Passage II is taken from a multiple-choice question.
<b>Organization</b>	Maintains a clear and appropriate focus on reading. The response exhibits a logical sequence of ideas, discussing each work separately. However, the lack of organizational focus in the introductory and concluding paragraphs ( <i>people are unable to distinguish between non-fiction and fiction books, however it isn't necessarily true, Readers have to understand that books may not be true like in Passage II</i> ) affects internal consistency.
<b>Language Use</b>	Uses appropriate language that is at times redundant ( <i>different types and genres of books</i> and <i>reflecting back to her past</i> ), with some awareness of audience and purpose. The response occasionally makes effective use of sentence structure and length ( <i>Each page serves as an enchantment once again</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>reminnence, surprise, apalled</i> ) and punctuation ( <i>your mind body and soul; opinion, however it; ending but reading</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

Reading has an immense power unlike no other. It helps people get a ~~strong~~ sense of reasoning and understanding. On the other ~~hand~~ hand, it more of a means to escape reality by using one's ~~own~~ own imagination. All in all, reading can help a person get valuable information and turn it into knowledge and use it in the real world.

In passage 1, the author of the poem uses a few literary elements and techniques to show the power of reading. One is imagery, in which the author uses to describe the girl in the poem reading a book and turning the pages. Another literary device is being used, for example "Knowing as she does, What will become of them in bloody field or Turban Garden, it may be that at times, she sees their final first and final selves at once. As a god might, to whom all time is now." The author is trying to show that the girl has read the story before and she is reading it again to relive the moment except with more insight into the future events.

The second passage shows the author using characterization and setting to get his point across. He characterizes the people in the story to show <sup>me</sup> serious and harshness that they are. The setting of the story is in a library in which the characters are sent to censor books. Once they start to read them, the characters which are soldiers get into them the books and finally decide not to censor them.

**Anchor Level 3 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of both texts, stating that reading <i>helps people get a sense of reasoning and understanding</i>. The response makes few and superficial connections between the controlling idea and the ideas in Passage I (<i>The author is trying to show that the girl has read the story before and she is reading it again</i>) and in Passage II (<i>Once they start to read them, the characters ... decide not to censor them</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the texts. The response relies on one sentence to support <i>imagery</i> and one quote to illustrate <i>simile</i> for Passage I. The response relies on reference to the author’s use of <i>characterization and setting to get his point across</i> in Passage II, but devotes only a sentence to each.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, an appropriate focus on the <i>immense power</i> of reading. The response exhibits a rudimentary structure, with an introductory paragraph and a discussion of each passage in separate paragraphs. There is no conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language, that is occasionally inaccurate (<i>to show the serious and hardness that they are and the characters which are</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>One is imagery, in which the author uses to describe the girl... turning the pages</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in punctuation (<i>story before and and characters which are soldiers get</i>) and capitalization (<i>hand, Its and Garden</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.</p>	

The power of reading is very important. I think that there is a lot of information that you can learn by just picking up a book and just reading.

In passage I she says she is going back, these days, to <sup>the</sup> great stories that charmed her younger mind. That's great to have once read a book and then let a few years pass and go back and read it again. I believe that when you do do this your mind is more aware than before and you can come with a complete understanding of what you once read. "She meets this time with a wiser eye."

In the other hand Passage II is about reading as well. This passage shows me how important reading is. Reading is so important that they have officers/ general staff go back and read every book in the entire library. The commission was to examine all books in the biggest library in Pandunia that contained opinions hostile to military prestige. And after a while they enjoyed reading and figured they learned a few things here and there about a lot of different topics.

Many people learn from reading many don't but we all have to try one day or another. And some might like reading like the

Anchor Paper – Part A—Level 3 – B

general commission staff and some won't. But all that is important is to have an open-mind about things and enjoy reading because you can definitely learn something in like passage I.

Anchor Level 3 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Establishes a controlling idea that shows a basic understanding of the texts, stating that <i>there is alot of information that you can learn by ... just reading</i>. The response makes a superficial connection between the controlling idea and Passage I (<i>you can come with a complete understanding of what you once read</i>) and Passage II (<i>they learned a few things</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from the texts. However, this evidence is often in the form of material copied from the texts without attribution (<i>she is going back, these days, to the great stories that charmed her younger mind</i> and <i>The commission was to examine all books ... that contained opinions hostile to military prestige</i>). The response makes no reference to literary elements or techniques.</p>
<b>Organization</b>	<p>Establishes, but fails to maintain, an appropriate focus on learning through reading (<i>Many people learn from reading many don't</i>). The response exhibits a rudimentary structure, with an opening paragraph, paragraphs devoted to each passage, and a conclusion. Transitions are awkward (<i>In passage I she says</i> and <i>In the other hand ... as well</i>).</p>
<b>Language Use</b>	<p>Relies on basic vocabulary (<i>That's great, figuered ... here and there about alot of different topics, in like passage I</i>), with little awareness of audience and purpose. The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Many people learn ... and some won't</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>alot, Panduna, definately</i>), punctuation (<i>do this your mind, than before and you can, from reading many don't</i>), and usage (<i>I think, you can, she says</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.</p>	

A piece of ~~literature~~ literature has a great power on its readers. Passage one a poem and Passage two a short story show the power that reading has. Both of the passages show ~~about~~ <sup>show</sup> reading can be effective to a person; reading can give important information or give a creative mind.

In passage II it shows the power of reading and its effects. In this passage it showed that books can contain strong opinions. ~~About~~ When the received book that gave them information of ~~best~~ opinions about hostile to military prestige. It gave great information to those who appreciate it. In passage II it shows the great power of reading.

The poem in passage I also shows the power of reading but in a creative way. "She is going back, these days, to the great stories that charmed her younger mind." It shows that reading can be relaxing and escaping the real world to another that's the power of reading. Reading also

can give you a creative mind and help to relieve stress and worry and help to forget many problems you may face.

The Power of reading, yes reading has a great power to all young to old. The power is learning and imaning. When you know how to read many doors are open. As shown in the poem and short story of passage I and II Reading has a great power.

Anchor Level 3 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>reading can give important information or give a creative mind</i> . The response makes few and superficial connections between the controlling idea and the ideas in Passage I ( <i>The poem ... shows the power of reading but in a creative way</i> ) and in Passage II ( <i>It gave great information to those who appreciate it</i> ).
<b>Development</b>	Is incomplete and largely undeveloped, hinting at ideas, but the reference to Passage II is vague ( <i>When the recieved books that cave them information of opinions about hostile to military presitige</i> ), and the reference to Passage I consists of one quote. Much of the response is devoted to generalizations about reading ( <i>Reading also can give you a creative mind and help to reolve stress and worry and help to forget many problems you may face</i> ).
<b>Organization</b>	Establishes, but fails to maintain, an appropriate focus on how the <i>great power</i> of reading is reflected in the passages ( <i>Both ... show how reading can effective a person</i> ). The response exhibits a rudimentary structure of introduction, a paragraph for each passage, and a conclusion.
<b>Language Use</b>	Relies on basic vocabulary, with some imprecision ( <i>to</i> for “two”, <i>effective</i> for “affect”, <i>the</i> for “they”, <i>cave</i> for “gave”), and little awareness of audience or purpose. The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>It shows that reading can be relaxing and escapeing the real world to another thats the power of reading</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>liteautre, presitige, escapeing, imaning</i> ) and punctuation ( <i>Passage one a poem and Passage to a short story; The power of reading, yes reading has; all young to old; how to read many doors</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development.	

## Anchor Paper – Part A—Level 2 – A

The power of reading is a power that we as humans have over literature. Through the power of reading literature we learn more about life and about nature. I've read two passages that show the power of reading. Through passage I and passage II, I will explain the power of reading.

In passage I, which is a poem, we see the power of reading in a girl who goes back to reading great stories. In her readings she describes the characters of literature by their characterization including what they do and who they are. She talks about what her thoughts are about them and of what her interests are in for the characters.

### Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete understanding of the texts. While the response attempts to establish a controlling idea ( <i>Through the power of reading literature we learn more about life and about nature</i> ), only a few connections are made to Passage I and no connections are made to Passage II.
<b>Development</b>	Is incomplete and largely undeveloped. The response supplies a textual reference to <i>a girl who goes back to reading great stories</i> , and refers to <i>characterization</i> and the girl's <i>thoughts</i> and <i>interests</i> for Passage I. Passage II is not developed.
<b>Organization</b>	Suggests a focus on <i>the power of reading</i> . The response exhibits some organization, with an introductory paragraph and a paragraph about Passage I. There is no attempt to discuss Passage II or to provide a conclusion.
<b>Language Use</b>	Relies on basic vocabulary that is at times repetitive ( <i>the power of reading</i> ) or awkward ( <i>In her readings she describes the characters of literature by their characterization</i> ). The response occasionally makes effective use of sentence structure ( <i>In passage I, which is a poem, we see the power of reading in a girl who goes back to reading great stories</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in punctuation ( <i>of reading literature we learn</i> and <i>characterization including</i> ) and capitalization ( <i>passage I</i> and <i>passage II</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

When reading a book, you can learn more about the future or the past. Both passage A and B, show how that can happen.

In passage 1, shows me that the reader is going back the read stories she once read. She has not read those stories in a long time. The author shows point-of-view, as the "she" in the story, describes the books she read and how it affects her. The poem also shows how the author uses characterization in the poem.

In the 2 passage, the author talks about some books have inner meanings, and how the Pandurian government thought that the things about military briefs, and sent people over to the library to figure out. One general and 4 Lt.s were sent to investigate. The soldier were armed w/ what they thought and believed it. The military then dismissed them from the Army.

So you can see how books and "reading can affect certain people, to believe certain things

**Anchor Level 2 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Conveys an incomplete understanding of the texts. While the response attempts to establish a controlling idea ( <i>When reading a book, you can learn more about the future or the past</i> ), it is not connected to the passages.
<b>Development</b>	Is largely undeveloped, hinting at ideas for Passage I ( <i>the “she” in the story, describes the books she read and how it affects her</i> ). The response makes vague references to <i>point-of-view</i> and <i>characterization in the poem</i> but leaves them unsupported. The reference to the <i>inner meanings</i> of books for Passage II is not developed.
<b>Organization</b>	Suggests a focus on learning <i>more about the future or the past</i> and suggests organization through paragraphing. The one-sentence conclusion introduces a focus different from that established in the introduction.
<b>Language Use</b>	Uses language that is imprecise and unsuitable for the audience and purpose ( <i>In the 2 passage, the author talks about some books have inner meanings; One general and 4 Lt.s; w/ what</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>In passage 1, shows the that the reader is going back the read stories she once read</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in spelling ( <i>militray, investagate, solgers, beilieved</i> ) and punctuation ( <i>Both passage A and B, show; point-of-view, as the “she” in the story, describes; briefs, and sent; people, to believe</i> ) and occasional errors in capitalization ( <i>passage A and passage I</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

The power of reading can tell how the ~~for~~ narrator is feeling ~~what is emotion~~ and what is going on the story. The power of reading can make you understand what narrator is saying. Such as passage I how the ~~and~~ narrator tell us how he rereading the great stories that charmed her younger mind. You can tell how the narrator is feeling when ~~she~~ she turn pages. she describe the setting of the book she reading. narrator tell us what the character is going through

In passage II power reading can tell you what the character is going through and what is going on the story. you can see that each lieutenant was allotted a particular branch of knowledge a particular century of history.

Anchor Level 2 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Conveys a confused and incomplete understanding of the texts. While the response attempts to establish a controlling idea ( <i>The power of reading can tell how the narrator is feeling and what is going on the story</i> ), only brief and unsupported connections are made to the passages.
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at ideas, but references to Passage I are vague ( <i>you can tell how the narrator is feeling when she turn pages and she describe the setting of the Book she reading</i> ) and the reference to Passage II is copied inaccurately from the text ( <i>you can see that each lieutenant was allotted a particular branch of knowledge a particular century of history</i> ).
<b>Organization</b>	Suggests a focus on <i>the power of reading</i> in the first sentence and suggests some organization through an attempt to paragraph. There is no attempt at a conclusion.
<b>Language Use</b>	Uses language that is imprecise for the audience and purpose ( <i>The power of reading can make you understand what narrator is saying</i> ). The response reveals little awareness of how to use sentences to achieve an effect ( <i>Such as passage I how the narrator tell us how he rereading the great stories that charmed her younger mind</i> ).
<b>Conventions</b>	Demonstrates a lack of control, exhibiting frequent errors in capitalization ( <i>passage I and story. you</i> ), subject-verb agreement ( <i>narrator tell, she turn, she describe</i> ), and word omission ( <i>on the story, what narrator, he rereading</i> ) that make comprehension difficult.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2 in all qualities.	

~~Ree~~ Being able to read is an important and amazing ability you could have. Books can be fun, exciting, adventurous, or even makey serious, or a little sad. Most books are really good if you really understand. If you have the will and power to read you will succeed.

Reading is very important because, now days, if you have to be literate to get a job and make a good living. You want to be educated and go to college, get a good job, and be responsible and support yourself. If you can read, then you can learn anything. Reading also opens up your mind about things, and have different point-of-views about things and people.

When you read, it can take you back to old memories, and you could also relate some books to your own life, which will make a book more interesting. It doesn't matter what grade level a book says, anyone who wants to read a book may read any book he/she would like. To have the power to read you are pretty strong, and smart. It's a great thing.

You must read to succeed. You will feel better at life, if you can be educated and read. It's fun, and easy. Reading is the most important thing.

Anchor Level 1 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides no evidence of textual understanding. The response makes no connections between the texts or among ideas in the texts.
<b>Development</b>	Is minimal, with no development based on evidence from the text.
<b>Organization</b>	Lacks an appropriate focus on the power of reading as revealed in the passages. The response suggests some organization through the use of paragraphs.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience and purpose ( <i>You must read to succeed</i> ). The response exhibits some attempt to vary sentence structure and length for effect, but with uneven success ( <i>Reading also opens up your mind about things, and have different point-of-views about things and people</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>mabey, importent, now days</i> ) and punctuation ( <i>to read you; doesnt; strong, and smart; Its a great thing</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Although the response fits the criteria for Levels 1, 2, 3, and 4, it remains at Level 1 because the response makes no reference to either text.	

Nobody ever really realizes how much can make you so smart. When you read you can make your mind travel whenever you are in a story or be whatever character you want. Reading gives you the ability to use your imagination and a good imagination means that you have creative thinking and can come up with ideas easily. You should never judge a book by its cover because sometimes when you start to read bits and pieces of me

Anchor Level 1 – B

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides minimal evidence of textual understanding. The response makes no connections between the texts or among ideas in the texts.
<b>Development</b>	Is minimal, with no evidence of development beyond the general statements about reading.
<b>Organization</b>	Shows no focus or organization.
<b>Language Use</b>	Is minimal. The response begins and ends with incoherent statements.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1 in all qualities.	

Reading enables one to temporarily escape reality and enter a world which ~~is~~ is not experienced by many. Whether reading a fictional work or historical facts, it is often the case that a person will become wrapped up in ~~reading~~ reading. This occupation with reading can alter one's character and transform the world in which he or she lives.

Passage I, narrated from a third person point of view, recounts the tale of a girl who, years later, revisits her childhood books.

The long, elaborate sentence structure conveys the idea that much was contained in these books. <sup>being</sup> Being interested in <sup>the</sup> setting of books, <sup>in the poem</sup> the

new-mature girl alludes to her favorite characters in literature, including Julian and Natasha, along with <sup>connecting things</sup> their settings, such as a "bloody field" and "Tuscan garden." Though years have elapsed, the girl is still equally "caught in the flow of things," because her passion lies within reading. She knows the "consequences" but still continues to "turn enchanted to the next bright page," proving the profound impact that reading can have on a person.

The short story excerpt (Passage II) also serves to describe the transforming feature of

books. Set in Pandura's largest library, the passage recalls the tale of General Felina and his four lieutenants who set out to censor only books which may raise doubts about the upper class levels of society. Repetition of the "rubber stamp" designated to determine how appropriate a book was shows their <sup>important</sup> goal of the soldiers. However, once the "rubber stamps lay idle" after time, because the men became too interested in what they were reading. Their eyes were opened to a world <sup>of black and white pages</sup> in which not every story was so black and white. Different opinions were discovered, and the men actually began to enjoy reading, with the help of Signor Cuspo, the elderly librarian. They became so interested in reading that even after they were dismissed from duty, the men remained loyal frequenters of the library. Books open up ~~new~~ to readers the unknown. The reader is temporarily taken on a journey which often alters their character forever. Both the poem and short story prove how powerful reading can be.

The power of reading is a great thing because it gives you an insight on life. You can discover things that you would never think people would write about. You think that you know it all and you will be proven wrong.

The controlling idea about the two stories is about two different views that people have on reading. The first is of a girl who is reading over some of the books that she has already read and still being taken by the power of reading. In the second one it is of officials who do not read books about ~~to~~ military prestige and war that were fought ~~for~~ because the generals made mistakes. They sent in military to take over a library which contained the books.

Literature sends messages to open a reader's eyes to the unknown and to allow him or her to grow and develop. Often society encourages reading. Schools begin instructing children in the basics at an early age. The wide variety of genres and subject matter has enticed adults to continue reading for enjoyment.

Passage I is a poem about the joy of reading. The woman is described as sitting under a lamp, turning pages with "a scuffing sound." She has enjoyed books that she has read and now "she is going back" to reread them. Despite the fact that she knows the story endings, she still "turns enchanted to the next bright page." The author uses a simile comparing the reader to a girl (Natasha) standing at the entrance of a ballroom, demonstrating how caught up the reader is in the excitement of her novels. With the wisdom of maturity, "she sees their first and final selves at once" but rereads these familiar stories so that she can "see them through" and learn again the lessons that the fictional characters teach.

The short story in Passage II is about soldiers who discover reading later in their lives. The experience with a library full of books transforms them. At the beginning of the narrative, the soldiers came to the library to remove books

which had subject matter critical of the government. The librarian, Signor Crispino, brought the soldiers more and more books, and as they read, they forgot their military mission to destroy books. Instead, they read and learned and could not give up any of the books to "General Fedina's rubber stamps." Ironically, the once ignorant soldiers who were not "well-versed in matters bibliographical," became involved in open discussions. They "constantly discover new interests to satisfy and enjoy... more than they would have ever imagined." In the end, they were "pensioned off" and removed from the careers and the lives they had known. But, a new life of learning and questioning waited for them in the library.

The characters in both passages were influenced by the messages that they received through reading. The lives of the soldiers in the story were changed by their library assignment. They learned to question past ideas and to think for themselves. And they were made to sacrifice their careers for such knowledge. The woman who rereads stories obviously has eyes which are already open. She knows what the characters will do and she seeks them out again for the for the chance "to enter life on life."

(Throughout) Books contain an unexplained sense of power. They have the power to change a person's point of view or even capture their minds.

There are many examples of the power of reading in part A passage I and passage II.

In passage I, the girl talks about a girl going back and rereading old stories. This is shown when ~~it~~ states "She is going back, these days, to the great stories that charmed her younger mind." The story that she is ~~now~~ reading, even though it charmed her when she was younger, still has ~~the~~ power over her ~~that~~ to capture her mind. This is shown in passage I lines 21 to 25. She already knows what is going to happen, but the sense of enchantment is still there. The girl in passage one is now older rereading these books, therefore she has experienced more in her life and can ~~feel~~ she has more knowledge and a greater understanding of the story. This is ~~an~~ an example of the power of reading because even though she knows what is going to happen she still learns from the story and has a greater ability to comprehend what she is reading about. This is shown in lines 17 and 18 of passage I. Reading a story also gives the reader to escape the pressures of everyday life and retire in a different place. They can enter into

another person's world. This is shown in lines 26 and 27.

The author uses many literary elements and techniques to portray ~~these~~ these concepts. For example, the author uses personification to show how the story has had power over the girl. The story is given human characteristics when ~~at~~ the passage says she is going back, these days, to the great stories that charmed her younger mind. The ~~at~~ passage also shows a simile to show how the ~~story~~ story has enchanted her. The simile is ~~ed~~ in lines 21 through 24. The simile is "For all that she may know of consequences, still turns enchanted to the next ~~for~~ bright page like some Natasha in the ballroom door. The overall theme of the passage is even though a story has been read it still has the power to enchant one's mind.

In passage II ~~about~~ there is a different kind of power that is shown. The passage talks about how a story has the power to change a person's mind about something. This is shown in lines 1 and 2 when it says "a suspicion crept into the minds of top officials: that books contained opinions hostile to military prestige." This is saying that books could harm the way the military looked to others, by revealing facts about previous wars or things in that category. Another power that is shown in passage II is a person can learn things from books. This is shown

in lines 53 through 56 of passage II. Books also had the power to disprove someone, as shown in lines 65 through 69. Reading stories and books or any literary works has the power to open a person's mind. This is shown in lines 61 through 64 when it states "This author has no respect for hierarchy!" the lieutenant would answer by quoting other authors and getting all muddled up in matters historical, philosophical and economic. This led to open discussions that went on for hours and hours."

The author in passage II used many literary elements and techniques to portray the concept of reading has power. For example in lines 76 through 80 it shows a conflict of what men should do. They were discover new things, but they wanted to return to their normal life. The theme of this passage was there are many things a person can learn from books if read. The author of the passage use irony to portray the concept because the soldiers and men were sent in to censor the books, but they didn't and ended up returning to the library.

Overall books and stories have power over a person's mind. In both passages it is shown whether it enchants the mind or teaches the person. Reading has power over people.

In life reading can be a big part in life. The power of reading can ~~help give you an imagination~~ <sup>bring you back to reading old books</sup>. Within the passage I and passage II they both show how the power of reading can have an effect on you. They help show ~~that~~ <sup>the power of reading</sup> when using specific literary elements.

In passage I (the poem) it showed how power of reading can help change your life. With the first passage it showed how seeing the old books brought back old memories or how much the reader liked the book. An example is when the reader said "To the great stories that charmed her younger mind". The reader also states that she knows all the characters, ~~names~~ <sup>and</sup> how they are in personality. This help show how the reader can ~~readily~~ relate to the characters in later life. Also the passage shows the power in reading in that the reader can see "Bloody Field and "Tuscan garden". This is telling the reader that she is seeing the setting in the story. In the end the power in reading can be found in many lines of this passage.

The power in reading can be found in the second passage as well. After some army men went to a library to censor books they seemed to fall in love with books. In the story it mentioned how "discovering new interests to satisfy and were enjoying their reading". The passage also showed how the military men didn't thing they would have imagined the books would be so good. So even though the men were there to censor the books they grow to appreciate the books they read. It was ironic that the men that were supposed to go there when they really didn't, went back to library after being yelled at by there chief.

Overall, the power of reading does have an effect on everyone that reads a book. This is seen in passage I using setting and in passage II using an ironic situation. Both passages helped show that books good books will always ~~stay~~ stand with you no matter how old you get.

**Practice Paper A–Score Level 4**

*Conclusion:* Overall, the response best fits the criteria for Level 4 in all qualities.

**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 stronger in conventions.

**Practice Paper D–Score Level 4**

*Conclusion:* Overall, the response best fits the criteria for Level 4 in all qualities.

**Practice Paper E–Score Level 3**

*Conclusion:* Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.



"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." This is a powerful statement by Martin Luther King, Jr. that I believe is very true. A person can not base his self-worth on behavior during comfortable times, but must be judged, ultimately, on his actions during times of stress and hardship. Easy times present few challenges, so the true test of a person is how he fights to overcome a problem. The novel One Flew over the Cuckoo's Nest by Ken Kesey and the autobiography Lakota Woman by Mary Crow Dog, contain characters who reveal their inner selves when pushed by stressful situations.

The theme of challenging conformity is evident in One Flew over the Cuckoo's Nest. Randle McMurphy, one of the main characters of the novel, was an ex-convict sent to the mental ward from a prison work camp. Upon arrival he was able to observe how the head nurse caused the men to lose their self-reliance and identity. The ward was portrayed as a factory for the combine, meaning that it took in any people who were "different" from society and then worked them over until they ultimately conformed. McMurphy,

however, would never give in to society. He was a man who "marched to the beat of his own drum." He began a fierce battle with Nurse Ratched, fighting not merely for himself, but for the downtrodden men who could not do it for themselves.

McMurphy did all he could to get the best of Nurse Ratched, and through his display of fighting against conformity, gave the pathetic patients of the ward much-needed hope. In fact, he provided some of the men with so much hope that they were able to build courage and check themselves out of the ward. Since the nurse realized she had met her match, she ordered a lobotomy for McMurphy. Although he was ruined and lost his soul (because of the lobotomy), he proved his greatness by not accepting the circumstances and fighting for what he believed. His struggles truly made a difference.

The characterization of Chief Brander also supports the quote. Chief accepted the way matters were on the ward before McMurphy arrived, but McMurphy became the catalyst that got Chief going. The other characters

believed that Chief was deaf and dumb, and until Mc Murphy arrived, he let everyone believe this. Chief and Mc Murphy became good friends and Chief was jolted from his "fog" and able to fight the combine. When Mc Murphy received the lobotomy, Chief was faced with a huge obstacle. He knew that Mc Murphy would not have wanted to remain comatose, to be used as a tool to prove what would result if the combine was challenged. Fighting mental anguish, Chief suffocated Mc Murphy during the night and fled the ward. This action, done in Mc Murphy's interest, made Chief realize his importance as a man.

The point of view <sup>and actions</sup> of Mary Crow Dog in Lakota Woman also reinforces the quote. She told the account of Native American women from the 1960's to the 1980's. Life for Native Americans in general was difficult, full of drugs, alcohol abuse, self-hatred, and crooked authorities. She told of a time when adults were ashamed to be Native American and youths had no direction. She, too, was caught up in "reservation life," a life of poor education and substance abuse. She wasted years of her life until she

realized the need for change. Pulling herself up, she became sober and proved her worth as a woman by changing her self-destructive lifestyle.

The setting of her book clarifies the quote. During this time Native Americans accepted poor conditions and tyrannical governments and were even found murdered at times. To combat these conditions the AIM was begun with Mary Crow Dog as a strong leader. She fought to maintain sacred burial grounds and land. Again, we see a person taking a stand for her beliefs and gaining respect and self-value.

It is easy for one to appear great when times are easy, but the true test is whether that person remains great when challenged by obstacles. Each of the literary works discussed has affected me personally, giving me courage to stand up for my beliefs. Martin Luther King was a great man and his statement "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy" should continue to inspire us all.

**Anchor Level 6 – A**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes criteria for analysis (<i>Easy times present few challenges, so the true test of a person is how he fights to overcome a problem</i>). The response uses the criteria to make an insightful analysis of <i>One Flew Over the Cuckoo's Nest</i> (<i>He began a fierce battle with Nurse Ratched ... for the downtrodden men</i>) and <i>Lakota Woman</i> (<i>To combat these conditions the AIM was begun with Mary Crow Dog as a strong leader</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence about characters whose actions communicate insight to the reader (<i>he proved his greatness by ... fighting for what he believed</i> and <i>Pulling herself up, she became sober ... by changing her self-destructive lifestyle</i>). The response incorporates literary elements such as point of view, characterization, and setting from both texts.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens (<i>A person ... must be judged, ultimately, on his actions during times of stress and hardship</i>). The response exhibits a logical and coherent structure through a discussion of literary elements, such as theme, to establish McMurphy's character and conflict, then showing how McMurphy's <i>struggles</i> changed Chief Bromden, followed by a discussion of point of view and setting to trace Mary Crow Dog's <i>difficult</i> life and her recognition of <i>the need for change</i>. Transitions are skillfully used (<i>meaning that; not merely for himself, but for; Since</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>challenging conformity</i> and <i>became the catalyst</i>). The response varies sentence structure and length to enhance meaning (<i>McMurphy, however, would never give in to society</i> and <i>She, too, was caught up in "Rezervation Life," a life of poor education and substance abuse</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Can one judge a man by his every day actions? Can someone's entire personality be revealed from a day filled with normalcy? Surely, the true measure of an individual can only be observed during times of hardship and conflict. Once apart from the comforts of everyday life, many individuals break free from their normal behavior and reveal their true colors. Both the novel A Tale of Two Cities by Charles Dickens and the play The Glass Menagerie by Tennessee Williams expose characters who, when faced with controversy and challenge, break from their regular behavior patterns and demonstrate their true personalities.

Through the majority of A Tale of Two Cities, Sydney Carton is regarded as a man who haunts the dregs of society. Carton, who works in a law firm, is often heavily intoxicated and can barely think clearly. Dickens paints the picture of a lonely man, hardened by the cruelty of life and prone to midnight walks around the alleys of Paris. Dickens uses symbolism to give the reader a stronger sense of Carton's character, calling him "the jackal." Carton is symbolically referred to as the jackal because he is often silent and repressed. Carton's law partner is referred to as "the lion" because, even though he is lazy and lets the jackal do the majority of the work, he seizes all the glory. The jackal has no problem with this and silently continues to do the work, without the credit.

Throughout the novel Sydney Carton is viewed as a minor character who never accomplishes anything. What he is remembered for is his strong, physical resemblance to a main character, Charles Darnay. However, at the end of the novel, Carton's true nature is revealed. Charles Darnay is imprisoned and sentenced to death. Carton, having a crush on Darnay's beloved Lucy, confronts her. Seeing how distraught she is over losing her lover, Carton is filled with compassion and love for Lucy. After Lucy pleads to Carton to help her beloved, Carton is

faced with a controversy. He must decide whether to aid his love by saving Darnay, or watch Darnay die and attempt to live his fantasy with Lucy. The reader, who knows Carton's peculiar habits, thinks that nothing will become of Lucy's plea. Dickens, however, surprises us by having Carton perform the heroic. Carton decides to sacrifice his own life by helping Darnay to escape and standing in his place on the execution block. Carton's final words were "It is a far better thing I do that I have ever done before." Although the reader thought of Carton as a mere drunk, Dickens shows us that when faced with conflict, the true nature, a better nature, can emerge from a man.

In The Glass Menagerie, Tennessee Williams portrays the main character, Tom Wellington, as a pleasant young man who lives with his mother and handicapped younger sister. Tom works at a shoe factory and longs to travel and write poetry. His tense relationship with his mother, who constantly nags him about nearly everything, is balanced by his loving relationship with his sister. Although Tom appears to be a loving character most of the time, Williams foreshadows a darker nature in him at various points throughout the book. His obvious unhappiness with his job in the shoe factory also hangs heavily over him constantly, ready to explode at any moment.

At the end, pressured by the controversy created at home, he leaves. His mother and sister must now fend for themselves in the world. This departure seems particularly tragic for the sister because she no longer even has the security of the unicorn of her "glass-menagerie", broken earlier in an unfortunate accident. With Tom's abandonment of his family, Williams demonstrates that when faced with controversy, the seemingly <sup>pleasing</sup> disposition of a man can quickly revert into, in Tom's case, a cowardly persona.

Anchor Paper – Part B—Level 6 – B

These two pieces of literature prove that a man cannot be truly judged by actions made while in a zone of comfort and convenience. Both Sydney Carton and Tom Wellington revealed their true natures, both good and bad, when faced with challenges and controversy. These characters reinforce the statement of the critical lens and also prove the adage "you can't judge a book by its cover."

Anchor Level 6 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement, pointing out that <i>once apart from the comforts of everyday life, many individuals break free from their normal behavior and reveal their true colors</i>. The response uses the criteria to make an insightful analysis of <i>A Tale of Two Cities</i> and <i>The Glass Menagerie</i>, showing how characters' <i>true natures, both good and bad</i>, are revealed when they are <i>faced with challenges and controversy</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence, noting how Dickens has Carton <i>perform the heroic</i> by deciding to <i>sacrifice his own life</i> for his <i>beloved Lucy</i> and Williams has Tom <i>revert into ... a cowardly persona</i> by escaping the pressures of home. Although Tom Wingfield is inaccurately identified as <i>Tom Wellington</i>, the response integrates Dickens' use of symbolism and Williams' use of foreshadowing to reveal true character.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on <i>the true nature</i> of a man. The response demonstrates a logical and coherent structure through a discussion of both works, first introducing character, then the challenge faced and, finally, the way the <i>true personalities</i> come through when characters are forced outside of <i>a zone of comfort and convenience</i>. Transitions are skillfully used (<i>Surely, the true measure; This departure seems; These characters reinforce</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>haunts the dregs of society and hardened by the cruelty of life</i>), with a notable sense of voice and awareness of audience and purpose reflected through the use of rhetorical questions in the first paragraph. The response varies structure and length of sentences to enhance meaning (<i>What he is remembered for is strong, physical resemblance to a main character, Charles Darnay</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

AS children grow and learn, and as adults continue in their lifetime journeys, there is often a figure that one aspires to be like. Some call it their hero, others their role model, but no matter what the label is, it is someone admirable. But what is it that makes a person admirable? As Martin Luther King, Jr. declares, a true evaluation of one's strength and courage can not be derived from observation at times of ease, but must be taken at times of true challenge and difficulty. Hester Prynne, an adulteress from Nathaniel Hawthorne's classic, *The Scarlet Letter* is shunned by society. Tim O'<sup>Brian</sup>~~Connor~~, author of *The Things They Carried*, tells ~~us~~ of the many challenging situations and decisions that he confronted during the Vietnam War.

Puritan society focuses on work ethic and frowns upon concentration on leisurely activities or thoughts. Adultery is one of the most serious wrongs that one can commit. Hester Prynne did just that, and as a result, she was rejected by society and branded with a red letter "A" on her bosom, that she was to wear at all times. Although society treated her horribly and constantly snickered and made rude comments as she passed by,

Hester Prynne never responded or retaliated in any way. She was accepting of her punishment and blamed no one but herself. She even concealed the identity of her fellow adulterer so he could keep his positive reputation. Hester demonstrated courage and altruism at a time when many would collapse emotionally and try to escape consequences. Through this, Hester Prynne showed pride and strength. It was a time of conflict and controversy in which she acted respectably. For that, Prynne can be characterized as admirable.

The Vietnam War cast a heavy burden on Tim O'Brien, a young man who was opposed to the conflict to begin with. When O'Brien received a letter indicating that he had been drafted to fight in a war that he did not believe in, he was confronted with a decision that had no favorable outcome. If he went to war, he would be betraying himself and his own heart-felt beliefs. If he stayed at home and refused the draft by fleeing to Canada, he would be seen as cowardly and serve as an embarrassment and disappointment to his family. With great weight on his shoulders and his entire future at stake, O'Brien decided to go to war.

Anchor Paper – Part B—Level 5 – A

The decision took much debate and thought, but he finally decided to go, to save his parents from embarrassment, and to save himself from humiliation.

At this time of conflict, O'Brian demonstrated courage and maturity - That proves to be admirable, and serves as a valid time for judgment of character.

In conclusion, one's courage, strength, and quality of character can not only be measured on a basis of everyday situations. Instead, it must be closely considered when a person is forced outside of their comfort zone and must react at a time of challenge.

Anchor Level 5 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>a true evaluation of one's strength ... must be taken at times of true challenge and difficulty</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> ( <i>It was a time of conflict and controversy in which Hester acted respectably</i> ) and <i>The Things They Carried</i> ( <i>O'Brian ... proves to be admirable, and serves as a valid time for judgment of character</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence. The response discusses setting ( <i>Puritan society focuses on work ethic and the Vietnam War</i> ) and characterization ( <i>Although society treated her horribly ... Hester Prynne never responded or retaliated in any way and At this time of conflict, O'Brian demonstrates courage and maturity</i> ).
<b>Organization</b>	Maintains the focus established by the critical lens that the ultimate measure of a man is where he stands at times of challenge and controversy. The response exhibits a logical sequence of ideas, first introducing the characters and their experiences, and then following with the conclusion ( <i>one's courage, strength, and quality of character can not only be measured on a basis of everyday situations</i> ). The response uses appropriate devices and transitions ( <i>Through this, For that, In conclusion</i> ).
<b>Language Use</b>	Uses language that is fluent ( <i>Hester Prynne ... is shunned by society</i> ), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing ( <i>With great weight ... O'Brian decided to go to war</i> ).
<b>Conventions</b>	Demonstrates control of the conventions, exhibiting occasional errors in spelling ( <i>collaspe, recieved, dissapointment</i> ).
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." This statement was once made by Martin Luther King, Jr. Dr. King is saying that it is not when times are peaceful and easy that ~~one~~ a person's true ~~one~~ character, <sup>is seen</sup> but rather during times of difficulty and hardship. This idea can be seen in *The Crucible* by Arthur Miller and *To Kill a Mockingbird* by Harper Lee.

*The Crucible* takes place in Salem during the famous witch trials. The town is in an uproar because a group of teenage girls have accused ~~one~~ many individuals in the town of witchcraft. John Proctor, a member of the town, knows for a fact that the girls' accusations are all a hoax. It is not until after his wife, Elizabeth Proctor, is accused and arrested for witchcraft that John realizes that he must come forward with the truth. In order to bring out the truth, ~~one~~ John must expose the affair that he had with the ringleader of the group of girls, Abigail. During this witchcraft controversy, John Proctor finds the strength and courage to tell the truth even though it personally harms him. Also, later in the play, Proctor can save his life by signing his name to a false confession. He refuses and hangs for it. During these dark times, the honesty and honor of John Proctor's true character were seen.

~~One literary element Arthur Miller used in The Crucible were setting and theme. The setting~~

A major literary element that Arthur Miller used in *The Crucible* which helped to convey the meaning

of the quote is theme. One theme of the play is that during dark times, the true position of a situation can be seen. The hypocrisy of the town and the false accusations made by the girls were finally brought to light during a period of conflict. Also, it was during John's darkest ~~hour~~ hour that his true strength ~~and~~ and honor was realized.

Like The Crucible, the novel To Kill a Mockingbird by Harper Lee can be applied to the quote ~~made~~ from Martin Luther King, Jr. The story takes place in the small Southern town of Maycomb. The plot focuses around Jem and Scout Finch, two children, and their father, Atticus. Atticus was a lawyer and a well-respected man in town. One major flaw of the town was that the majority of the townspeople were ~~pro~~ prejudiced and racist. The opportunity arose for Atticus to take on a case defending a black man. This black man, Tom Robinson, was accused of raping a white female. Atticus chose to take the case even though he knew it would ruin his reputation in the town. Atticus ~~even~~ went to extraordinary measures to protect Tom and tried to see to it that he got a fair trial. He even went as far as spending the night in front of the jailhouse and stood up to the lynch mob. It was during this time of danger that Atticus's courage shined through. His sense of duty and belief in equality abled him to stand up against the racism in his town.

Harper Lee also made effective use of theme in her novel To Kill a Mockingbird. Not everything is what it first seems

is one of the themes that can be taken from the novel. The stereotype of Atticus being a lawyer and a family man would not seem the type to stand up for equality for a complete stranger. He would be expected to protect his family. But instead, Atticus surprises the town by accepting the challenge and causing controversy. ~~He does not obey~~ He does not obey the generalization and is not at all what he first seems. His true character is first seen when he is in the middle of a scandal.

Martin Luther King, Jr. makes a fair assessment by saying that it is during times of trouble that a person's true character is seen. The Crucible by Arthur Miller and To Kill a Mockingbird by Harper Lee both illustrate this concept. ~~John Proctor and Atticus Finch~~ The true character of John Proctor and Atticus Finch can be seen in times of danger and personal hardship.

**Anchor Level 5 – B**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b>            Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>it is not when times are peaceful and easy ... but rather during times of difficulty and hardship</i>). The response uses the criteria to make a clear and reasoned analysis of <i>The Crucible</i> (<i>During this witchcraft controversy, John Proctor ... though it personally harms him</i>) and <i>To Kill a Mockingbird</i> (<i>It was during this time of danger that Atticus’s courage shined through</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response uses elements of setting (<i>Salem during the famous witch trials and small southern town of Maycomb</i>), plot (<i>The town is in a uproar and the plot focuses around ... and their father, Atticus</i>), and theme (<i>during dark times ... can be seen and Not everything is what it first seems</i>) to elaborate on a discussion of the characters (<i>It is not until after ... that John realizes that he must come forward with the truth and Atticus chose to take the case even though he knew it would ruin his reputation in the town</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens that <i>true character ... can be seen in times of danger and hardship</i>. The response exhibits a logical sequence of ideas, first discussing the characters and their hardships, using separate paragraphs to emphasize theme, followed by the conclusion reiterating the critical lens. Transitions are used appropriately (<i>In order to bring out the truth; Also, later in the play; Like The Crucible</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>The hypocrisy of the town and the false accusations ... were finally brought to light</i>), with evident awareness of audience and purpose. The response varies the structure of sentences to control rhythm and pacing (<i>Not everything is what it first seems</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>The Cruicible, extraordinary, suprises</i>) and grammar (<i>strength and honor was and were prejudice</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Martin Luther King, Jr. once said that "The ultimate measure of a man is not where he stands in moments of comfort & convenience, but where he stands at times of challenge & controversy." "Measure" can be interpreted as worth of an individual and ~~that is what I believe~~ that the worth of an individual can be determined by how he ~~is~~<sup>he</sup> deals w/ adversity. [I agree w/ this statement.] <sup>Two</sup> Examples from literature, ~~that I will start at this point~~ 1984 by George Orwell & Lord of the Flies by William Golding, help to illustrate this point.

In 1984 the main character, Winston, lives in a society in which everything & everyone is controlled by a totalitarian government. In the beginning of the story the reader witnesses Winston's subtle deviation from the Party's control through his writing in his journal & affair w/ Julia. However, the reader truly gets a sense of Winston's character when he makes the decision to go against the Party & help overthrow it. Before this defining moment, Winston was a quiet man, afraid like all the rest to speak out against an oppressive government. When Winston was betrayed & captured by O'Brien he is fiercely interrogated. He resists O'Brien throughout his torture demonstrating his determination & his steadfastness in his beliefs. Conversely, the reader witnesses that Winston is still afraid & selfish when

he wishes that his worst fear, a cage full of rats, be brought upon Julia. So, while trying times brought out the best in Winston, they also brought out the worst.

In Lord of the Flies there are a number of characters who demonstrate qualities & components of their character only when put through trying times. While the boys ~~begin to~~ were stuck on the island, they split apart into groups. Jack led the hunters & Ralph was basically left alone w/ Piggy. Piggy was a quiet, awkward boy. He never wanted to speak out or do anything to draw attention

to him. However when the boys are at war by the end of the novel, Piggy finally speaks out demonstrating his character & beliefs.

Unfortunately this is short lived & he is killed by a boulder. Ralph, ever since he got on the island, took the role as leader. He had no leadership experience prior to landing on the island but the challenge & controversy of being stuck on the island brought out these qualities inside of him.

His bravery is shown by his refusal to give up hope & order even when most of the boys turn on him. Jack is perhaps the most telling in terms of character traits that are shown during times of turmoil.

Jack landed on the island as a regular young boy who led the chorus. By the end of the novel

he was a chaotic, jealous hunter who caused the murders of both Piggy & Simon & attempted to kill Ralph. One important reason Golding had for writing the book is demonstrating the importance of institutions like government & religion in life. When they are taken away & man is left on his own he degenerates into a selfish beast ~~as~~ as the majority of the boys did. Some like Ralph, however, rise up to try & bring institutions & order back. These differences in character occur during these times of difficulty & conflict in the absence of order and not during times of comfort & convenience.

The value of an individual is determined by how he or she acts in difficult times. Some people, like Winston from 1984 & Ralph from Lord of the Flies, rise up to the challenge and one can see their strength of character. Others, like Jack (at the end of the novel) succumb to the obstacles before them demonstrating their weakness of character. This idea about character coming forth in hard times is reflected in a well known quote about friendship. "Only through hardship ~~is~~ does one see who his or her real friends are." Character, friendship, the ~~truth~~ ~~of~~ ~~an~~ ~~individual~~ measure of man, and everything else about a person can only be discovered through conflict.

**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>I believe that the worth of an individual can be determined by how he or she deals w/ adversity</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Lord of the Flies</i> and <i>1984</i> by noting how <i>the value of the characters is determined by how they either rise up to the challenge or succumb to the obstacles</i>.</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response discusses conflict (<i>makes the decision to go against the Party &amp; help overthrow it</i>) and theme (<i>the importance of institutions like government &amp; religion</i>) to illustrate the challenges which eventually defined each character (<i>His bravery is shown by his refusal to give up hope &amp; order even when most of the boys turn on him</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on <i>character coming forth in hard times</i>. The response exhibits a logical sequence of ideas, first focusing the discussion of each text on challenging situations (<i>controlled by a totalitarian government and the challenge &amp; controversy of being stuck on the island</i>), then moving on to how characters faced the challenge (<i>speak out against an oppressive government and led the hunters</i>), and concluding with how this reflected true character (<i>steadfastness and jealous</i>). Coherence is further strengthened through the appropriate use of transitions (<i>In the beginning, Before this defining moment, Conversely</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original, with evident awareness of audience and purpose (<i>the reader witnesses Winston's subtle deviation from and he degenerates into a selfish beast</i>), though some inappropriate abbreviations appear throughout (&amp;, w/, b/c). The response varies structure and length of sentences to control rhythm and pacing (<i>While the boys were stuck on the island, they split apart into groups. Jack led the hunters. Ralph was basically left alone w/ Piggy</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>interpreted, journal, akverd</i>), punctuation (<i>O'brien he and his own he</i>) and grammar (<i>When Winston was ... he is and of their character</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

Martin Luther King, Jr. once said, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." The writer agrees. In difficult times in literature, characters must make difficult decisions in order to handle the situation. They may act heroic, which can be defined as the "ultimate measure of a man." A hero must make difficult decisions such as sacrificing something for others or for a cause.

~~A novel in which a character must act heroic is Guy Montag of Ray Bradbury's "Fahrenheit 451".~~ <sup>A novel in which a character must act heroic is</sup> Guy Montag is a dynamic character. He starts out in the ~~novel~~ novel by only collecting books. He reads them a little, but is still mainly a thinker. In the novel, he changes into a person of action. The climactic point where he changes is where he burns Captain Beatty. Beatty is a symbol of the <sup>authoritarian society</sup> ~~society~~ that Montag must rebel against. It is a ~~difficult~~ difficult decision because elements of society are all over the city. However, Montag stands up for his cause of being permitted to read, and kills Beatty.

Another novel in which a character must act heroic is John Steinbeck's "Of Mice and Men". Towards the conclusion of the novel, Lenny <sup>must</sup> ~~is~~ hide ~~ing~~ from a mob that wants to lynch him. George, Lenny's friend, comes across him first. The scene is foreshadowed by an earlier scene in which another character's dog is shot because it is old and helpless. The character, Candy, wishes he had shot the dog himself as an act of mercy. Remembering this, George decides to shoot Lenny so that he will not have to suffer through a lynching. George understands Candy's point of view, that mercy killing is a noble and heroic act.

In the most trying times in literature, a hero emerges. It is often a character who realizes that they must stand up for a cause or another character. The decision to be heroic can be very

---

**Anchor Paper – Part B—Level 4 – A**

---

difficult since it may involve sacrifice. However, it can be ultimately for the better

**Anchor Level 4 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides a thoughtful interpretation of the critical lens, stating that <i>in difficult times in literature</i> heroes <i>must make difficult decisions</i> . The response uses the criteria to make a clear analysis of <i>Fahrenheit 451</i> ( <i>Montag stands up for his cause</i> ) and <i>Of Mice and Men</i> ( <i>George decides to shoot Lenny so that he will not have to suffer through a lynching</i> ).
<b>Development</b>	Develops some ideas more fully than others. The response offers few details to support a general discussion of Guy Montag as <i>a dynamic character</i> ( <i>collecting books and burns Captain Beatty</i> ). Steinbeck's work is discussed more fully, providing specific evidence to illustrate George's heroism ( <i>Lenny ... mob, George, understands Candy's point of view</i> ). Appropriate literary elements ( <i>symbol, foreshadowing, point of view</i> ) are incorporated into the discussion.
<b>Organization</b>	Maintains the focus established by the critical lens on how heroes make difficult decisions <i>in the most trying times</i> . The response exhibits a logical sequence of ideas, using the introduction to define characters who make difficult decisions as heroes, then discussing one such character for each work in separate body paragraphs, concluding with a restatement about heroes. Coherence is further strengthened through the use of appropriate transitions ( <i>In the novel, However, Towards the conclusion, Remembering this</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>The writer agrees</i> ). The response occasionally makes effective use of sentence structure ( <i>The scene is foreshadowed ... is old and helpless</i> ) and length ( <i>Guy Montag is a dynamic character</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>Farhenheit</i> and <i>muse</i> for "must") and punctuation ( <i>Steinbecks' "Of Mice and Men"</i> and <i>characters dog</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in meaning and organization.	

Martin Luther King Jr. ~~was~~ once said, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." The true meaning of this wise man's statement is that ~~the~~ true moral character can only be determined when an individual is under the pressure of crisis. This is completely true and is supported in themes and ideas found in Lord of the Flies by William Golding, and in Of Mice and Men by John Steinbeck. Each novel contains events that depict character to near perfection.

William Golding wrote Lord of the Flies to contradict a lighthearted classic novel, Treasure Island. In order to do this Golding places his characters in situations of true peril and agony so as to show mankind's true nature and moral character. One of the most pivotal points in the book he uses to show this would be the death of Simon. Piggy, the symbol for knowledge, reacts to Simon's death with despair and recognition of its tragedy and how the boys have become savages. This shows Piggy's character, in that he is mature, aware, and although physically weak he is mentally strong. The protagonist, Ralph, reacts to Simon's death with denial. His denial shows his character flaw, in that he is afraid of truth because he doesn't know how to deal with it. The most evil and insidious reaction was that of Jack's, the antagonist. Heartless and careless to what happened, his character is seen as vicious and void of proper morality. Simon's death is a milestone in the novel that reveals true character of ~~the~~ the island's inhabitants.

Within <sup>the</sup> Of Mice and Men, Steinbeck ~~carries~~ <sup>ies</sup> the same method of showing morality through a crisis amongst characters. In this case, the direct and main conflict of this story

is the event to trigger what will show moral character. The protagonist George, is forced to decide what to do about Lennie after Lennie kills Curley's wife. Out of compassion and dismay he shoots Lennie. Although an act of violence it can also be viewed as an act of love. Opposite to that, Curley, the antagonist, organizes a lynch mob in order to hunt Lennie down for what he did to his wife. Curley's character was truly seen as ignorant, and non-understanding.

In retrospect to Martin Luther King Jr.'s wisdom it is clearly visible in Lord of the Flies and Of Mice and Men that true character can be witnessed through the crisis. The classic novels illustrate the ability for ~~per~~ a person's character to hide behind a mask of comfort that can only be removed through a true test of character and spirit.

Anchor Level 4 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis ( <i>true moral character ... determined when an individual is under the pressure of crisis</i> ). The response makes implicit connections between the criteria and <i>Lord of the Flies</i> ( <i>Golding places his characters in ... true peril</i> ) and <i>Of Mice and Men</i> ( <i>George, is forced to decide what to do about Lennie</i> ).
<b>Development</b>	Develops some ideas more fully than others, with references to specific and relevant evidence from <i>Lord of the Flies</i> to explain how the crisis of Simon's death affected the characterizations of Piggy, Ralph and Jack. The <i>climax and main conflict</i> of Steinbeck's work is discussed less fully.
<b>Organization</b>	Maintains a clear and appropriate focus on how individuals react to a crisis. The response exhibits a logical sequence of ideas, first interpreting the critical lens, then discussing the literary devices of symbolism and characterization in one paragraph for <i>Lord of the Flies</i> , and characterization in another paragraph for <i>Of Mice and Men</i> .
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>The true meaning of this wise man's statement is</i> ). The response occasionally makes effective use of sentence structure ( <i>His denial shows his character flaw, in that he is afraid of truth because he doesn't know how to deal with it</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>controversey, completly, althoug</i> ), punctuation ( <i>Simons death and physically weak he is</i> ), grammar ( <i>climax and ... conflict ... is the event</i> ), and usage ( <i>most pinnacle points and that of Jack's</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy". This quote by Martin Luther King, Jr. means that one should ~~be~~ be measured by the decisions he or she makes during hard time: "times of challenge and controversy" and not when life and everything around is easy and calm. I agree because it is always much harder to make right decisions during difficult times or under pressure. At those moments people show what they really are and then they should be measured by the others. "Fahrenheit 451" by R. Bradbury and "Scarlet Letter" by N. Hawthorne support my opinion.

In the book "Fahrenheit 451" written by Ray Bradbury, the difficult time is when firemen burn books and no one is allowed to think or make decisions. The main character is Guy Montag, who is also a dynamic character, as he changes throughout the novel. Montag started <sup>to</sup> disagree with the society around him: he wanted to read, to think, to under-

stand. At one moment he gets to make a decision, the most important one in his life. When firemen arrive at his house to burn the books that Montag ~~to~~ has been hiding, captain Beatty, the authority at the story, gives Guy Montag a choice to give up and resign them or to die for books. He gives Montag a right to make his own decision, suggesting at the same time to burn books, as they cause problems: "Burn your problems," - Beatty says and Montag burns him as he is his problem at the moment. This situation is a climax of the novel because Montag's final decision is made and it is also ironic because captain technically asks to burn himself. At that point Montag's character is shown, his personality because he freed himself from the web of the society by making his own decision. By this decision Montag is measured and judged by readers, who appreciate the choice as well as scientists and other people with same opinion.

In "Scarlet letter" by N. Hawthorne Hester Prynne, woman who committed

adulteress, has a right to make her choice her decision. It happens at the first scaffold scene when she is asked who is the father of the child, who committed adultery with her. Hester decides to keep this secret forever. By this decision she is measured by other people: some, like citizens and Chillingworth, disapprove it because they want to know; some, as Dimmesdale are thankful, because he is the father. In both ways it is her choice <sup>for</sup> which she is responsible. At the end reader realizes that choice was right and after years people start ~~res~~ respect her. Hester Prynne makes the letter A - letter of respect instead of shame. This woman appears to be strong and brave and this is how author wants us to see her character.

The decision that people make in difficult situations can play important role in the life and earn one respect or misery. Sometimes these decisions are fatal and that is why they are so important.

### Anchor Level 4 – C

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>one should be measured by the decisions ... during hard time</i>). The response makes implicit connections between <i>Fahrenheit 451</i> (<i>when firemen burn books and no one is allowed to think or make decisions</i>) and <i>The Scarlet Letter</i> (<i>at the first scaffold scene when she is asked who is the father of the child</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others, with references to specific and relevant evidence from <i>Fahrenheit 451</i> to explain Montag as <i>a dynamic character</i> in conflict as a professional book burner who <i>started to disagree with the society around him</i>. The response is less specific about conflict and character change in Hester’s life after she refuses to name the father of her child (<i>after years people start respect her</i>).</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on characters who <i>make right decisions during difficult times</i>. The response exhibits a logical sequence of ideas by first presenting the lens and its interpretation, followed by separate paragraphs that trace characters’ decisions and resultant effects. The response concludes with a slightly altered interpretation of the lens (<i>Sometimes these decisions are fatal</i>), detracting from overall consistency.</p>
<b>Language Use</b>	<p>Uses appropriate language, with some awareness of audience and purpose (<i>I agree</i>). The response occasionally makes effective use of sentence structure (<i>The main character is ... throughout the novel</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>Hawthorn, commited, adulture</i>), punctuation (<i>hard time: ”; In the book “Fahrenheit 451” written; him as; made and</i>), and omission of articles (<i>with same opinion, woman who, how author wants</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. - Martin Luther King Jr. I believe that this quote is saying that any man can lay back and relax when convenient, but it takes a real man to stand up when something isn't right. I agree with this quote because I think any guy can just sit around when the time is right, but not every guy gets up to fight or stands up for something when he needs to.

One example of this quote is in the book "The Crucible" by Arthur Miller. In this book John Proctor is a man whose wife is being charged with witchcraft. The girl who is charging her with witchcraft is Abigail. John and Abigail had an affair about 1 year before this happened. Just so John had a chance to save his wife he went and told the court the whole story, so his wife wouldn't be hung. He ended getting himself hung or jailed just to save his wife.

Another example is "A Child Called It" by Dave Pezler. This book is about Dave who was abused by his mother. Dave tried to do everything to please her and not much of it worked. After Dave was finally taken from his mom and finished Foster care. He decided to go out and speak to other people about it to help them. This is

an example ~~of~~ of this quote because Even after the hardship he could of just sat down relaxed and not cared anymore, but instead he got courage and went to speak to others about his problem to help them if they are in need.

Besides just these to examples of this quote being shown there are many others. This quote is shown a lot in books and the news you just got to see it.

Anchor Level 3 – A

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a simple interpretation of the critical lens that suggests some criteria for analysis ( <i>any man can lay back and relax when convenient, but it takes a real man to stand up when something isn't right</i> ). The response makes superficial connections between the criteria and <i>The Crucible</i> and <i>A Child Called It</i> ( <i>any guy can just sit around ... not every guy gets up to fight</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts to show how conflict brings out character ( <i>He risked getting himself hung or jailed just to save his wife and he got courage and went to speak to others about his problem to help them</i> ), but does not elaborate and becomes repetitive.
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that it takes a special character to stand up for what he believes is right ( <i>he went and told the court and decided to go out and speak to other people</i> ). The response exhibits a rudimentary structure with separate body paragraphs focusing on how the texts meet the criteria. The conclusion contains irrelevancies ( <i>This quote is shown alot in books and the news you just got to see it</i> ).
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise or unsuitable ( <i>man who's wife, Just so John, could of</i> ), with some awareness of audience and purpose ( <i>I agree with</i> ). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success ( <i>Besides just these to examples of this quote being shown there are many others</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>controversey, belive, Abigal, happend</i> ), punctuation ( <i>"The Crucible" by; After Dave; sat down relaxed</i> ), and capitalization ( <i>Foster care and because Even</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization and conventions.	

In the quote "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy," by Martin Luther King, Jr. Says that you can't judge a person or see how person <sup>acts</sup> when they are having a good time or when things are going there way. The only time you can see how strong a person is, is when they are going through hard times, then you can see there ~~strength~~ true strength.

I agree with this quote because so many time you can meet a person and they seem really nice and there having a good time, but then you see them deal with a hard time and you realize there not ~~someone~~ someone you want to be around. In the book Night by Elie Wiesel. The protagonist who is Wiesel is a jew living in the time of the ~~holocaust~~ holocaust. As he tells his heartwrenching story the reader can start to relate with Wiesel, and start to see him change. Wiesel show how the antagonists, the Germans, treated them during this. This book goes good with this quote because in the begining you saw a nice jewish kid, but toward the end when he was facing all the adversity he still ~~remained~~ <sup>stayed</sup> strong and got stronger.

Also in the book ~~the~~ The Pearl by John Steinbeck. the protagonist Kino ~~who~~ who is a pearl hunter so to speak. And he is poor, but ~~the~~ the love that he has in his house makes him love his life. Then Kino find a pearl worth a lot of money, once the we start to see Kino change. He begins to get greedy and he gets himself in trouble. And this book goes with the quote ~~because~~ because before Kino found the ~~pearl~~ pearl he was happy and strong but after when he faced trouble with the pearl he broke and he started to change.

**Anchor Paper – Part B—Level 3 – B**

So in conclusion this quote is important to remember because it teaches the importance of how people act. It also shows ~~that~~ <sup>that</sup> people can't be judge in the good times but how they act in the bad times is what counts.

**Anchor Level 3 – B**

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a simple interpretation of the critical lens that suggests some criteria for analysis ( <i>The only time you can see how strong a person is, is when they are going through hard times, then you can see there true strength</i> ). The response makes superficial connections between the criteria and <i>Night</i> ( <i>when he was facing ... adversity he still stayed strong and got stronger</i> ) and <i>The Pearl</i> ( <i>after when he faced trouble with the pearl he ... started to change</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts ( <i>show how the antagonists, the Germans, treated them</i> and <i>Kino find a pearl worth a lot of money</i> ). The response relies more heavily on plot summary when discussing <i>The Pearl</i> .
<b>Organization</b>	Maintains a clear and appropriate focus on <i>how people act</i> under pressure. The response exhibits a logical sequence of ideas, opening with a restatement of the critical lens, the idea of which is reinforced in each body paragraph ( <i>This book goes good</i> and <i>this book goes with the quote</i> ) and the conclusion ( <i>how they act in the bad times is what counts</i> ). Internal consistency is weakened by separating the first sentence of paragraph 2 from the preceding discussion, and then introducing the first argument in the same paragraph with an ineffective transition.
<b>Language Use</b>	Relies on basic vocabulary that is sometimes imprecise ( <i>there way, there not, kid</i> ), with some awareness of audience and purpose ( <i>I agree with this quote</i> and <i>we start to see</i> ). The response exhibits some attempt to vary sentence structure and length, but with uneven success ( <i>In the quote ... Says</i> and <i>the protagonist Kino who is a pearl hunter so to speak</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>realy, begining, brok, remeber</i> ), punctuation ( <i>times, then</i> and <i>Wiesel. The protagonist</i> ), capitalization ( <i>jew</i> and <i>halacost</i> ), grammar ( <i>person ... they, many time, Wiesel show</i> ), and usage ( <i>relate with</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in organization.	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy," states Martin Luther King, Jr. This means the full measure of a man is when they get up and face, with their own challenge in life, not when they are relaxed and feeling comfortable. I agree.

In There's Eyes Here, Watching Good

by Neale Hurston and Macbeth by Shakespeare, I see people standing up to their challenge and controversy.

In the play Macbeth by Shakespeare, the setting is in Scotland. The theme is Good vs. Evil. Macbeth was good and brave at first, then evil. Lady Macbeth was evil, then King Duncan is good and generous. In the play Macbeth by Shakespeare it is ironic that Lady Macbeth welcomes Duncan to his death. The three Witches symbolizes Evil. The connection to the critical lens is when Macduff finally stand up to challenge Macbeth, because he had killed his wife's, children and servants.

In the novel *Their Eyes Were Watching God* by Zora Neale Hurston, the setting is Florida. The theme is emancipation of a woman. She is enslaved at first, then free and loved. Jody is controlling. Tea Cake is handsome, loving and sensible. In the novel *Their Eyes Were Watching God* by Hurston, it is ironic that Janie killed the man she loves. The rag around Janie's head symbolizes Jody's control over her. The connection to the critical lens is ~~when~~ <sup>that</sup> Janie stands up to Jody's challenge, when he hit her in her face and she hit him back. My conclusion is that in both literature, I see characters stand up facing their own challenge in life.

Anchor Level 3 – C

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a simple interpretation of the critical lens that suggests some criteria for analysis ( <i>This means the full measure of a man is when they get up and face ... their own challenge in life, not ... comfortable</i> ). The response makes superficial connections between the criteria and the chosen texts ( <i>The connection to the critical lens is when Macduff finally stand up to challenge</i> ).
<b>Development</b>	Develops ideas briefly, using some evidence from the texts. The response mentions setting, theme and irony, but does not elaborate on these elements.
<b>Organization</b>	Establishes a focus on <i>people standing up to their challenge</i> , but lapses into a listing of literary elements. The response exhibits a rudimentary structure, presenting an introduction, two body paragraphs, and a brief conclusion.
<b>Language Use</b>	Relies on basic vocabulary ( <i>In the play</i> and <i>In the novel</i> ), with some awareness of purpose ( <i>I agree</i> ). The response exhibits some attempt to vary sentence structure, but with uneven success ( <i>In the nove ... the setting Florida</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting frequent errors in grammar ( <i>full measure of a man ... they, their challenge, Lady Macbeth was ... irony, witches symbolizes, Jean was enslave</i> ) and occasional errors in punctuation ( <i>"The ... controversy, states and play Macbeth by</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 3 in all qualities.	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience but where he stands in times of challenge and controversy."

This quote is best supported by "A Raisin in the Sun" and "A View from the Bridge."

Tom and the guy from "A Raisin in the Sun" are faced with very hard problems.

Tom has to choose whether to stay around with his sister or go to the army which he wants to do. He chooses to not stay because he's fed up with his mother. This shows he's a weak man. He couldn't stand his mother anymore so he let his sister down and went to the merchant Marines.

The other guy from "A View from the Bridge" is also a very weak person. His mother got a huge check and he was stupid and spent his and his sister's money on a liquor store.

Anchor Paper – Part B—Level 2 – A

which he never got because he trusted his friend with the money and he stole all of it. This shows he's weak and he tries to get everything he wants but he trusts the wrong people.

Anchor Level 2 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides an incomplete interpretation of the critical lens ( <i>Tom and the guy from "A Raisin in the Sun are faced with very hard problems</i> ). The response alludes to the critical lens, but does not use it to analyze the chosen texts ( <i>This shows he's a weak man and is also a very weak person</i> ).
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are confused and unjustified as the characters and events do not coincide with one of the titles being discussed.
<b>Organization</b>	Suggests a focus on weak characters and suggests organization. The response restates the critical lens as the introductory paragraph, then presents four limited paragraphs with no conclusion.
<b>Language Use</b>	Relies on basic vocabulary, with little awareness of audience and purpose ( <i>the guy, weather</i> for "whether", <i>fed up with, he was stupid</i> ). The response exhibits some attempt to vary sentence structure for effect, but with uneven success ( <i>This shows he's weak and he tries to get everything he wants but he trusts the wrong people</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>conveinence</i> and <i>Raisn</i> ) and punctuation ( <i>"A Raisn in the Sun"</i> and <i>sisters money</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.	

In Both works of literature I've read Of Mice and Men by John Steinbeck and The <sup>Death of a</sup> Salesman. Both relates ~~Both~~ to the ~~statement~~ "The Critical Lens" "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." I agree with the Critical lens as you will see throughout the essay.

Of Mice and Men relates to the critical lens because George stood in moments of comfort and convenience, but where he stands at times of challenge and controversy. For example George had many ups and downs with Lennie and the time when George had to kill Lennie for Lennie's relief from being tortured.

The <sup>Death of a</sup> Salesman relates to the critical lens also. From the time he had with his wife to his ~~son's~~ son's to his job. The salesman had many problems and at times of comfort and convenience he still had challenges and controversy and in which he did because of his life.

Anchor Paper – Part B—Level 2 – B

In conclusion, In Both works of literature ~~deals~~<sup>relates</sup> with the critical lens and as I proved with my agreement and statements to prove it.

Anchor Level 2 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused and incomplete interpretation of the critical lens. The response alludes to the critical lens ( <i>I agree with the critical lens</i> ), but does not use it to analyze the chosen texts <i>Of Mice and Men</i> and <i>Death of a Salesman</i> .
<b>Development</b>	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are vague and confused ( <i>George had many ups and downs with Lennie and he still had challenges and controversy and in which he did because of his life</i> ).
<b>Organization</b>	Lacks an appropriate focus but suggests some organization. The response has an introductory paragraph, brief references to the texts, and a concluding paragraph.
<b>Language Use</b>	Uses language that is imprecise ( <i>George stood in moments of ... challenge and controversy and from the times he had with his wife to his son's to his job</i> ). The response reveals little awareness of how to use sentences to achieve an effect.
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in spelling ( <i>turtured</i> and <i>proplems</i> ), punctuation ( <i>Lennies</i> and <i>The Death of a Sales man</i> ), and use of capitalization ( <i>Both, Had, Critical Lens</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Two works of literature that would relate to this quote by Martin Luther King Jr. is *The Great Gatsby* and *Catcher in the Rye*. *The Great Gatsby* relate to this quote because Gatsby was able to overcome his depression by finding happiness and his true love, Daisy. He was able overcome his fears by being the person he was meant to be. In *Catcher of the Rye*, Holden was able to overcome his obstacles of everybody beating him down and just making him feel like a loser. Holden seems to find hope in little sister, I guess that she is his ultimate treasure. Through her he is able to save little kids from all the bad stuff that they see going on everyday. Holden is like a guardian angel to these kids, even though he has his own obstacles to deal with. Holden is more concerned with others than himself.

**Anchor Level 2 – C**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<b>The response:</b> Provides an incomplete interpretation of the critical lens, mentioning <i>this quote</i> , but provides no further clarification. The response alludes to the critical lens ( <i>the Great Gatsby relate to this quote</i> ), but does not use it to analyze the chosen texts, <i>The Great Gatsby</i> and <i>Catcher in the Rye</i> .
<b>Development</b>	Is largely undeveloped. The response hints at ideas, but references to the texts are vague and unjustified ( <i>Gatsby was able to overcome his depression by finding happiness and his true love Daisy and he is able to save little kids from all the bad stuff, that they see going on everyday</i> ).
<b>Organization</b>	Lacks an appropriate focus, stating how characters overcome obstacles rather than analyzing how meeting challenges reveals true character. The response suggests some organization within its single paragraph by first noting two works that relate to this quote and then moving on to briefly discuss each work. There is no conclusion.
<b>Language Use</b>	Uses language that is imprecise and unsuitable for the audience or purpose ( <i>everybody beating him down and just making him feel like a loser, kids, stuff</i> ). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success ( <i>Holden seems to find hope in little Sister, I guess that she is his ultimate treasure</i> ).
<b>Conventions</b>	Demonstrates emerging control, exhibiting occasional errors in punctuation ( <i>the Great Gatsby and Catcher in the Rye; Sister, I; her he</i> ), a lack of paragraphing, and grammar ( <i>Two works ... is, Gatsby relate, was able overcome</i> ) that hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

---

**Anchor Paper – Part B—Level 1 – A**

---

It is true, as stated in the critical lens, that "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." This to me means that actions in a time of need, or actions in a time of disaster are what a man can and should be judged on. Author Mark Twain gives us an example of this in his writings.

**Anchor Level 1 – A**

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides an incomplete interpretation of the critical lens. The response alludes to the critical lens, but does not use it to analyze the writings of <i>Author Mark Twain</i> .
<b>Development</b>	Is minimal, with no evidence of development.
<b>Organization</b>	Suggests a focus ( <i>actions in a time of need ... are what a man can and should be judged on</i> ) but lacks organization.
<b>Language Use</b>	Is minimal.
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in meaning and organization.	

yes, I agree with the critical lense because I also believe that should be measured when his challenged and when he is not in when he is a good position. Because when a man is in good position and moments of comfort he does not have to worry about anything and does not have to make a lot of efforts. But when he stands at challenge and controversy he has to work harder and worry more about things.

Anchor Level 1 – B

Quality	Commentary
	<b>The response:</b>
<b>Meaning</b>	Provides a confused interpretation of the critical lens ( <i>I also believe that should be measured when his challenged</i> ). The response makes no reference to any specific texts.
<b>Development</b>	Is minimal, reiterating the reader's view ( <i>But when he stands at challenge and controversy he has to work harder and worry more about things</i> ), but with no evidence of textual development.
<b>Organization</b>	Suggests a focus ( <i>yes, I agree with the critical lense</i> ) but lacks organization.
<b>Language Use</b>	Is minimal, using language that is sometimes incoherent ( <i>when he is not in when he is a good position</i> ).
<b>Conventions</b>	Is minimal, making assessment of conventions unreliable.
<b>Conclusion:</b> Although the response fits the criteria for Levels 1 and 2, it remains at Level 1 because the response makes no reference to any text.	

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." The ~~quote~~ quote means you must face your fears and work at everything that is hard for you and don't set around and wait. I will have to agree with the quote. "The Monster" by Walter Dean Myers and "The Color Purple" by Alice Walker are primary examples of the quote.

In the "Monster" a young man was accused of murder and in the "Color Purple" a young girl who became a woman was given away at the age of 14 ~~and~~ to a man that abused her until she grew up. Both characters went through the problems that is being examples in ~~the~~ the quote. Also both ~~characters~~ characters had challenges along the way, but the young man in the story "Monster", he ~~had~~ had to do life in prison because of something his friends did and the young ~~girl~~ girl in the story "Color Purple", she left the man by herself and she became rich, ~~and~~ move on with her life and meet ~~her~~ her sister after what happen. They did what they had to do in order to get where their at.

I believe that it happen to everybody, but you shouldn't give up. Also you must take up for every thing you stand for. Martin Luther King Jr.'s quote is a good example of life. That is why I agree with the quote.

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." These words, spoken by Martin Luther King Jr, express a definition of a strong and heroic person. Anybody can accomplish goals during times of peace or lower tensions but it takes strong people to reach their objectives while faced with challenges or outside factors. I am in full agreement with Mr King that people should be measured by what they can do during times of distress.

In the book To Kill a Mockingbird and the play Hamlet by William Shakespeare, the main characters are faced with problems that they must overcome. Both characters fail, but one character measures up to be a great man.

In To Kill a Mockingbird, Jem and Scout's father Atticus is a lawyer who is highly respected by the community. He is seen as a good man because he is honest and always does what he believes to be right. This character trait is shown by the way he relates to his children. When Scout refuses to go back to school, Atticus calmly talks with her and makes a compromise. He was a level-headed man. When Atticus was asked to defend Tom Robinson, a black man accused of raping a white girl, he refused. He knew that a black man could never win in court. Realizing that he was Tom's best chance at winning, Atticus accepted the case. The whole town turned against Atticus and Scout got into fights in school over the case. The jury took an unusually long time to reach a verdict, but Tom was still found guilty. The town respected Atticus because he stood up for an innocent man. He made a difference in the town.

Hamlet, the main character in Shakespeare's play, is confronted by many problems after the death of his father. His father's ghost tells Hamlet that Claudius, Hamlet's uncle, had murdered him to take his kingdom. The ghost asks Hamlet to avenge his death by killing Claudius. This is a time of great confusion and challenge for Hamlet, but he does not rise to meet the task. When faced with his first opportunity to kill Claudius, Hamlet doesn't. The irony is that Claudius was not praying at that moment. Throughout the play, Hamlet complains about being cowardly. He also makes vows to himself in his many soliloquies that nothing will stop him from murdering his uncle. But he never does. Because Hamlet cannot take action during a time of crisis, he can be seen as a weak person. In the very last act of the play, Hamlet does kill Claudius, but is killed himself. Most readers of the play see Hamlet as a failure.

Great men and women are measured by what they have accomplished. The value of that accomplishment is greatly increased by the circumstances under which it is reached. The test is more valuable in times of turmoil. Atticus in To Kill a Mockingbird may have lost a case because of race, but he changed the views of many people present during the trial, therefore he was successful. Hamlet on the other hand could not meet his challenge because he was weak. The weak are better off in times of tranquility, while the strong live for the challenge.

Martin Luther King, Jr. once said, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands a times of challenge and controversy." This essentially means that you can judge a man at times when things aren't going his way. Dr. King was completely and utterly correct, and this idea comes across in many works of literature. More specifically, in The Lord of the Rings trilogy by author J.R.R. Tolkien and in the book Ironman by Chris Crutcher.

In the Lord of the Rings trilogy many men were faced with tough decisions during times of turmoil, and it was then, when you could tell their true characters. For example, Saruman was thought to be wise, powerful, and good-hearted, but all that changed when Sauron returned. As a result Saruman's true character was exposed. He wasn't the only character with tough decisions to make. Aragorn was offered the ring by Frodo once, and he turned it down. A little later in the book he and Frodo were separated, he could have ended his conquest there, but he kept going. Because of those decisions he established himself as a brave man with a lot of good will and integrity. There are many more examples throughout the trilogy, and it's amazing how one author can unknowingly prove Dr. King's theory.

In the second book called Ironman by Chris Crutcher the protagonist named Bo is a triathlete. Many kids at his school give him a hard time, and even his own father wants him to fail, but Bo kept training to reach his goal. There were

---

Part B — Practice Paper — C

---

many times when he could have quit, but then his true personality came out, and he proved that he had a lot of determination and that he truly was a competitor. Chris Crutcher may have never heard this quote but he sure proved it in his book Ironman.

Dr. King's quote holds to be true. It's been proven in many books, and it also correlates to real life. This quote is great because it goes along in the setting of life and in the settings of literature, and that's why it is correct.

Martin Luther King, Jr. Once said that "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." I agree with this statement that Martin Luther King, Jr. said, I think that a man is someone who stands up to the important things that we going on in life and not just the little things.

~~My other favorite passage~~ Two Books that I believe best support my opinion about this court is a book called Minutes by Walter Dean Myers and a book called Fuller Angles which is also written by Walter Dean Myers.

The reason I chose these two books is because they both stand up at times against controversy and challenge. In Minutes the main character has to stand up against controversy and a challenge because he is a fighting the way out of jail for a crime he did not commit. In the book Fuller Angles the ruler ~~is~~ ~~the~~ ~~books~~ stands up for his freedom and in fight the controversy and challenge of ~~the~~ ~~books~~ World War 2.

A wise and persuasive man named Martin Luther King, Jr. once stated, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." This quote could be viewed by saying the measure of a man's will and dignity can be ~~shown~~ <sup>shown</sup> during times of hardship. Two very unique and bold characters who emphasize this point are ~~Huc~~ Huckleberry Finn, from The Adventures of Huckleberry Finn by Mark Twain, and Atticus Finch from, To Kill a Mockingbird by Harper Lee. The naive and growing boy shows these ultimate measure in times of hardship due to ~~the~~ racial tensions.

The Adventures of Huckleberry Finn, written by Mark Twain, takes place on the Mississippi river. Here a young boy <sup>named Huck</sup> and an escaped slave, Jim, are traveling north, towards the free states. During this ~~the~~ time there is harsh hatred towards the negro population. Huck Finn is a young, free, thinker who can see past racial segregation and befriends the escaped slave, ~~Jim~~. Throughout ~~there~~ their travels Jim and Huck experience many challenges that they must overcome and show what lengths they are willing to take for one, another.

In this novel Mark Twain shows Huck Finn having numerous amounts of responsible decisions. To be able to see this responsible character form, his point of view must be elaborated on. ~~By~~ By basing the novel on Huck's point of view it is clear to see that the decisions facing him were tough and diverse. He is able to rise above the norm of society and say what he believes. In this case he believes in equality among the multi-colored culture. It is strength to find this man inside Huck makes one of the best friends he could ever have and this friend

is Jim.

In Harper Lee's To Kill a Mockingbird, another culture is seen based on racial discrimination. Two young children see how mixed-up ~~the~~ society can be in the case of Tom Robinson. Tom Robinson is a crippled middle-aged black man, who is accused of raping a young white girl, which he works for. His attorney Atticus Finch knows that there is no way this crippled man could have raped the girl and states his case to the jury. Even though the jury had their minds made up before the trial, Mr. Finch gets them to stay out contemplating over the case. While Tom Robinson was found guilty, Atticus ~~stood~~ stood his ground for his belief in equality as well. ● ~~The theme~~

The theme of this novel is, don't judge a man until you have stood in his shoes. This is what Atticus did, he got a look at the man's life and could see that he would not have done this. This theme shows that people behave the way they do for a reason. By taking a step in a man's shoes a person can see how he would act in a time of comfort and in a time of hostility and challenge. Atticus definitely lives up to his name when he defends a 'colored man' and refuses to back down even through aggression.

It has been stated that, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." The man who said was a very strong man in times of controversy and his name is Dr. Martin Luther King, Jr. Like the men in these novels, Dr. King stood up for what he believed in black equality. Through this showed how strong of a man he was. It's not what you do when relaxed it's how you react towards complexities.

**Practice Paper A–Score Level 3**

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

**Practice Paper B–Score Level 5**

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

**Practice Paper C–Score Level 4**

**Conclusion:** Overall, the response best fits the criteria for Level 4 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 in all qualities.

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

<b>Key Ideas</b>	<b>Part of Test</b>
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 June 2006 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Friday, June 16, 2006. 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.***

### **Submitting Teacher Evaluations of the Test to the Department**

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

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