

SESSION TWO

FOR TEACHERS ONLY

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

ENGLISH

E

Thursday, August 17, 2006— 8:30 to 11:30 a.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site <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 check mark each incorrect or omitted answer to multiple-choice questions on the Session Two answer sheet; do not place a check mark beside a correct answer. Use only red ink or red pencil. In the box provided under each part, record the number of questions the student answered correctly for that part. Transfer the number of correct answers for the Part A multiple-choice questions to the appropriate spaces in the box in the upper right corner of each student's **SESSION ONE** answer sheet.

<p>Session Two Correct Answers</p>
<p>Part A</p>
<p>(1) 3</p>
<p>(2) 1</p>
<p>(3) 2</p>
<p>(4) 4</p>
<p>(5) 1</p>
<p>(6) 3</p>
<p>(7) 2</p>
<p>(8) 4</p>
<p>(9) 1</p>
<p>(10) 2</p>

Rating of Essays

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

QUALITY	Responses at this level: 6	Responses at this level: 5	Responses at this level: 4	Responses at this level: 3	Responses at this level: 2	Responses at this level: 1
<p>Meaning: the extent to which the response exhibits sound understanding, and analysis of the task and text(s)</p>	<p>-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>Organization: the extent to which the response exhibits direction, shape, and coherence</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>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p>-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning</p>	<p>-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing</p>	<p>-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length</p>	<p>-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success</p>	<p>-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect</p>	<p>-are minimal -use language that is incoherent or inappropriate</p>
<p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>-demonstrate control of the conventions with essentially no errors, even with sophisticated language</p>	<p>-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language</p>	<p>-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>-demonstrate 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.

The natural world is one which consists of numerous unique elements - joy, beauty, curiosity, and life. Nature is all around us and makes the world a beautiful place. Each day new life is ushered into the world and, unfortunately, is also taken away. In Passages I and II the authors portray nature and all of its beauty in the world as being capable of rebirth, but also susceptible to destruction. A clear message emerges that nature must be appreciated, not taken for granted.

In Passage I, the author describes a young boy's fascination with the natural world. He tells the story of Colm's experience in March on a fairly remote islet. The boy is consumed by the beauty of the "golden-edged clouds" and the "reedy lakes." The author uses sensory details here to create imagery for the reader and to better evolve the setting. All seems gorgeous and calm during the young boy's exploration as he finally reaches a nest near the edge of the rocks and water. He admires the nest for several moments and is delighted and surprised to discover a single egg inside. The boy lifts the egg to the sky and describes the color "like the reflected light from a buttercup."

This simile illustrates how beautiful the boy thought the egg to be. However, the tone changes abruptly when young Colm is overcome by guilt. He knew not to touch the egg and he regrets the fact that the mother bird might "forsake" it. Colm flees the scene, feeling sadness, regret and confusion.

The young boy later talks with his friend, Peadar, about the incident. The two classmates discuss the egg and Peadar insists the bird will forsake it. Through the use of dialogue (between lines 67 and 80), the author portrays clear feelings on Colm's part. He maintains that "She'll not forsake! She'll not!" Still feeling guilty and saddened from the previous event, the boy ventures back to the nest with some trepidation to see if the bird had indeed forsaken the egg. He finds the bird on the nest, apparently asleep. Feeling somewhat relieved, he observes for a moment, only to witness the bird pick up the egg and abruptly drop it among the rocks. Colm is overwhelmed to see "the yellow slime" and runs from the horrendous scene immediately. He is filled with guilt and regret. The passage

as a whole describes the beauty of life and the unfortunate experience of seeing that beauty vanish, to be replaced with overwhelming sadness.

In Passage II, the author conveys some of the same ideas about the natural world. The poem relates the wonders and joy of new life. In lines 5, 16 and 17 the author uses personification to exemplify birth in nature. Much like the first passage, the natural world is displayed as a beautiful and joyous place. These traits are somewhat exaggerated through the repetition (in lines 8-10) "of life!" Unlike the first passage, however, only the happy beginnings are conveyed and the tragic endings are omitted. The natural world is one of beauty, to be enjoyed and appreciated. Growth, new life, the singing of boys and girls, and the rejuvenating power of "silver rain" combine to make us feel happy as we read the poem. Ultimately, however, we realize that these moments are not permanent, stressing again the need to savor them while they are here.

Both passages portray life in the natural world. The pieces reflect the two major parts of nature's cycle, birth and death. Although the natural world

is rich with joy and life, it is crucial
 for us to remember that we must be
 appreciative since nothing lasts forever.

Anchor Level 6 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea (<i>that nature must be appreciated, not taken for granted</i>) that reveals an in-depth analysis of both texts. The response makes insightful connections between the controlling idea and the ideas in each text (<i>The passage as a whole describes the beauty of life and the unfortunate experience of seeing that beauty vanish and the natural world is displayed as a beautiful and joyous place</i>).
Development	Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence. The response draws upon the author’s use of sensory detail (“ <i>golden-edged clouds</i> ”) and simile (“ <i>like the reflected light</i> ”) in Passage I, and personification (<i>to exemplify birth in nature</i>) and repetition (“ <i>of life</i> ”) in Passage II to develop the controlling idea.
Organization	Maintains the focus established by the controlling idea (<i>the authors portray nature ... as being capable of rebirth, but also susceptible to destruction</i>). The response exhibits a logical and coherent structure through the skillful use of transitions for Passage I (<i>However, the tone changes and Still feeling guilty and saddened from the previous event</i>) and for Passage II (<i>Much like the first passage and Unlike the first passage, however</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>numerous unique elements - joy, beauty, curiosity, and life and ventures back to the nest with some trepidation</i>), with a notable sense of voice and awareness of audience and purpose (<i>A clear message emerges</i>). The response varies structure of sentences to enhance meaning (<i>Colm flees the scene, feeling sadness, regret and confusion and He is filled with guilt and regret</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.	

As revealed in both of the passages, the natural world is a beautiful, unique place that should be appreciated. In the first passage, a curious boy explores the beautiful components of the natural world. His exploration causes him to develop a deep love and respect for nature. The second passage describes the natural gift of rain and the rejuvenation of the natural world. Through this piece one also is given a sense of respect for the natural world. Ultimately, both passages serve to reveal the importance of the natural world and its many wonderful gifts which it provides for all of us.

The first passage serves to show the young boy's curiosity about nature as well as his severe remorse for hurting it. In the opening paragraph the author uses imagery to convey to the reader the beauty of the natural world. The author writes "the sun was nearing its setting, its soft rays gilding the western limestone headland of Rathlin Island and washing its green hills with wet gold light." By this use of imagery, the reader is given a clear ^{image} ~~view~~ of the natural world that the boy is exploring. The opening paragraph in its entirety shows the boy's excitement and fascination and the positive aspects of the natural world. Later in the passage, when the boy, Calm, encounters the duck, the reader gets the same sense of respect for nature. The author writes "The boy with dilated eyes watched it eagerly

as he turned ...” This shows again his deep curiosity about the natural world. Similies are also used to convey the message about this world. While describing the bird, the author writes “... its body, black and solid as stone...” The boy's curiosity, however, ultimately harms nature because of his unwise handling of the egg. The message of the piece is that the natural world is beautiful and we should both appreciate and admire it, but not get too close. Certain components of the natural world should be left untouched and admired from a far.

The second passage, the poem, also conveys the author's admiration for nature and the miracles that emanate from it. In the first stanza of the poem the author expresses the gifts of nature through the use of personification and repetition. The author writes “and the flowers lift their heads.” At the conclusion of the stanza he voices “of life, of life, of life!” This repetition serves to reflect the wonderful joy of life that rain brings to the natural world. It causes life to arise, flowers to grow, and spreads happiness everywhere. The second stanza continues to convey the wonders of nature. Personification is also utilized in this stanza with “new leaves to sing.” As described in the poem, rain brings about new beginnings and harvests new life. It is evident

that the author has a deep understanding of the natural world and the miracle of life it brings.

The passage clearly demonstrates the incredible features present in the natural world. We often take flowers and grass for granted, but they are truly wonders to be appreciated.

Both passages convey the theme that the natural world is an amazing place that needs appreciation. The imagery contained serves to emphasize the wonders that are present every day in this world. Through both authors' points of view we receive a glimpse of the world which we sometimes fail to appreciate. It seems worthwhile at times to simply step back from our busy lives and to realize the beauty that is our world.

Anchor Level 6 – B

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals an in-depth analysis of both texts (<i>the natural world is a beautiful, unique place that should be appreciated</i>). The response makes insightful connections between the controlling idea and Passage I (<i>the natural world is beautiful and we should both appreciate and admire it, but not get too close</i>) and Passage II (<i>We often take flowers and grass for granted, but they are truly wonders to be appreciated</i>).</p>
Development	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from the texts. For Passage I, the response discusses the use of imagery and simile to illustrate <i>the boy’s excitement and fascination and the positive aspects of the natural world</i>. For Passage II, the response discusses the use of personification (“<i>and the flowers lift their heads</i>”) and repetition (“<i>of life, of life, of life!</i>”) to illustrate <i>the wonderful joy of life that rain brings to the natural world</i>.</p>
Organization	<p>Maintains the focus established by the controlling idea that <i>both passages serve to reveal the importance of the natural world and its many wonderful gifts</i>. The response exhibits a logical and coherent structure, first discussing the <i>boy’s curiosity about nature as well as his severe remorse</i> in Passage I and <i>the author’s admiration for nature</i> in Passage II. Transitions (<i>Ultimately, both passages; This shows again; The second stanza continues</i>) are skillfully used.</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>components of the natural world, in its entirety, miracles that emanate from it</i>), with a notable sense of voice and awareness of audience (<i>It seems worthwhile at times to simply step back from our busy lives</i>). The response varies structure and length of sentences to enhance meaning (<i>Certain components of the natural world should be left untouched and admired from a far</i>).</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>rejuvenation, similies, a far</i>) and comma usage (<i>paragraph in its entirety shows, of the poem the author, worthwhile at times to</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.</p>	

Nature is one of the most beautiful and complicated aspects of the world. It is constantly changing and evolving to make way for new life. The natural world consists of the necessary life cycle of ~~life~~^{birth} and death, which can be seen in Passage I and Passage II.

Passage I shows us birth and death in the story of a young boy named Colm. The story begins by describing the majesty of the natural world surrounding Colm. As Colm searches for his cows, he encounters many different aspects of nature. Then Colm notices a bird meandering by the water. As the bird flies away, Colm is in such awe of it that he follows. He discovers a bird's nest with one egg in it, and his fascination with the egg causes him to pick it up. After disturbing the egg, Colm realizes that his scent is now on the egg, and the mother bird may abandon it. His fear of this grows when his friend Radar tells Colm that the mother will "forsake" the egg. All day, Colm worries about the egg, so the next night he revisits it. Unfortunately, he startles the mother bird and the egg falls from the nest and is destroyed. This story demonstrates the idea of the cycle of birth and death in nature.

A literary element found in this story is tone. In the beginning of the story, Colm is carefree and happy, and the story reflects this by describing a beautiful day filled with wonders of nature. However, when Colm revisits the egg, the tone takes a dramatic change. "Through the windows he could see moving sheets of rain", "the lake creased and chilled by wind", "the nest sodden and ~~dark~~ black" all describe a terrible and ugly night. This tone emphasizes the sadness

that occurs for Coem and the reader when the egg is destroyed. The tone helps us understand the life cycle that is occurring; in the ~~beginning~~ beginning, the happy tone is in anticipation of the egg's birth, while later in the story, the dark tone is about the egg's death.

Passage II is a poem about springtime, the season of birth. It describes the new life that is developing and the joys that birth brings. The "green grass grows", "butterflies lift silken wings", "trees put forth new leaves" are all evidence of this birth of new life. Spring is described as the "time of silver rain" in the poem. This means that spring and life are something precious like silver and gold. It should be appreciated and celebrated, hence the children singing down the street. This poem addresses the idea that the natural world consists of necessary life cycles because the whole poem is about the very beginning of life - birth.

A literary element found in this poem is personification. The poet writes that the "flowers lift their heads" and the "new leaves sing", which all show personification. The poet uses this technique to show that spring and birth are all great wonders and amazing feats of nature. This overall theme of the poem ties in with the idea that life cycles are a necessary part of nature because it describes the beauty of birth.

As one can see, there are two very important aspects of nature's life cycle that are discussed in these two works, death and birth. As sad as death is, we must not forget that it is a necessary part of life. We

can be comforted with the idea that without death there can be no birth. Nature is a wonderful awe-inspiring force that can help us understand and better appreciate life.

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>The natural world consists of the necessary life cycle of birth and death</i>). The response makes clear and explicit connections between the controlling idea and the ideas in each text (<i>This story demonstrates ... birth and death in nature and This poem addresses the idea that the natural world consists of ... life cycles</i>).
Development	Develops ideas clearly and consistently, using relevant and specific evidence to support the idea of birth and death in Passage I, and to explain several examples of spring's <i>birth of new life</i> in Passage II. The response highlights the importance of tone in Passage I, and identifies examples of personification in Passage II.
Organization	Maintains the focus established on nature as <i>a wonderful awe-inspiring force</i> . The response exhibits a logical sequence of ideas, using strong topic sentences to present the theme of each work, followed by a chronological discussion of events for Passage I, and of images for Passage II, including a separate discussion of literary elements. Transitions are appropriately used (<i>The story begins, As the bird flies away, As one can see</i>).
Language Use	Uses language that is fluent (<i>It is constantly changing and evolving and the majesty of the natural world</i>), with evident awareness of audience and purpose (<i>Passage I shows us</i>). The response varies sentence structure to control rhythm and pacing (<i>The tone helps us understand ... egg's death</i>).
Conventions	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.	

Nature is something that people often see around them in everyday life, but they never actually take time to really look at it. Nature's wonders and gifts are too often taken for granted. As exemplified in Passage one and Passage two, the natural world is something that should be praised and appreciated.

Passage one shows the guilt that a young boy feels after picking up a wild duck's egg. The water and land are personified when they are described as "bubbles that winked up at him," the rocks "dimpled the face of the water," and the "neck of land" was matted. The boy in the passage loves the land so much that he sees Earth as a person. The Earth is not to be hurt or damaged. The boy is characterized as being concerned and a lover of nature. When he touched the wild duck's egg, "he felt in his heart he had sinned." When his friend Peadar exclaimed, "You had it in your hand! She'll forsake it!", the boy regretted his action and did not want to hear his friend's comment. The boy is deeply saddened by the idea that the mother bird might disown her egg. Imagery is used to describe the way the boy felt when he discovered that the mother duck dropped her egg and let it be destroyed. The boy was "enveloped by throbbing silence," as he saw the yellow slime from the egg fall

on the wet rock, the boy wishes he had never touched the egg and he regrets hurting part of mother nature. At the end of the passage, the boy realizes that even though he has an appreciation for nature, he should respect the animals more.

Passage two shows the joy that nature can bring when it is appreciated. The flowers and leaves are personified when they are described as "lifting their heads," and singing in joy beneath the sky". Nature's gift to humans is their beauty that can be seen and appreciated. The line "to catch a rainbow cry," is ironic, in that rainbows make people happy. The rain that comes with, and produces, the rainbows brings life and joy to our natural world. The appreciation shown in this poem is what all people should feel for our natural world.

Nature is something that is not appreciated enough by people. Passage one and Passage two both show different degrees of loving and gratitude for nature.

Anchor Level 5 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>the natural world is something that should be praised and appreciated</i>). The response makes clear and explicit connections between the controlling idea and the ideas in each text (<i>The boy wishes he had never ... mother nature</i> and <i>The rain ... brings life and joy to our natural world</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response uses Colm’s experience with the bird in Passage I to show that his interference with nature caused destruction, and examples of personification in Passage II (<i>leaves ... “singing in joy beneath the sky”</i>) to show the way people should appreciate nature.
Organization	Maintains the focus established by the controlling idea by repeating the words <i>nature</i> and <i>appreciation</i> throughout the response. The response exhibits a logical sequence of ideas contrasting the <i>guilt</i> in Passage I to the <i>joy</i> that results from <i>degrees of loving and gratitude for nature</i> in Passage II. Transitions are appropriately used (<i>as he saw, At the end, in that</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Passage one and Passage two both show</i>). The response occasionally makes effective use of sentence structure (<i>When he touched the wild duck’s egg ... sinned</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>egg and produces, the</i>) and use of quotation marks (<i>the rocks “dimpled the Face of the water,”</i>).
Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in language use.	

Nature is all around us and is very much a part of our everyday lives. Nature should be respected and appreciated. Without nature there would be nothing; the world would be barren and we would not be here, for we are a part of nature. In nature, we find beauty all around us, and our main priorities should be to protect, but not to interfere; to admire, but not destroy; and to respect and not invade the natural world.

In the first passage, Colm is a carefree, wandering little boy who seems to love nature and respect it. However, in his excitement at finding a wild duck's nest with an egg in it, Colm picks up the egg. He knows almost right away that he should not have done this, because this means that the duck could abandon the egg and it would die. When Colm tells his friend about it, his friend ~~says~~^{says} what Colm knows in his heart is true. When he goes back to see if the duck had abandoned the egg, he is first sure that the egg is safe. The irony of the story is that his presence caused the mother duck to fly up and knock the egg out of the nest and smash on the ground. Colm, in this moment, learns that he has been the cause of this because he had not respected nature enough not to interfere. If Colm had only just looked at the nest and remembered to never touch the eggs of a wild bird, that egg would never have been destroyed. From this experience, it is a fair assumption that Colm will never do something like that again, because he understands now that he can not interfere with nature (the natural world).

In Passage II, we can see the admiration and respect for nature that the poet has. He describes the beauty of the natural world in spring, the time of "silver rain" and "new life". The author uses rain and spring as a metaphor for the beginning

of new life, because every spring rain comes and life is renewed after a long cold winter. Personification is used to show how the rain creates beauty; flowers "lift their heads" and trees "sing in joy beneath the sky." The poem uses simple words and images to accurately describe the complex beauty that is the natural world. This poem is a tribute to all the things that nature gives to us and that we need to respect and protect.

The natural world gives us so much. It gives us life, the promise of another beautiful day. Even when it's raining, nature is still beautiful because it is renewing itself and/or sustaining itself. Without the natural world, there would be nothing. The world would simply cease to exist because the natural world is everything from the organic things to the inorganic. We as humans should know to respect it and to love the beauty it holds, because without it we would not be here. Even we are a part of the natural world; we are as much as any animal, rock, tree or rain cloud. It is our duty to help preserve it.

Anchor Level 5 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that reveals a thorough understanding of both texts (<i>our main priorities should be to protect, but not to interfere; to admire ... world</i>). The response makes clear and explicit connections between the controlling idea and the ideas in each text (<i>he had not respected nature enough not to interfere</i> and <i>This poem is a tribute to all ... that we need to respect and protect</i>).</p>
Development	<p>Develops some ideas more fully than others. The response refers to specific and relevant evidence from the texts (<i>in his excitement at finding a wild duck's nest</i> and <i>spring, the time of "silver rain" and "new life"</i>), but the reference to irony in Passage I is cursory and the discussion of the poem is underdeveloped.</p>
Organization	<p>Maintains a clear and appropriate focus on the idea of respecting and admiring nature (<i>he understands now that he can not interfere with nature</i> and <i>we can see the ... respect ... the poet has</i>). The response lacks internal consistency, with an introduction and conclusion focusing on human dependence on nature that is not supported by the discussion of the passages.</p>
Language Use	<p>Uses language that is fluent (<i>it is a fair assumption that</i> and <i>the complex beauty that is the natural world</i>). The response varies sentence structure (<i>Without nature there would be nothing; the world ... nature</i>) and length (<i>It is our duty to help preserve it</i>) to control rhythm and pacing.</p>
Conventions	<p>Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>Without nature there</i> and <i>long cold winter</i>), grammar (<i>causes the mother duck to ... smash on the ground</i>), and usage (<i>to never touch</i>).</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in development and organization.</p>	

The natural world is a vast and mysterious place. It is an enormous place that is necessary for human beings to survive. People look at the natural world in many different ways also, some good and some bad. Some people take it for granted while others are out to preserve it. As described in a short story and poem, people look at the natural world in their individual ways.

As shown in passage one, some people are simply fascinated by the natural world. It ~~amazes~~ amazes them and ~~signifies~~ signifies something very important to them. In passage one a young boy ~~was~~ named Colm is experiencing the natural world through the eyes of an observer, a free spirit, a child. He notices ~~very~~ the natural world in a very detailed sense. He notices things that another person may never have noticed or may have not even cared. At one point in the passage he was ~~dazzled~~ dazzled by the sight of an egg in a bird's nest. He decided to pick it up but then felt an immediate mood of guilt and sorrow. The reason for this was because he felt as if the mother of the egg would be upset and that he may have disturbed something in the natural world.

In passage two the narrator describes another common view of the natural world. In this passage he describes a view of optimism and appreciation. The passage describes a very vivid picture of spring time, and how appreciative he is to this season.

In one part he recites, "The earth puts forth new life again, green grasses grow and flowers lift their heads, and all over the plain the wonder spreads of life, of life, of life!". The author is basically describing how he feels that spring time is sort of a new beginning and brings new life to the world. He feels that the natural world is a wonderful place and feels that it should be appreciated for that.

Both passages describe a different point of view ~~from~~ of the natural world. The character in passage one looks at it from a very childish and observatory view. The narrator in passage two feels that the natural world should be appreciated and cared for as it brings new life and at the same time supports our lives. They both view the natural world in a positive and optimistic way which is good. Some people view it in a negative way and others tend to not care at all. Both passages support a positive outlook to the natural world.

The natural world is therefore view in thousands of different ways. Depending on age, sex, maturity, and life experiences people view it in their own special way. Passage one's view was due to his age, young people are curious and curiosity leads to experiences that may or may not effect the rest of your life. Passage two views it as experiences and knowledge and optimizim. He shows appreciation to the fact that he knows what the natural world can bring us.

Anchor Paper – Part A—Level 4 – A

Either way you look at it you have to decide for yourself, how important is the natural world to you, then ask yourself how important is your life and the lives of your loved ones.

Anchor Level 4 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts (<i>people look at the natural world in thier individual ways</i>). The response makes implicit connections between the controlling idea and the ideas in each text (<i>He notices the natural world in a very detailed sense and In this passage he describes a view of optimisim and appreciation</i>).
Development	Develops some ideas more fully than others. The response develops the idea of Colm’s fascination with the natural world with specific evidence (<i>he was dazzled by the sight of an egg and he felt as if the mother of the egg would be upset</i>). The discussion of the poem is more general, using one lengthy quote to support the ideas in the paragraph. The response suggests characterization in the first passage (<i>an observer, a free spirit</i>) and imagery in the poem (<i>The passage describes a very vivid picture of spring time</i>), but discussion is limited.
Organization	Maintains an appropriate focus on the various ways people see the natural world. The response exhibits a logical sequence of ideas, but lacks internal consistency, referring to <i>the lives of your loved ones</i> in the conclusion.
Language Use	Uses appropriate language that is occasionally imprecise (<i>he recites, a very childish and observatory view, Passage one’s view was due to his age</i>), with some awareness of audience and purpose, although it lapses into the informal “you” in the conclusion. The response exhibits some attempt to vary sentence structure, but with uneven success (<i>He notices things ... cared and Depending on age ... special way</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>necenary, facinated, optimizim</i>), punctuation (<i>birds nest, In passage two the narrator, life experiences people</i>), grammar (the verb tense changes in paragraph 2), and usage (misuse of the preposition <i>to</i> and <i>The reason for this was because</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.	

Nature is all around us. It is truly an extraordinary gift and a privilege to be a part of such a gift. Some people appreciate nature to the full extent, but there are the few who don't. Nature is a fragile thing. We don't realise how easily it can be disturbed. Just give it time, though, and nature always finds a way to start a new.

The first passage's plot is about nature and how it handles situations. One Spring day by the lake a little boy, Colm, found a nest. Inside the nest was a tiny spotted egg. The boy was overjoyed by his discovery. Just as he picked up his prize he realized what he had done. He quickly put down the egg, praying that the mother wouldn't forsake the egg. The boy was so upset about what he had done he ran home. The next day the boy went up to the lake. On top of the nest sitting on the egg was the mother bird. Even though the boy expected the worst, the mother still accepted the egg.

One of the themes from passage 1 is "Nature is intoxicating." In the beginning of the story, the boy was so delighted to be a part of nature. "... the wind rumbling in his ears made him give an exultant whoop..." Nature has a way of taking over a person and making them feel free and happy.

The theme from Passage 2 is one of "life". Passage 2 is a poem about new life which occurs in nature in the Spring time. During Spring

"the Earth puts forth new life." Grass grow, flowers bloom and animals frolic. This life brings joy and color into the world. Coming from a dormant state in winter makes Spring even more joyful. Spring is hope and life in a time of darkness.

In passage 2 the author uses personification to help the reader understand the experiences during Spring. "Flowers lift their heads" and "leaves sing beneath the sky". The idea of giving animals and plants human characteristics helps the reader envision the author's words. Human traits also helped the reader relate the story to their own life.

Both passages make the reader think about nature. Passage 1 makes the reader think about how nature is always hopeful. Even if we assume the worst, something good always "turns-up." Passage 2 makes the reader appreciate the Spring time. It brings joy to everyone. Spring is the perfect part of the year. It is a hope of new life.

Anchor Level 4 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that nature is <i>fragile</i> but <i>finds a way to start a new</i> . The response makes implicit connections between the controlling idea and both Passage I (<i>Just as he picked up his prize he realized what he had done</i>) and Passage II (<i>new life which occurs in nature</i>).
Development	Develops some ideas more fully than others. The response refers to specific and relevant evidence in Passage I to discuss Colm’s experience (<i>a tiny spotted egg</i> and <i>He quickly put down the egg</i>), and in Passage II to describe spring (<i>Grass grow</i> and <i>animals frolic</i>). The discussion of theme is less developed.
Organization	Maintains an appropriate focus on nature’s fragility and renewal. The response exhibits a logical sequence of ideas, first addressing Colm’s experience with the fragile natural world in Passage I, followed by nature’s renewal in Passage II.
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Nature is all around us</i>). The response occasionally makes effective use of sentence structure (<i>Spring is hope and life in a time of darkness</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>privaledge</i> , <i>entoxicating</i> , <i>begining</i>) and punctuation (<i>lake a</i> , <i>prize he</i> , <i>authors words</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.	

The natural world is not only a place that should be preserved and protected but also appreciated. Nature is one of the few things in life that can survive on its own and us as humans can have both a positive and negative effect on it. Both passages read inquire that nature, especially in Spring time, is one of the most beautiful things on earth. The authors use a great deal of imagery and comparisons to explain the natural world.

Nature as a whole is one big cycle that in reality should be left alone. Passage one is a great example of how beautiful nature can be, but when interfered with can cause a disaster. The boy in the passage was so fascinated by the sight of a wild duck egg he decided to pick it up and hold it, then realizing that he should not have touched it. After returning later he comes to find the mother sitting on the egg, but as she sees the boy she tries to scare him away and in turn destroys the egg. This passage shows how one little mistake can cause a death, even if it is only one duck, it still interferes with the cycle of life. The author of this passage uses a great deal of imagery to connect the reader to the story. The depth of detail in describing the scenery and the characters allows you to put yourself into the boys place as if you were there yourself. The theme of this passage is that seeing how nature is so precious and beautiful it is best to leave it alone and appreciate it as is. Passage two is a poem that goes into more

specifics of nature and is about spring time. The author uses personification in saying "flowers lift their heads" and "new leaves to sing." By doing this he is also creating pictures in your head and is showing the importance of each. This passage is showing how during spring time, nature is renewed and in a sense reborn. Winter is a time when the trees die and the color fades and when spring arrives, it is like a whole new natural world. Plants begin to grow, colors appear and new life is born. This passage mainly ~~tells~~^{tells} you to sit back and enjoy nature for how beautiful it really is. The rain is compared to silver in showing how special it is and as long as you have rain, you have life and nature as well.

Nature is a beautiful creation and we would not be alive without it. Our natural world is so important that it is able to survive on its own and all we need to do is sit back and enjoy it. The use of imagery and personification created by each author in the passages ~~that~~ truly shows how beautiful and important our natural world is.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Establishes a controlling idea that shows a basic understanding of both texts, asserting that the natural world should be <i>preserved and protected but also appreciated</i>. The response makes implicit connections between the controlling idea and the texts, suggesting for Passage I that interfering with nature can <i>cause a disaster</i> and for Passage II that one should <i>sit back and enjoy nature</i>.</p>
Development	<p>Develops some ideas more fully than others, referring only to Colm’s incident with the egg in Passage I and nature’s renewal with the coming of spring in Passage II. The response develops a discussion of the author’s use of literary elements, referring to <i>imagery</i>, specific details, and <i>theme</i> in Passage I and <i>personification</i> in Passage II, but the discussion of <i>imagery</i> is more general.</p>
Organization	<p>Maintains a clear and appropriate focus on the natural world. The response exhibits a logical sequence of ideas, discussing each work separately and incorporating the discussion of literary elements within the paragraphs. The response shows a lack of internal consistency by introducing a new idea at the end of Paragraph 3 (<i>The rain is compared to silver ... nature as well</i>).</p>
Language Use	<p>Uses appropriate language, with some awareness of audience and purpose (<i>all we need to do is sit back and enjoy</i>). The response occasionally makes effective use of sentence length (<i>Plants begin to grow, colors appear and new life is born</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>scenary</i> and <i>appreciate</i>), punctuation (<i>later he, boy she, death even</i>), and usage (shifts in point of view) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

There is great wonder and mystery in the natural world. Passage I and passage II both show the majesty of the world that surrounds us, but as in passage I, isn't always fair. They both show its beauty ~~and its work~~ and this is true in real life, not just the passages.

Nature is beautiful as passage I clearly shows. Rathlin Island sounds like a fantastic place, with its "soft rays gilding the ~~wool~~ limestone" and its "bulrushes, wild irises and sedge [growing] around sods of islands". Even here in New York there is beauty in nature. The mountains of the Adirondacks and the Great Lakes can be stunning at the right time of day. ~~on~~ The city has its natural beauty as well. Central Park is as clean and wholesome as any place I've ever been.

The mystery and wonder of nature is nothing to underestimate. Passage II shows the power of the rain as it rejuvenates the flowers and leaves. Fresh mountain or seaside air is often helpful to a person recovering from some sickness. The plants in the passage felt the joy of the rain and were made whole through it. People can become the same way if they let themselves go. Nature can show you ~~a complete~~ an entirely unexpected but pleasurable new experience that you will forever treasure.

However, not everything in nature has its happiness. Passage I ends with the sadness of the destruction of the egg. The duck ~~forsoke~~ had forsaken the egg, because a human had touched it. Human involvement has had many negative effects on the natural world. The destruction of the tropical rain forests leave many species of plant and animal wiped out. Pollution fills the sky and the seas. Nature is capable of destruction all on its own as well. Tornadoes, hurricanes, and earthquakes can occur without warning and cause damage to both nature and "civilization".

The natural world can be a beautiful and wonderful place. Anyone can ~~find~~ discover new facts about themselves and nature itself while exploring

Anchor Paper – Part A—Level 3 – A

its depths, sadness can and will occur, as anywhere else, but the good far outweighs the bad, and nature continues to be a place to learn and to grow.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of both texts, stating that <i>both show the majesty of the world that surrounds us</i> . The response makes few or superficial connections between the controlling idea and the ideas in the text (<i>Rathlin Island sounds like a fantastic place</i>).
Development	Develops ideas briefly, using some evidence from the texts (<i>the destruction of the egg</i>) in Passage I and (<i>the power of the rain as it rejuvenates the flowers and leaves</i>) in Passage II, but does not elaborate except for personal observations.
Organization	Establishes, but fails to maintain, an appropriate focus (<i>They both show its beauty</i>). The response exhibits a rudimentary structure, but includes irrelevancies (<i>Central Park is as clean and wholesome as any place I've ever been</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Nature can show you ... that you will forever treasure</i>). The response occasionally makes effective use of sentence structure and length.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>experiance, involymnt, skys, capible</i>) and punctuation (<i>New York there is and its own as well</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in language use and conventions.	

The natural world is beautiful, as exemplified in the two passages. It is wonderful because it can be delightful yet mysterious all at the same time. Nature is renewing and ever-lasting.

In Passage I, the boy ~~exclaims~~ realizes and appreciates a duck in nature. He wanted to physically feel nature, so he picked up one of its eggs. The irony of the passage is that the duck then destroyed it because he touched it. The boy felt guilty for ruining part of the natural world that he loves so dearly.

In Passage II, the poem explains the natural world and how it, "puts forth new life again" (line 3) saying that it never ends, and it is always new. It also talks about the wonder of nature and how it spreads when it rains, causing new things to grow. The poem exclaims that when it rains, life becomes new.

Throughout the two passages, the beauty of the natural world was revealed. Many other things were also revealed about nature such as its mystery and wonder. These passages reveal the love that one has for such a beautiful, ~~renewing~~ renewing place.

Anchor Level 3 – B

Quality	Commentary
Meaning	The response: Establishes a controlling idea that shows a basic understanding of the texts (<i>It is wonderful because it can be delightful yet mysterious</i>). The response makes few connections between the controlling idea and the ideas in each text.
Development	Develops ideas briefly, using some evidence from the texts. The response relies primarily on plot summary and general statements for both Passage I (<i>so he picked up one of its eggs</i>) and Passage II (<i>The poem exclaims that when it rains, life becomes new</i>).
Organization	Establishes, but fails to maintain, an appropriate focus (<i>Nature is renewing and ever-lasting</i>). The response exhibits a rudimentary structure, discussing each passage in separate paragraphs and ending with a conclusion (<i>Throughout the two passages</i>).
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>the wonder of nature and how it spreads when it rains</i>). The response exhibits some attempt to vary sentence structure, but with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>ever-lasting</i> and <i>beautious</i>), punctuation (<i>[line 3] saying</i> and <i>nature such as</i>), and usage (<i>exampled</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

In passages I and II, we get a feel for nature and how like humans, it also has like that can be given or taken away. The first passage talks about like being taken away while passage II talks about how beautiful life is.

In passage I a boy is running on a trail and wading in the water. When he finds a wild duck nest with an egg in it. Since boys are known for their curiosity he picks the egg up and examines it. He then realizes that once an egg has been touch by something other than its mother the mother is likely to reject it.

The boy then sees his friend, Peadar coming, the boy tells Peadar all about the egg. Peadar snottily reminded the boy that the mother will most likely reject the egg. The boy + Peadar had school so he put the egg back it hopes the mother wouldn't notice.

The boy sat all through school and at dinner at home and the first chance he got the boy ran back to the nest only to find the mother had pushed the egg out of the nest onto a rock below.

Passage II is a poem about that describes how beautiful and life-like nature is after it rains. The poem describes the silken butterfly wings, also how the grass grows and the flower lift they're heads.

Both passages prove that nature is a very delicate thing that most of the time we take for granted. Also how we don't realize nature has a life that can be easily stripped away.

Anchor Level 3 – C

Quality	Commentary
	The response:
Meaning	Establishes a controlling idea that shows a basic understanding of both texts (<i>nature ... has life that can be given or taken away</i>). The response makes superficial connections between the controlling idea and the ideas in both texts (<i>The first passage talks about life being taken away and Passage II ... how beautiful and life-like nature is</i>).
Development	Develops ideas briefly, using some evidence from the texts to show life being taken away (<i>the Mother had pushed the egg out of the nest onto a rock</i>) and life given (<i>the grass grows and the flower lift they're heads</i>). Discussion of the first passage primarily relies on plot summary.
Organization	Establishes, but fails to maintain, an appropriate focus. The response exhibits a rudimentary structure, but references to the idea of life being given in nature and life being beautiful are inconsistently applied throughout the essay.
Language Use	Relies on basic vocabulary, with some awareness of purpose (<i>In passage I and Passage II</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Also how we don't realize ... stripped away</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in spelling (<i>wadding, Sence, couiosity, comming</i>) and punctuation (<i>nature and how like humans, In Passage I a boy, he got the boy</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.	

In passage 1 about the natural world the author uses a numerous amount of literary elements some of which we will discuss.

Passage one tells the story of how a boy letting his cow graze and sees a wild bird fly over head he describes the scene as a sunny day with fan streaks of light radiating from golden-edged clouds and the grass as snow flakes over the rim of a cliff and the lake was fed by a stream. The winter the outlet trickled over the cliffs making a black vein in the mountains grey sides

Then he starts throwing stones making a weaving web on the water's calm surface. he goes looking for the egg when he finds it he so excited that he picks it up. At the end he goes back to see if the bird still has it but then she rises up and drops the egg next to the nest.

In passage 2 the author talks about the good things in nature like flowers trees rainbows and silver rain

We have discussed literary elements

Anchor Level 2 – A

Quality	Commentary
Meaning	The response: Conveys an incomplete understanding of the texts. The response attempts to establish a controlling idea about the <i>natural world</i> that involves <i>literary elements</i> but fails to do so.
Development	Is incomplete and largely undeveloped. References to the text are copied (<i>snow flakes over the rim of a cliff</i>) or unjustified (<i>he goes looking for the egg</i>) with no reference to appropriate literary elements. Discussion of Passage II is not developed.
Organization	Lacks an appropriate focus but suggests some organization with separate paragraphs for each passage and a one sentence conclusion (<i>We have discussed literary elements</i>).
Language Use	Uses language that is imprecise for the audience or purpose (<i>The winter the outlet trickled</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>In passage I ... we will discuss</i>).
Conventions	Demonstrates emerging control, exhibiting frequent errors in spelling (<i>neumerious, ammount, moutians, dropps</i>) and occasional errors in punctuation (<i>flowers trees rainbows and silver rain</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

Anchor Paper – Part A—Level 2 – B

The natural world is full of wild events and discoveries.

You will never know what will happen until it happens.

Sometimes that can be for the best and sometimes it can be for the worst regardless you just have to wait and see what the world brings to you.

In passage II it talks about how in valuable rain the earth puts forth new life again. ~~leaves~~ Trees put forth new leaves to sing in joy. The poem expresses that with silver rain new life will arise.

In Passage I it uses two kids to express itself.

The Colm had a ~~to~~ very interested persona meaning that he was very interested in the things around him.

Anchor Level 2 – B

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts. While the response attempts to establish a controlling idea that nature is <i>full of wild events and discoveries</i> , it only briefly connects it to Passage II (<i>in valuable rain</i>) and Passage I (<i>he was very interested in the things around him</i>).
Development	Is incomplete and undeveloped. The response relies on quoted material from the text for Passage II and a vague reference to Colm for Passage I.
Organization	Suggests a focus on the natural world and suggests organization, with an introduction and two brief paragraphs. There is no conclusion.
Language Use	Uses language that is imprecise (<i>how in valuable rain the earth puts forth new life again</i> and <i>two kids</i>) and unsuitable for the audience or purpose (<i>it talks about</i> and <i>it uses</i>). The response reveals little awareness of how to use sentences to achieve an effect.
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>best and, worst regardless, Passage II it</i>), capitalization (<i>Joy</i> and <i>Persona</i>), and grammar (<i>The Colm</i> and <i>very interested Persona</i>) that hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in conventions.	

The Natural world is a wonderful place.

The mood of the story is angry and sadness.

The boy is mad in first part of the

story because his cow got lost. Another thing

is that he had to chase it down to catch. Then while

chasing the cow he came up to a duck egg. Then in

line 55 he picked up the egg and said that they

were his. After he picked up the egg he felt very

depressed because he thinks that the mother will not

take care of the egg. Then little later some few

friends saw him and he told them about the

egg and they ask him to show and he said no because

they got high and kill them. Another thing is that

the end of the story is that the eggs break.

The Natural world is a wonderful place.

The image of the story is new life again.

It shows us that in line 4 that

grass will grow and flower will grow.

Another thing is in line 7 the wonders

will spread. Also it shows us that the butterflies

lift their silken wings.

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Conveys a confused and incomplete understanding of the texts, although the controlling idea of <i>The Natural World is a Wonderful Place</i> is established in the first sentence. The response makes a few connections to the idea of the natural world by referring to the <i>duck egg</i> in Passage One and to the <i>Grass</i> and <i>flower</i> in the poem.
Development	Is incomplete and largely undeveloped. The response uses a plot summary of Passage One, but references to the text are unjustified (<i>the boy is mad ... because his cow got Lose and He pick up the Egg and said ... were his</i>). The discussion of Passage II hints at ideas by listing subjects of various lines in the poem.
Organization	Suggests a focus on the <i>Natural World</i> but lacks organization.
Language Use	Uses language that is imprecise (<i>The Image of the story is New Life again</i>) and at times incoherent (<i>they ask he to show and he said no becouv too got hight kill them</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>Another thing is in Line 7 the wonders will spread</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>Wond ful, tak, becouv</i>), capitalization (<i>Egg, Friend, End, Image</i>), and grammar (<i>He pick up and had see</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

The Summer is the time to ~~have~~ appreciate the natural world. My summer vacation generally consists of work, exercise, and play basketball at away camps. I love keeping busy in the summer because I feel like I am accomplishing things.

I work in many different ways involving children. I work at a children's basketball camp, I work at a children's day camp, and I babysit on weekends. I love working with children because I want to help and be apart of their childhood, I think that its necessary to be a role model in a children's life.

During the summer, I also try and maintain a healthy diet. I love to exercise in the beautiful weather because it makes me feel at one with the natural world.

I also attend a basketball camp every summer at different colleges so that I can have a college dorm experience.

I feel one ~~as~~ w/ the world when I am doing these activities.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides no evidence of textual understanding making only a single reference to the task (<i>The summer is the time to appreciate the natural world</i>) and no specific references to either text.
Development	Is minimal, with no development based on evidence from the texts.
Organization	Lacks an appropriate focus on the natural world as revealed in the passages. The response suggests some organization through the use of paragraphs.
Language Use	Relies on basic vocabulary (<i>I love, things, work</i>), that is at times imprecise (<i>apart</i>) and unsuitable (<i>w/</i>) for the audience and purpose. Exhibits some attempt to vary sentence structure for effect, but with uneven success.
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>childrens basketball camp and its necessary</i>) and parallel construction (<i>work, excercise and play basketball</i>) that do not hinder comprehension.
Conclusion: 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.	

In both passages they have a similar idea to the natural world. In the first passage a boy character plays a role in exploring the outdoors. He sees valleys, hill, water from the lake. As on this journey he had a cow with him.

Anchor Level 1 – B

Quality	Commentary
	The response:
Meaning	Provides no evidence of textual understanding, making only a single reference to the task (<i>a similar idea to the natural world</i>) and only cursory reference to Passage I.
Development	Is minimal, with no evidence of development. The response begins to summarize Passage I, but ends abruptly. There is only a mention of <i>both passages</i> .
Organization	Suggests a focus on the natural world but lacks organization.
Language Use	Is minimal.
Conventions	Is minimal, making assessment of conventions unreliable.
Conclusion: Overall, the response best fits the criteria for Level 1, although it is somewhat stronger in organization.	

Nature. Nature is all around us; it's everything in the world, it's the creation of life, it's the creation of death. Nature and the natural world are what make life special, they teach us the meaning of life and death by showing it to us everyday. The natural world is very important; it teaches us life lessons, and determines what kind of person you will be. The natural world is based on the circle of life; with every end, comes a new beginning. The short story in Passage I, and the poem in Passage II show the impact that the natural world has on people.

In the short story in Passage I, the author teaches the reader the impact nature has on people's lives, and how this impact develops a person's character. For example, when the author uses the descriptive language to develop the setting and scene, he uses colorful words that create imagery. This is shown in the sentence, "The sun was nearing its setting, its soft rays gilding the western limestone headland of Rathlin Island and ^{washing} ~~washing~~ its green hills with wet gold light." The author of the story also teaches a life lesson using the natural world. He teaches not to get into things that are not yours; leave what is not yours alone. ^{This is shown} when ~~the~~ ^{Colm} picks up the duck egg, and later startles the duck, ^{causing} ~~making~~ the egg to fall and break. Also, he teaches the lesson that life is not eternal, and the impact death has on people. When Colm causes the duck to break the egg, he feels awful and guilty, he is saddened by the death of the unborn duckling. Lastly, the author uses the natural world to show how it makes a person grow, emotionally. To sum it up, the author of the short story uses the natural world many lessons and to teach the reader the impact nature has on us.

The author of the poem uses symbolism and personification to show the impact the natural world has on people. For instance,

Part A — Practice Paper — A

in the poem, the author uses personification to nature, to show how it affects people. This is shown in the sentence, "and flowers lift their heads." Also, the author of the poem shows that the natural world is full of life and happiness. Although it's raining, there is new life being created at all times, and this is something to be happy about and celebrate. In conclusion, the author of the poem in Passage II shows the brighter, happier side of the natural world by ~~showing~~^{describing} the creation of new life and joy.

Nature and the natural world are all around us. It's the creation of life, and death. The author's in passages I and II show that the natural world is the circle of life; with every end there is a beginning. The Natural World brings new life and destroys old, but there is nothing anyone can do about it; it's the way it is, and always will be.

Nature is a part of life that is many times overlooked and ~~the~~ taken for granted. It is not until someone brings attention to nature that we learn to respect and appreciate the beauty and the essence of nature. Both the short story in passage I and the poem in passage II convey these qualities of nature to the reader.

Colm's day in passage I expressed both the beauty of nature and the need for the respect of it. The imagery used by the author allows the reader to get a sense of the type of feeling one should get everytime a person takes part in a day described such as this one. "Golden-edged clouds" and a flock of quills that look like "blown snowflakes over the rim of the cliff," give the reader the feeling of the true essence of the picturesque part of nature this story is taking place in. The other factor in the passage is the realization that just because one is part of nature does not mean that a person has ~~to~~ the right to interfere with it. When Colm touches the bird egg, he immediately regrets his decision because he knows the mother bird will reject it if she thinks it has been tampered with by a human. Colm understands that the value of the life of things in nature is precious and should be taken seriously and handled with great care.

Knowing how delicate nature is, Colm wanted to check up on the egg later on to see if it had been "forsaken." To his great excitement, the bird had not ~~been~~ forsaken it. However, to his greater dismay, the mother was afraid when Colm came. She got so excited, the egg fell and cracked open. The boy had unintentionally killed

the future bird anyway. Nature can be beautiful but it should be left to itself. Tampering with it can cause disastrous and ~~and~~ unpleasant outcomes.

The poem also expresses how beautiful nature is and how life should be valued. The poet's ~~is~~ personification of the flowers & the leaves expresses how nature should be treated just as you would a human because it is just as precious and invaluable. The quote "of life!" gets this point across clearly. Because nature is the backbone of all life, it should be treated w/ utmost care and respect. Just like the "silver rain," life is also just as valuable.

In conclusion, both passages I and passage II express the dire need for the respect for nature and all the wonderful things it has to offer. Only after we truly take care & respect nature can our world successfully & peacefully survive.

Part A — Practice Paper — C

The natural world has to sides to it. It has life and death. Both of the passages have some thing to do with the natural world, but are on opposite sides.

The first passage is about the beauty of nature. The author tells about how the grass looks and how the air is. He makes it out to be beautiful. The problem is with all good things there ~~are~~ is all ways bad. The weather changes. It goes from nice and sunny to the weather cooling and it starting to rain. Then the bird becomes startled and the egg is broken. This shows life in its beauty and then death.

The second passage is about spring. It tells about the new life that is brought on by the warm spring rain. This one also shows the beauty of nature. It tells about rainbows and butterflies. This doesn't at all show the other side of life. The part about death.

Both of the passages are using symbols to try and portray they're ~~the~~ ideas. The first passage uses the pond as a place of harmony and happiness. Then the happiness dies when the boy breaks the egg. The second passage is using the summer rain as the main topic and symbol. The rain is portrayed as life granting. It replenishes every thing and starts life over again.

The two passage show how nature is both good and bad in the two authors points of view. One shows life and death, and the second show nature as something were nothing goes wrong. Both the passages are easily portrayed with the natural world.

I am writing an essay about how the natural world ^{as} reveal in the passages.

Passage I ~~is~~ is about ~~the~~ nature. This boy name Colm walked along printed paths that wriggled between the folds of the hills and opened out into a crater-like valley on the cliff-top. He ran up hills and seen a fan-shaped streaks of light radiating from golden-anged clouds, it reminded him of a famous religious painting. "The sun was nearing its setting, its soft rays covering with gold the western limestone headland of Rathlin Island and washing its green hills with wet gold light."

Passage II is about nature. In line 1 it says in time silver rain The earth puts forth new life again, it means when it rains nature will come back to life. The boys and girls in the poem is happy because flowers are starting to bloom. New life is coming. ~~is~~

The ~~other~~ obscurity of nature. As seasons change, beauty evolves and grows. In Passage 1 and Passage 2, the authors describe nature as being both joyous and perplexing. For example, in passage 1, Colm's discovery of new life brings sadness and dismay where in passage 2, spring brings new aspects of nature as well as wonder.

Passage 1 focuses mainly on a person's discovery of nature and how it affects him in an ambiguous way. The author sets the stage by using ~~varied~~ detailed imagery of a young boy and the surroundings of spring. "A small boy walked jauntily along a hoof-printed path that wiggled between the folds..." The young boy, Colm, soon finds amusement in a unique bird that is wandering in the lake. Curiosity overtook the boy. He decided to peer in an islet that contained eggs. After picking up this rare piece of nature, the boy ~~is~~ was consumed by guilt, feeling as if he disrupted something holy. The author uses personification to describe the feeling Colm felt in his heart. "A vague sadness stole over him and he felt in his heart he had sinned." He came back to the islet scene later on and found a piece of string tangled in the bird's legs which caused the egg to fall. New life had been destroyed. The author uses foreshadowing to heighten the effect of the story. "A flock of ~~seagulls~~ gulls lying on

The short green grass near the lily rose up languidly, drifting lazily like blown snuffakes..." This shows that death was seen to come. The nature had confused the boy and had brought him to hysteria. He became infatuated with something that shouldn't be touched.

Passage 2 focuses on the season of spring and how nature is a joyous event in the time of spring. For example, the author uses personification to show the impact of curiosity that one feels.

"And the flowers lift their heads... new leaves to sing." Spring is also defined as a rebirth in the poem. Life comes to new parts of nature and blooms with such indifference. The whole world seems to harmonize when spring begins. The event of nature changing colors has made "Joy beneath the sky."

Both passages show the uniqueness and curiosity spring brings. New life can be ruined or brought into full bloom. It isn't justified to disrupt the forces of nature.

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 5

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

Practice Paper C–Score Level 3

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

Practice Paper D–Score Level 2

Conclusion: Overall, the response best fits the criteria for Level 2, although it is somewhat stronger in language use and conventions.

Practice Paper E–Score Level 4

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

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

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

Lessons of life are learned through various circumstances.

In many cases, personal gain is the result of personal loss. Bernadette Devlin once said, "To gain that which is worth having, it may be necessary to lose everything else." We all have things that we really long for in life, but some dreams cannot be met without sacrifice. Characters from The Crucible, written by Arthur Miller, and The Adventures of Huckleberry Finn, written by Mark Twain, teach readers that if they really want to gain importance and happiness in life, they have to let go of other things that have routinely become a part of who they are.

The Crucible is a story about a witch hunt in Salem, Massachusetts. John Proctor was a down-to-earth everyday Puritan farmer who was accused of being a witch and was given a critical choice to make, either to confess and go on living life, or to deny and be killed. The ironic thing about this situation is that every single person who was accused of being a witch was, in fact, not a witch whatsoever. However, this was a pivotal point in every accused person's life. It was either the key to life or the key to death. John Proctor chose death. He wouldn't allow himself to lie just so he could save his mortal body. He died with honor, standing up for truth and righteousness. John won the battle of morality by sacrificing his own life.

This reflects an important theme in Arthur Miller's play. In order to uphold righteousness, we must be willing to give up things that are most dear to us. For John Proctor, this entailed his own life, not to mention his wife and children. Despite our loss, Miller suggests we benefit from sacrifice. In Proctor's case, his and his family's reputation remained intact. This theme was, in part, developed through the inner conflict portrayed through John

Proctor's character. He had to choose between, not only life and death, but also between right and wrong. Once this choice was given to him, his heart instantly warred against his mind. The outcome of his decision would be life-altering and critical. John Proctor was a righteous man and stood strong on what he believed. He didn't allow petty men and situations to interfere with his convictions. He gave his life away to gain moral righteousness and to achieve a legacy that could live on forever.

In Huckleberry Finn, a young boy by the name of Huck Finn, encounters many adventures ^{while} in search of happiness and liberty. He met many different people along the way who affected his life in one way or another. As a result, he battled between choosing a civilized or an uncivilized lifestyle. People like Widow Douglas and Miss Watson told him that he ought to live a civil life and wanted him trained and molded to fit into society's standards. On the other hand, he was drawn to the lack of restrictions that a life on his own in nature allowed. This often left Huck feeling confused as he continued on his ~~own~~ journey, and faced further conflict. Huck didn't know which life to choose. Would wearing button-up white collared shirts, fancy pants, and expensive shoes make him happy? Would the rest of society accept him then? He was so used to smoking, "cussin'", and living around freely, doing what he wanted, when he wanted. Huck had to pick which life he wanted to live. This conflict helped further develop Huck's character. In the beginning of the novel, Huck didn't really care about anything but himself and his own self-interests. He did everything for himself, no matter how it would affect others. As the story goes on, however, Huck learns the

importance of valuing other people and their opinions. In order for him to learn this lesson, he had to give up some really old and learned habits so that he could gain companionship and happiness in the end. This included "civilized" teachings that supported slavery and would have had him turning Jim over to bounty hunters rather than plotting to free him.

I strongly agree with the idea that in order for people to gain anything that is important to life, they must give up other things that hinder them from doing so. For John Proctor, it was a matter of life and death; but he did what was right, and it outweighed the "easy way out" in the end. For Huck Finn, it was a matter of giving up his chance at a more comfortable, civilized life so that he could be happier. Although he didn't conform to the world's mindset, he still sacrificed some of himself in order to obtain happiness. We all must give of ourselves in order to learn the important lessons that life has to offer.

Anchor Level 6 – A

Quality	Commentary
Meaning	<p>The response: Provides an interpretation of the critical lens that is faithful to the complexity of the statement, by pointing out that <i>some dreams cannot be met without sacrifice</i>. The response uses this criteria to make an insightful analysis of <i>The Crucible</i> (<i>John won the battle of morality by sacrificing his own life</i>) and <i>The Adventures of Huckleberry Finn</i> (<i>he had to give up some really old and learned habits so that he could gain companionship and happiness in the end</i>).</p>
Development	<p>Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence to show how <i>The Crucible</i> and <i>The Adventures of Huckleberry Finn</i> use conflict and characterization to support the critical lens (<i>He had to choose between, not only life and death, but also between right and wrong and Huck didn't know which life to choose</i>).</p>
Organization	<p>Maintains the focus established by the critical lens. The response exhibits a logical and coherent structure by introducing the idea that <i>to gain importance and happiness in life, they have to let go of other things that have routinely become a part of who they are</i>, then demonstrating the critical choice each character faced, followed by a discussion of literary elements and a summation. Coherence is enhanced through skillful use of transitions (<i>Despite our loss, As a result, On the other hand</i>).</p>
Language Use	<p>Is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice (<i>pivotal point, life-altering, conform to the world's mindset</i>) and awareness of audience and purpose (<i>We all must give</i>). The response varies structure and length of sentences to enhance meaning (<i>John Proctor chose death and Would wearing button-up white collared shirts, fancy pants, and expensive shoes make him happy?</i>).</p>
Conventions	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Bernadette Devlin once stated "To gain that which is worth having, it may be necessary to lose everything else." Indeed, through experiencing trying times of life changing and devastating sorrow and loss, the individual may very well gain insight into the world around them, understanding of others, or possibly embark on a journey of self discovery and enlightenment. Two works which illustrate this experience are the novel, *Great Expectations* by Charles Dickens, and Arthur Miller's play, *The Crucible*.

Through the characterization of Pip, the ~~protagonist~~ protagonist, Dickens introduces to the reader an individual who is lost and unable to recognize the worth of what he has. Although Joe, Pip's common blacksmith brother-in-law, gives his nephew love, guidance, and friendship, Pip cannot see past Joe's ignorance and ~~plain~~ ~~common~~ lack of wealth. Once Pip comes into a great deal of money from a secret benefactor, whom he believes to be the rich and eccentric Miss Havisham, he abandons Joe and moves to the city. He begins to find joy in attending lavish parties, spending money on material ~~outward~~ ~~dis~~ items, and conversing with other shallow members of the London aristocracy. Pip develops into a proud and cold person, ashamed of his past and ~~mortified~~ mortified by his connection with the innocent and loving blacksmith, Joe. His world of privilege and aristocratic pretensions comes tumbling down when Pip discovers that his secret benefactor is not of high society, but is rather a ~~criminal~~ criminal he gave aid to as a child. Losing his status and credibility, Pip is humbled. He finally realizes that his relationship with Joe, the only good person he has ever known, was destroyed by his own arrogance. As Pip loses everything, he undergoes a ~~total~~ personal metamorphosis, recognizing his past transgressions and coming to understand that a life of love ~~and~~ and goodness

is much greater than any material displays of wealth and social status.

Great loss is also portrayed in Arthur Miller's, *The Crucible*. Set in colonial Massachusetts during the time of the infamous ~~the~~ witch hunts, this play relates the events of one fateful summer in the Puritan dominated town of Salem. The setting provides the reader with an understanding of the Puritan mindset and the hysteria of the times. Although ~~there~~ is great danger in speaking out against the accusations here

of witchcraft, several brave individuals display courage and strength of conviction in doing so. One such ~~character~~ individual is John Proctor, ~~a local man whose present~~ a flawed character whose ~~character~~ ^{conscience} is troubled by past infidelity to his wife. He comes to feel that the accusations are his fault because the accuser is a young woman, Abigail Adams, with whom he had an affair. When his own wife is brought up on charges, John Proctor exposes Abigail and his affair, admitting adultery and jeopardizing his reputation. When he is accused, John will not admit witchcraft and be spared. He is hanged, making the ultimate sacrifice of his life to make a stand and be true to his ~~entire~~ beliefs. In doing so, he ~~gains~~ gains self respect and ~~aid~~ ^{aids} in the eventual ending of the witch hangings.

Both works help to illustrate that great loss is often necessary to gaining something worth ~~it~~ having. In the case of Pip, the loss of a prized social position and undeserved wealth humbled ~~the~~ individual

and showed the error of his ways. The protagonist ~~became~~ became a more compassionate person, ~~he~~ realizing the value of the relationship he holds with a loved one. John Proctor lost his life to redeem himself of past sins and to end the injustices around him. Through the conditions of their environments and own personal actions, these two dynamic characters display loss and voluntary sacrifice, gaining knowledge and a new perspective from their experiences.

Anchor Level 6 – B

Quality	Commentary
	The response:
Meaning	Provides an interpretation of the critical lens that is faithful to the complexity of the statement by pointing out that characters may gain insight through loss. The response uses the criteria to make an insightful analysis of <i>Great Expectations</i> and <i>The Crucible</i> , illustrating how characters in both works <i>display loss and voluntary sacrifice, gaining knowledge and a new perspective from their experiences.</i>
Development	Develops ideas clearly and fully. The response makes effective use of a wide range of relevant and specific evidence through the integration of references to setting (<i>London aristocracy and colonial Massachusetts during the time of the infamous witch hunts</i>) and characterization (<i>He finally realizes that his relationship with Joe ... was destroyed by his own arrogance and He is hanged, making the ultimate sacrifice of his life to make a stand and be true to his beliefs</i>) to illustrate the idea of gain only after loss.
Organization	Maintains the focus established by the critical lens on the idea that <i>loss is often necessary to gaining something worth having.</i> The response exhibits a logical and coherent structure, with each paragraph reinforcing the focus as it relates to the texts, and moves from introduction to textual analysis to summation. Transitions are skillfully used (<i>Great loss is also portrayed, Although there is great danger, Both works</i>).
Language Use	Is stylistically sophisticated, using language that is precise and engaging (<i>aristocratic pretensions, personal metamorphosis, recognizing his past transgressions</i>), with a notable sense of voice. The response varies structure and length of sentences to enhance meaning (<i>Losing his status and credibility, Pip is humbled</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>privilege, conscience, adultery</i>), punctuation (<i>life changing, self discovery, The Crucible</i>), and grammar (<i>the individual may very well gain insight into the world around them and necessary to gaining</i>) only when using sophisticated language.
Conclusion: Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in conventions.	

"To gain that which is worth having, it may be necessary to lose everything else." This powerful statement by Bernadette Devlin is accurately portrayed in both Armageddon Summer by Jane Yolen and Fahrenheit 451 by Ray Bradbury. Devlin's quote explains that sometimes in life, we as human beings discover that the most important things in life are only acquired when we have lost them. Yolen and Bradbury, equally discuss and reveal this theme in their works.

Fahrenheit 451 written by Ray Bradbury, tells of a man named Montag who is a fireman whose career is to burn books. The setting is a dark time where the power of decision is controlled by the firemen using a communist form of government. Television sets and radios blast constant information into the brains of the citizens, and everybody is told to drive incredibly fast. All of this is done to restrict independent thinking. The idea of the fictional government is that if the citizens cannot think, then they will not be able to develop ways to overthrow the government. However, one night the fire alarm is sounded and the firemen race to a simple town house where a woman pleads not just for her life, but the life of her books. She then makes the decision to be burned alive with her belongings and the image Montag sees is seared into his memory. The traumatic

event he witnesses motivates Montag to steal some of the woman's books and take them home. As is human nature, men do not have the ability to keep secrets and when Montag informs his media-controlled wife of the novels, she is overcome with shock and denial. As the story continues, the chief of the fire house is informed of Montag's cache and confronts him. Montag is forced to make a decision of either burning the books or keeping them and having his house burned down. Montag chooses the path of sticking with the books and being forced to battle society; however, he is not alone in this conflict. Montag befriends a former professor and together they work to keep Montag alive. At the end of the novel the entire city is destroyed with bombs because of the knowledge Montag and a few other novel owners hold. Only at that point does Montag realize that everything he has learned is worth everything he gave up.

Ray Bradbury's theme in Fahrenheit 451 is very similar to the quote by Bernadette Devlin. Fahrenheit 451 informs its readers that the simplest memories or objects can be more valuable than all the other distractions in life. Montag collected a series of novels and stories which were altered so as to be incomplete. However,

with his knowledge and the knowledge of other novel collectors, they could piece together the missing information. To them this was more important than anything their city could hold. As the city is destroyed and remains of other works are lost, Montag comes to the realization that everything he has gained is far more valuable than everything he has lost.

Discovering what's truly important when you've lost everything is best shown in *Armageddon Summer* by Jane Yolen. Jed and Marina are from two separate families whose parents have decided to attend a Church retreat in the mountains in preparation for the end of the world. As a result, 122 people are at the top of a small mountain waiting for the world's demise. Only 122 people are allowed because the prophecy foretells that 122 people will repopulate the earth. Jed and Marina meet and become friends but the world doesn't end. A war breaks out between cops and the guards who are known as angels. The world does look like it's coming to an end after all.

Yolen's theme is that when everything is lost one discovers what's truly important. Jed lost his father in the battle between the FBI and the angels. This is ironic because the angels actually represent hell and the FBI represents good. As Jed lost his father he understood that saving the

Children and saving Marina were most important. He knew his dad died fighting for the same thing he (Jed) was doing.

We often take for granted the things that are truly important to us. Independence, knowledge, love and relationships are factors in life which most human beings take for granted. Not until these are stripped away from us, do we truly understand their value. This is what Devlin is saying in "To gain that which is worth having, it may be necessary to lose everything else."

Anchor Level 5 – A

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>we as human beings discover that the most important things in life are only acquired when we have lost them</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Fahrenheit 451</i> (<i>Only at that point does Montag realize that everything he has learned is worth everything he gave up</i>) and <i>Armageddon Summer</i> (<i>when everything is lost one discovers what's truly important</i>).
Development	Develops ideas clearly and consistently, with references to relevant and specific evidence. The response discusses conflict (<i>forced to make a decision and battle between</i>), setting (<i>dark time where the power of decision is controlled and in the mountains ... end of the world</i>), and theme in both works.
Organization	Maintains the focus on <i>discovering what's truly important when you've lost everything</i> . The response exhibits a logical sequence of ideas, with each body paragraph connecting information to understandings arrived at by characters, and a conclusion (<i>Not until these ... truly understand their value</i>) which reiterates the critical lens. Coherence is strengthened through the use of appropriate transitions (<i>However, As the story continues, To them, As a result</i>).
Language Use	Uses language that is fluent and original (<i>radios blast constant information, The traumatic event, Montag's cache</i>), with evident awareness of audience and purpose (<i>We often take for granted the things that are truly important to us</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>Montag chooses the path of sticking with the books ... not alone in this conflict</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in punctuation (<i>quote explains and At the end of the novel the entire city is destroyed</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

The quotation, "To gain that which is worth having, it may be necessary to lose everything else" is held true for many instances in literature.

Derrin is stating that in order to achieve a personal goal or desire, it may be necessary to give up or ~~concede~~ certain aspects of life that one may love. This statement is supported in two works of literature. The first piece is Macbeth by William Shakespeare, and the second is To Kill a Mockingbird by Harper Lee.

William Shakespeare's Macbeth is a tale of corruption and greed in which one man, Macbeth, will not stop at anything to attain the throne of Scotland from King Duncan. The setting of this story is in early Scotland. To Macbeth, the throne is the only thing that he feels is worth having. Because of this important personal goal, he will stop at nothing and give up everything in order to attain this glorified title. Throughout the plot of the story, Macbeth becomes ~~more and more~~ more greedy and increasingly less moral. Macbeth sacrifices any ethical standards that he may have had in order to be royalty. ~~He~~ Through treacherous murders and vast forms of corruption, Macbeth does in fact attain the title of king. Yet, this title comes at a high cost because not only does he lose all sense of morality,

but his wife commits suicide and his own life is taken by the sword of Macduff. This clearly exemplifies that if a goal ~~is the~~ particular goal is the top priority on one's list, it may be necessary to sacrifice his or her own life in the name of that cause. While Bernadette Devlin did not ~~include~~ include the means by which one's goal is achieved, it can certainly be seen that Macbeth's goal was achieved through crime and unjust actions. The means ~~is~~ by which Macbeth attained his goal is a direct reflection of one of the themes of Macbeth: Corruption and greed do not pay off in the end. Clearly, this is exemplified when Macbeth loses his life. If Bernadette Devlin had in fact include a clause about the ~~means~~ actions taken to attain a certain goal, she may have ~~posed~~ posed the common question, "do the ends justify the means?" While Macbeth reaches the throne through greed and corruption, another character in literature attempts to reach his goal through humane and just actions.

Atticus Finch from To Kill a Mockingbird is a literary hero in many ways. One of these ways clearly supports the quotation by Bernadette Devlin. Atticus, the protagonist in Harper Lee's story, is a very moral and just man. He takes the case of Tom Robinson because he feels it is the right thing to do. His goal is not to

attain fame or popularity, but to achieve racial equality under the law and see that justice is upheld. This story, which is set in Montgomery, Alabama, shows many instances of racial discrimination and inequality. Because Atticus decides to defend Tom Robinson, a black man, he sacrifices the support and even friendship of many white Americans. Even though his goal is a just one, he loses respect because of the racial turmoil of the era. At points, his own children even doubt whether their father is doing the right thing because of the ridicule that they face from other children. While Atticus's attempt at achieving what he felt mattered was a just one, it proved detrimental to his reputation within the community and he sacrificed much support for his cause.

In conclusion, ~~the~~ Bernadette Berlin's quotation is held ~~more~~ true in literature throughout history. Macbeth and To Kill a Mockingbird clearly exemplify this quotation. ~~and~~ Although a person may have to sacrifice much to achieve his or her goal, the deeper question lies within how his or her goal was achieved.

Anchor Level 5 – B

Quality	Commentary
Meaning	<p>The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis (<i>in order to achieve a personal goal ... concede certain aspects of life that one may love</i>). The response uses the criteria to make a clear and reasoned analysis of <i>Macbeth</i> (<i>if a particular goal ... sacrifice his or her own life in the name of that cause</i>) and <i>To Kill a Mockingbird</i> (<i>While Atticus’s attempt at achieving what he felt mattered was a just one ... he sacrificed much support for his cause</i>).</p>
Development	Develops ideas clearly and consistently. The response makes references to relevant and specific evidence through a discussion of theme in <i>Macbeth</i> and of characterization (<i>Macbeth sacrifices any ethical standards</i> and <i>Atticus ... moral and just</i>), setting (<i>early Scotland</i> and <i>racial turmoil of the era</i>), and plot in both texts.
Organization	Maintains the focus established by the critical lens (<i>a person may have to sacrifice much to achieve his or her own goal</i>). The response exhibits a logical sequence of ideas, first introducing the characters and their experiences and following with the impact the sacrifice had upon the character. Coherence is further strengthened through the use of appropriate transitions (<i>Yet; clearly, this is exemplified; While Macbeth reaches ... another character</i>).
Language Use	Uses language that is fluent and original (<i>Through treacherous murders and instances of racial discrimination</i>), with evident awareness of audience and purpose. The response varies structure and length of sentences to control rhythm and pacing (<i>While Bernadette Devlin did not include the means ... Macbeth’s goal was achieved through crime and unjust actions</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>necesary, atain, exemplies</i>), punctuation (<i>does in fact</i> and <i>feel’s</i>), and grammar (<i>had ... include</i>) only when using sophisticated language.
<p>Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Sometimes one chooses to suffer in order to gain something. In the novel The Scarlet Letter by Nathaniel Hawthorne, Reverend Dimmesdale risks losing the respect of his town in order to gain the respect of God and Hester and Pearl. In the play The Crucible by Arthur Miller, John Proctor confesses his sin to the Court in hopes of saving his wife. Therefore, sometimes a person must risk losing all which was important, to gain something that is worth much more.

Bernadette Devlin once said, "To gain that which is worth having, it may be necessary to lose everything else." What Devlin means is that one must be willing to risk losing all which they have worked for in order to gain something worth much more. I agree with this statement because sometimes the one thing that a person is fighting for means a whole lot more than the many things they could possibly lose.

The novel The Scarlet Letter by Nathaniel Hawthorne, Reverend Dimmesdale expresses the will to lose everything to gain another. The setting of this novel is during the 17th century when Puritan laws were based on the church. Hester Prynne, a woman of the town has committed the sin of adultery. She had an affair with the Reverend Dimmesdale but refuses to tell the church or anyone his name. While Hester bears an "A" on her chest as a part of her punishment, Dimmesdale must fight his own thoughts and judgements. Though no one knows it was he who was Hester's lover, Dimmesdale still takes

it to heart and suffers mentally. Soon, he cannot not bear the weight of guilt anymore and so, on the scaffold in the middle of the town, the Reverend bears his own chest to the town with a symbol on it, therefore letting everyone in on his secret. Though Dimmesdale risks losing the respect of his town, friends, and position in the church, the respect of God, and the love of Hester and the daughter Hester had. as a result of their affair, are much more important to him. Thus, Reverend Dimmesdale risked losing everything in order to gain something else.

John Proctor, a character from the play The Crucible by Arthur Miller, is another example of a character who gave up all that he had to save something else. ~~in the time of the Salem witch trials~~ The setting of this play is in Salem, Massachusetts during the Salem Witch Trials. Elizabeth Proctor, a respected woman in the town, has been accused by her former house maid ~~that~~ of being a witch. Elizabeth's husband John Proctor had had an affair with their house servant and now that John has gone back to his wife, the girl he got mad and is seeking revenge by accusing Elizabeth. No one knows of John's sin of adultery but when it is evident that the reason Elizabeth is being accused is because of his mistake, John tells the court of what he has done. He hopes that the court will then see that the girl he had an affair with is just taking out her anger on his wife and let Elizabeth go. By telling the court of his sin, John risks being thrown in jail or even hanged. He risks this all in hopes of saving his

Anchor Paper – Part B—Level 5 – C

wife. All in all, John finds it necessary to be willing to lose everything to gain what is truly important.

Sometimes one must risk what they thought was truly important to gain something worth much more. The Scarlet Letter by Nathaniel Hawthorne portrays the character Reverend Dimmesdale who tells the town of his sin to gain the love and respect of God and his lover Hester. In The Crucible by Arthur Miller, John Proctor tells the court of his sin, hoping to save his wife's life. One can see that both of these characters were thinking of others instead of themselves which shows that they were not only bold and brave but also selfless.

Anchor Level 5 – C

Quality	Commentary
Meaning	The response: Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis stating that <i>sometimes the one thing that a person is fighting for means a whole lot more than the many things they could possibly lose</i> . The response uses the criteria to make a clear and reasoned analysis of <i>The Scarlet Letter</i> (Reverend Dimmesdale risked losing everything in order to gain something else) and <i>The Crucible</i> (John finds it necessary to be willing to lose everything to gain what is truly important).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts. The response uses the appropriate literary elements of setting (<i>17th century and Salem, Massachusetts</i>), plot, and characterization (<i>Soon, he cannot ... bear the weight of guilt anymore and so and when it is evident ... John tells the court</i>).
Organization	Maintains the focus established by the critical lens that <i>sometimes one must risk what they thought was truly important to gain something worth much more</i> . The response exhibits a logical sequence of ideas, first introducing characters, then discussing conflicts facing Dimmesdale and Proctor and the risks taken by them, and concluding with a summation. Appropriate transitions are used (<i>Therefore, Thus, All in all</i>).
Language Use	Uses language that is fluent (<i>While Hester bears an "A" on her chest ... Dimmesdale must fight his own thoughts and judgements</i>), with evident awareness of audience and purpose (<i>One can see</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>By telling the court of his sin, John risks being thrown in jail or even hanged</i>).
Conventions	Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>a women and house maid</i>), grammar (<i>must risking losing and one ... they</i>), and usage (<i>The novel The Scarlet Letter by Nathaniel Hawthorne, Reverend Dimmesdale expresses</i>).
Conclusion: Overall, the response best fits the criteria for Level 5 in all qualities.	

In literature often times there is a very strong moral. The quote, "To gain that which is worth having, it may be necessary to lose everything else" is often true. This quote to me means that sometimes to get what you really want you have to give up everything else. Often times we see this idea in novels and other works of literature.

In the works of literature I have read the two novels that represent this the most to me are The Great Gatsby by F. Scott Fitzgerald and To Kill a Mockingbird by Harper Lee.

In The Great Gatsby, we see a story of a man who has a love for a girl he loved before going to war. The author uses flashback to tell the stories of his love for her. After the two meet again we see that the Man, Gatsby, still loves her. He shows her all of these material things to try and gain her love. After later in the story while driving Gatsby's love kills a woman and when he is confronted says he did it. This eventually leads to his death. He gives the ultimate sacrifice to have her love. He loses everything to have what he thinks is most important to him.

In the story To Kill a Mockingbird, we see a man's struggle to defend an innocent black man. In the story a black man is tried on a crime in which he did not commit. The main character

~~from~~ Atticus takes the blackman's side and defends him knowing that he will lose the case. In this he risks his life for what he believes in.

He knows that his reputation is on the line, yet he wants to give the man the best chance he can get. He also knows that the people of the town will disrespect and even have a hatred for him, yet he wants to do what is fair.

In ~~the~~, I think that this is true and that often times to get what you want you must be willing to lose it all. In both of the novels the main characters were willing to give up their lives for what they wanted, in one case a woman, and in the other a chance for an innocent man. This shows if a person really wants something there is no limit to what they will give for it.

Anchor Level 4 – A

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens, stating <i>to get what you really want you have to give up something else</i>. The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>He gives the ultimate sacrifice to have her love</i>) and <i>To Kill a Mockingbird</i> (<i>he risks his life for what he believes in</i>).</p>
Development	<p>Develops some ideas more fully than others, explaining what the characters lose (<i>This eventually leads to his death and the town will disrespect and even have a hatred for him</i>) more than what they gain. The response mentions flashback in relation to the motivation behind Gatsby’s sacrifices, but does not develop this idea, and discusses characterization as it relates to Atticus’s sacrifices (<i>Atticus takes the blackman’s side and defends him knowing he will lose the case</i>).</p>
Organization	<p>Maintains the focus established by the critical lens on sacrificing to achieve a goal. The response exhibits a logical sequence of ideas, first interpreting the critical lens, next discussing the goals and sacrifices of Gatsby and then of Atticus, and concluding with a statement that reiterates the controlling idea (<i>There is no limit to what they will give for it</i>). Appropriate transitions are used (<i>Later in the story</i> and <i>In both of the novels</i>).</p>
Language Use	<p>Uses appropriate language that is occasionally awkward (<i>This quote to me means, all of these material things, when he is confronted says</i>). The response occasionally makes effective use of sentence length (<i>He knows ... yet he wants to give the man the best chance he can get</i> and <i>Yet he wants to do what is fair</i>).</p>
Conventions	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>importain, blackman, tryed</i>), punctuation (<i>while driving Gatsby’s and mans struggle</i>), grammar (<i>this ideas</i> and <i>if a person ... what they will give</i>), and usage (<i>on a crime in which he</i> and <i>In close</i>) that do not hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in organization.</p>	

Throughout most literature, it's apparent that normally, to gain that which is worth having, it may be necessary to lose everything else. Two novels that I have read that show me clearly that this is the case are "The Adventures of Huckleberry Finn" by Mark Twain and "The Crucible". Both of these stories show through their main characters the necessity to sacrifice great amounts for true peace and happiness.

Huck is a boy living in the southern portion of the United States during the early years of the Civil War. He is brought up thinking slavery is correct and the only acceptable thing, and he knows how harsh the consequences can be for disobeying the law. He runs away and meets a runaway slave named Jim. At first he regards Jim as a simple target for jokes but soon they become close friends. He decides to help Jim escape to freedom in the North but begins to have doubts about the morality of such a venture. He realizes that he could be in a lot of trouble for helping Jim escape and decides to turn him in. At the story's climax he realizes that it would be wrong to let Jim be captured, and he would give up everything to save him.

There are many parts of this story that show how deeply Huck cares about Jim. In the climax of the story, Huck says he would rather go to Hell than allow harm to come to Jim. Huck's character also seems to show a drastic change from a wanting person to a caring, giving person, who only cares for the less fortunate.

In "The Crucible", a man named John Proctor has had an affair with a girl named Abigail Williams, the preacher's daughter. Abigail, being a selfish and jealous girl, decides that if she cannot have John as her husband, she will kill his wife. She does this through exploiting the puritan fear of evil. She names Goody (Mrs.) Proctor a witch along with many other townsfolk, both men and women. John decides he will

tel everyone about their affair in an attempt to stop the increasingly waddening witch Hunt. However, his plan backfires because Abigail says he too is a witch.

John Proctor made a mistake he wished he hadn't. He realized why Abigail was doing it and wanted to stop her the only way he could. He sacrificed his good name in the town in order to stop her. When he was set to hang, he sacrificed his life to save his wife's and to save his name.

Very often in literature it is necessary to sacrifice for what ~~people~~ really want. This is true in life too. Sometimes we have to sacrifice everything for the one thing that will make us complete.

Anchor Level 4 – B

Quality	Commentary
Meaning	Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>the necessity to sacrifice great amounts for true peace and happiness</i>). The response makes implicit connections between the criteria and <i>The Adventures of Huckleberry Finn</i> (<i>he would give up everything to save Jim</i>) and <i>The Crucible</i> (<i>He sacrificed his good name in the town</i>).
Development	Develops ideas clearly and consistently, with reference to relevant and specific evidence that connects setting to Huck's sacrifice (<i>He is brought up thinking slavery is correct ... he knows how harsh the consequences can be</i>) and to John Proctor's (<i>exploiting the puritan fear of evil</i>). The response uses characterization to discuss the internal conflicts of both characters.
Organization	Maintains a clear and appropriate focus on sacrifice to achieve peace of mind. The response exhibits a logical sequence of ideas, first discussing events in both texts that led up to conflicts faced by Huck and John Proctor, then noting the sacrifices each made for a particular gain. Appropriate transitions are used (<i>Both of these stories, At first, However</i>).
Language Use	Uses appropriate language, with some awareness of audience and purpose (<i>Sometimes we have to sacrifice everything for the one thing that will make us complete</i>). The response occasionally makes effective use of sentence structure (<i>He decides to help Jim escape to freedom in the North, but begins to have doubts about the morality of such a venture</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in spelling (<i>sacrifice</i> and <i>careing</i>), punctuation (<i>Hucks character, life too, Sometimes we</i>), and capitalization (<i>puritan</i> and <i>witch Hunt</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development.	

Bernadette Devlin once stated, "To gain that which is worth having, it may be necessary to lose everything else." In other words, to get what you want, you may end up losing that which you once had. I find this statement to be very true. ~~Some~~ ^{Sometimes.} works of literature have plots that carry out this idea. Some such works include The Great Gatsby, ~~and The Catcher in the Rye~~ and Anthem.

The Great Gatsby is a popular novel by F. Scott Fitzgerald about a very rich man as perceived by his neighbor. Mr. Gatsby, was a very rich man who fought long and hard to get that way. He thought that by doing so, he would earn the love of Daisy, ~~the~~ ^{the} woman he loved. He threw parties nightly, hoping he might garner her attentions and was willing to ~~risk~~ run away with her when she accidentally killed a woman. When he finally had her within his grasp, he had the woman he loved—he lost all; he lost his money, ~~and~~ land, and home because by being connected to Daisy caused the husband of the woman she had killed to believe that Mr. Gatsby was the one who had killed his wife. ~~The man took Mr. Gatsby's life, and left him~~ When Mr. Gatsby had finally gotten Daisy, he lost everything, even his life.

This theme of gaining and losing is continued in

The book Anthem, ~~is~~ about a young man in the future; ~~no one~~ ^{no one} has names, they have words

and digits and everyone is equal. Differences were looked down upon and everyone belonged to each other. The main character was different in that he didn't want his job, was interested in science—practiced it illegally even—and wanted one woman all to himself. When he was shunned for his differences, he and the woman he had wanted for himself escaped into ~~some~~ territory of certain death—However they survived. ^{their points of view changed, and} they found things they had never seen before like houses for less than 100 people, that seemed only to fit 3 or 4. They found books and began learning about the past, something forbidden in their old town. In getting love with the woman, and being able to practice his science, the man lost all that he had once known; the regularity, ~~and~~ equality, and a life without difficulties.

The ~~Novels~~ Anthem and The Great Gatsby show Bernadette Devlin's idea to be true. "To gain that which is worth having, it may be necessary to lose everything else." Truly, to get what one wants, costs one much of the life they know and love. One's goals often have high prices.

Anchor Level 4 – C

Quality	Commentary
Meaning	<p>The response: Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>to get what you want, you may end up losing that which you once had</i>). The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>When Mr. Gatsby had finally gotten Daisy, he lost everything</i>) and <i>Anthem</i> (<i>In getting love with the woman, and being able to practice his science, the man lost all that he had once known</i>).</p>
Development	Develops some ideas more fully than others, with reference to specific and relevant evidence, by discussing plot in <i>The Great Gatsby</i> (<i>He threw parties ... killed a woman</i>) and setting in <i>Anthem</i> (<i>in the future ... everyone is equal</i>), while only briefly stating how they reflect <i>this theme of gaining and losing</i> .
Organization	Maintains a clear and appropriate focus on characters losing something. The response exhibits a logical sequence of ideas, chronologically presenting plot information that resulted in gain and loss for the young man in <i>Anthem</i> (<i>books and began learning and regularity, equality, a life without difficulties</i>), but how <i>Gatsby lost all ... by being connected to Daisy</i> is less developed.
Language Use	Relies on basic vocabulary, with some awareness of audience and purpose (<i>I find this statement to be very true</i>). The response exhibits some attempt to vary sentence structure and length, but with uneven success (<i>When he finally had her within his grasp – he had the woman he loved – he lost all ... who had killed his wife</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>man as and known; the regularity</i>), capitalization (<i>in The book and death-However</i>), and grammar (<i>costs one ... they</i>) that do not hinder comprehension.
<p>Conclusion: Overall, the response best fits the criteria for Level 4, although it is somewhat weaker in language use.</p>	

Anchor Paper - Part B—Level 3 - A

To me, Bernadette Devlin's quote, "To gain that which is worth having, it may be necessary to lose everything" means that in order to get what you truly want in the long run, you may have to sacrifice short-term things. This can be something as simple as if you want to hold a career in law-enforcement, you have to ignore the urge to break the law as a teenager. Two works of literature that emphasize this are The Great Gatsby,^{a novel} by F. Scott Fitzgerald, and Twelve Angry Men, a play by Reginald Rose.

In The Great Gatsby, one of the main characters, Daisy Buchanan, gives up a rich life style with Jay Gatsby to marry Tom Buchanan. Daisy once loved Gatsby, as a young naive girl, but later decided on Tom. ~~But~~^{This} says a lot about Daisy's characterization, and the type of person Fitzgerald makes her out to be. As a character, Daisy is very materialistic, and snobby. At the time of her love for Mr. Gatsby, he was not wealthy and he did not own all the nice things that Tom did. Daisy sacrificed her love for Gatsby for what she believed would be a better life with Tom. It doesn't matter that once Gatsby gained wealth and riches she went back to him, at the time being, she believed that her love for Tom and nice things was more important than the love she felt with Gatsby. So she gave away that love for greener pastures. This is another part of Daisy's characterization - she's willing to take risks. Daisy is also stubborn, so even if she decides those risks weren't worth the price, she will stick with them.

In Twelve Angry Men, by Reginald Rose, a group of very different men, from very different walks of life, sacrifice their time and ^{comfort} ~~happiness~~ for a fair verdict on the trial of a young man. In this play, several men are stuck in a cramped, ^{one windowed} ~~one~~ jury room, for several hours before they reach a ^{final} decision. The first thought they have is

"Let's all vote guilty," and go home early". However, one ~~idea~~^{unor} believes in justice, and fights for it till the end. In ~~the~~^{this} play, theme is used repeatedly to stress the fact that any^{amount} time and effort ~~is needed~~^{can be given up} when it comes to a young man's fate. The defendant's freedom, and life, is more important than several hours out of a day. Time is a short-term thing that can easily be sacrificed for a human's life.

In the case of love,^{like in the Great Gatsby} I do not believe in this quote. If you are ~~happy~~^{truly} in love with someone, there is no reason to give that up to see what else ~~it~~^{could} happen with someone else. Daisy shouldn't have tossed her love aside for Gatsby like she did. She truly did "lose everything else", but she didn't "gain that which is worth ~~having~~^{having}". I feel that Daisy was foolish and naive.

However, in the case of a life, or other different possibilities, I feel that this quote is right on target. For example, to get a good career you may have to give up your high-school friends for a college far away. You may have to give up those late night parties, for late nights of studying instead. Or, as in Twelve Angry Men, you may have to give up comfort and precious hours of your time to come to a fair verdict, for the life of another.

All in all, I agree with this quote. "To gain that which is worth having, it may be necessary to lose everything else" pretty much sums up life. Risks are needed to be taken, and things are needed to be sacrificed, to come out ahead in the long run.

Anchor Level 3 – A

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens, stating <i>that in order to get what you truly want in the long run, you may have to sacrifice short-term things</i> . The response makes superficial connections between the critical lens and <i>The Great Gatsby</i> (<i>even if she decides those risks weren't worth the price, she will stick with them</i>) and <i>Twelve Angry Men</i> (<i>Time is a short-term thing that can easily be sacrificed for a human's life</i>).
Development	Develops ideas briefly, using some evidence from the texts to demonstrate how characters sacrificed for short-term gain. The response notes Daisy's characterization as <i>very materialistic and snobby</i> , while the discussion of <i>Twelve Angry Men</i> is largely plot summary. Reference to theme in <i>Twelve Angry Men</i> is less developed (<i>theme is used repeatedly to stress the fact that any amount of time and effort can be given up when it comes to a young man's fate</i>).
Organization	Establishes, but fails to maintain, an appropriate focus on the idea that <i>things are needed to be sacrificed, to come out ahead</i> . In paragraph 4, the response abruptly expresses disagreement with the quote for <i>The Great Gatsby</i> and then agrees with the quote in paragraph 5 for <i>Twelve Angry Men</i> . The response exhibits a rudimentary structure with an introduction, separate paragraphs focusing on the texts, and a conclusion that reiterates the critical lens.
Language Use	Relies on basic vocabulary, that is sometimes imprecise (<i>This says a lot, till the end, other different possibilities, pretty much sums up life</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>So she gave away that love for greener pastures</i>).
Conventions	Demonstrates partial control, exhibiting occasional errors in punctuation (<i>Twelve Angry Men; Daisy's characterization—she's willing to take risks; someone else Daisy</i>) and grammar (<i>things was</i> and <i>The defendant's freedom, and life, is more important</i>) that do not hinder comprehension.
Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat stronger in conventions.	

The statement "To gain that which is worth having, it may be necessary to lose ~~the~~ everything else." was said by Bernadette Devlin. Another way to say this would be you may have to give up everything you thought you wanted for what you really want. This statement is true. It is shown in the novel "Go Ask Alice". It is also shown to be true in the novel "Warriors Don't Cry" written by Melba B. Wells.

In the novel "Go Ask Alice" the young girl, Alice, thought she wanted a life of freedom and drugs. There was a lot of simile and metaphor used to show how good she thought her life was. Then one day it hit her. She didn't want that kind of life anymore. She might have been free, but she was also all day living on the streets. She was going from one state to another and she didn't even know it. She called her parents and asked if she could go back home. She wanted ~~give~~ to give up the life she thought she always wanted. She wanted to go back to ~~life~~ the life she always had waiting for her.

"Warriors Don't Cry" also supports the quote in many ways. Melba the protagonist and Arthur of the book gave up her friends, ~~at~~ all black school, and an easier life. She did all that so she could go to Central.

Central was an all white school. They decided to send nine black students to Central for a year. Melba was one of the nine chosen. She knew it was going to be hard but in the end it would all be worth it to her. She could have stayed at the all black school. She ~~would~~ wouldn't have got as good of an education, but it would have been safer. Melba wasn't worried about what would be safe. She wanted to show the blacks are just as capable as whites. She gave up the easy, safe life to do what she really wanted, that was to prove her point.

In conclusion, the novels "Go Ask Alice" and "Warriors Don't Cry" both support the quote "To gain that which is worth having, it may be necessary to lose everything else."

Anchor Level 3 – B

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>you may have to give up everything you thought you wanted</i>). The response makes superficial connections between the criteria and <i>Go Ask Alice</i> (<i>She wanted to give up the life she thought she always wanted</i>) and <i>Warriors Don't Cry</i> (<i>She gave up the easy, safe life to do what she really wanted</i>).</p>
Development	<p>Develops ideas briefly, using some evidence from the texts (<i>She wanted to go back to the life she always had waiting for her and knew it was going to be hard but in the end it would all be worth it to her</i>). The response mentions figurative language in <i>Go Ask Alice</i> (<i>There was a lot a simile and Metaphor used to show how good she thought her life was</i>), but does not elaborate on these elements.</p>
Organization	<p>Establishes s an appropriate focus on characters who lose everything to gain that which is worth having. The response exhibits a rudimentary structure of an introduction that interprets the critical lens, paragraphs focusing on the texts, and a conclusion that repeats the critical lens.</p>
Language Use	<p>Relies on basic vocabulary that is sometimes imprecise (<i>Then one day it hit her</i>), with some awareness of purpose (<i>It is shown in the novel</i>). The response exhibits some attempt to vary sentence structure or length for effect, but with uneven success (<i>Melba the protagnest and arthur of the book gave up her friends, all black school, and an esier life. She did all that so she could go to Central.</i>)</p>
Conventions	<p>Demonstrates emerging control, exhibiting frequent errors in spelling (<i>olny, choosen, safeier, novles</i>), and occasional errors in punctuation (<i>“Go Ask Alice”</i> and <i>“Warriors Don't Cry”</i>), capitalization (<i>metaphor</i> and <i>orthur</i>), and grammar (<i>else.” was said by Bernadette Devlin and She wouldn't have got as good</i>) that hinder comprehension.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3 in all qualities.</p>	

The quote "To gain that which is worth having, it may be necessary to lose everything else." describes the thought that you must things you don't need and only desire to gain things you need to be secure and happy in life. I agree with this statement. The pieces of work called "The Catcher in the Rye" and "Of Mice and Men" support this claim.

In the "Catcher in the Rye" A young boy, leaves school to find happiness and content in adventure. He falls to drinking, smoking and sex to fulfill his cravings for pleasure and excitement. This explains the quote & supports it by showing that he dropped, love, care, & education to find something more.

In a piece of literature called "Of Mice and Men" George is the caretaker of a man by the name of Lenny. Lenny is a goliath sized man who doesn't understand his own capabilities of power. He is also mentally challenged. George drops everything to love, care, commit, and friendship this gentle giant. He shows the meaning of the quote by dropping all of his responsibilities in order to care and commit to being there for Lenny always.

These pieces represent the quote "To gain that which is worth having, it may be necessary to lose everything else." by showing that two people drop everything in order to find something more in life whether it be love, friendship, or just plain happiness.

Anchor Level 3 – C

Quality	Commentary
Meaning	<p>The response: Provides a simple interpretation of the critical lens that suggests some criteria for analysis (<i>drop everything in order to find something more in life</i>). The response makes superficial connections between the criteria and <i>Catcher in the Rye</i> (<i>This explains the qoute & supports it by showing that he dropped, Love, care, & education to find something more</i>) and <i>Of Mice and Men</i> (<i>He shows the meaning of the qoute by dropping all of his responsibilities in order to care and commit to being there for Lenny always.</i>)</p>
Development	<p>Is largely undeveloped. The response hints at ideas, but references to the texts are vague (<i>He falls to drinking, smoking and sex to fulfill his cravings for pleasure and excitement and doesn't understand his own capabilities of power.</i>)</p>
Organization	<p>Establishes, but fails to maintain, an appropriate focus on the critical lens by failing to address what was gained for each text. The response exhibits a rudimentary structure, presenting an introduction, separate paragraphs, and a conclusion.</p>
Language Use	<p>Relies on basic vocabulary, with occasional imprecision (<i>George drops everything</i>), and some awareness of audience and purpose (<i>I agree with this statement</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>The qoute "To gain ... describes the thought that you must things you dont need and only desire to gain Things you need to be secure and happy in life</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>qoute, peices, weither</i>), punctuation (<i>dont, "The Catcher in the Rye", "Of Mice and Men" George, goliath sized</i>), capitalization (<i>Things, Rye" A young boy, Love, Friendship</i>), and grammar (<i>find happiness and content and to love, care, commit, and Friendship this gentle giant</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 3, although it is somewhat weaker in development and conventions.</p>	

The critical lens means if you want to gain something worth having you might have to risk losing everything else. I agree with that statement because if you want something so bad you should be willing to take a risk at losing everything else.

I have read two books that fits the perspective of the statement. One book is "Of Mice and Men" by John Steinbeck and "Night" by Elie Wiesel. The book "Of Mice and Men" was two friends that wanted to live off the fatta ol' land and they was willing to do anything to get money to fulfill their dream one of the friends had gotten in some trouble and the other friend was willing to get rid of him just so he can still fulfill his dream. The other book "Night" by Elie Wiesel was about a Jewish family that had went to a concentration camp. In order to gain freedom many people died struggling to try and ^{see} what will happen after the concentration camp.

What I am trying to say is I agree with the statement and I was trying to get my point of view across about the statement.

Anchor Level 2 – A

Quality	Commentary
Meaning	<p>The response: Provides an incomplete interpretation of the critical lens (<i>if you want something so bad you should be willing to take a risk at losing everything else</i>). The response alludes to the critical lens but does not use it to analyze <i>Of Mice and Men</i> and <i>Night</i>.</p>
Development	<p>Is largely undeveloped. The response hints at the idea of the characters' dreams in <i>Of Mice and Men</i> (<i>they was willing to do anything to get money to fulfill their dream</i>) and hints at the desire for freedom in <i>Night</i> (<i>In order to gain freedom many people died</i>), but references to the texts are vague and unjustified (<i>the other friend was willing to get rid of him just so he can still fulfill his dream</i>).</p>
Organization	<p>Lacks an appropriate focus on the idea that <i>if you want to gain something worth having you might have to risk losing everything</i>. The response suggests some organization, with an introduction, a body paragraph focusing on both texts, and a conclusion that restates personal agreement with the quote.</p>
Language Use	<p>Uses language that is imprecise (<i>The book ... was two friends and fatta ofland</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>What I'am try to say is a I agree with the state ment and I was trying to get my point of view across about the statement</i>).</p>
Conventions	<p>Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>state ment</i> and <i>Weasel</i>), punctuation (<i>else I, bad you, book "Night" by</i>), capitalization (<i>dream one</i> and <i>jewish</i>), and grammar (<i>One book is "Of Mice and Men" ... and "Night" and had went</i>) that make comprehension difficult.</p>
<p>Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.</p>	

To lose everything else you maybe better off ^{and agree} then losing the one thing you care most about. I disagree with this statement. In *The Pearl by Steinbeck ~~the~~ ^{it takes place} in Mexico, modern day. It's about a guy and his family who have nothing, poor, living in poverty. He wants to find a pearl which will make him very wealthy. After he finds the pearl, people go after him, men hunters shoot a what they thought was a coyote but it was his son. The Golden Seal by ~~Benet~~ ^{Benet}. It takes place on an island in Modern Day. One of the seal hunters wanted to find the golden seal for the pelt. ~~He~~ He ends up getting killed by a grizzly bear. So he lost his life trying to gain what was worth having ~~to~~ to him.

In conclusion ~~both~~ both of these passages ~~agree~~ correlate ~~and disagree~~ with the quote. They both lose a life trying to gain what would be worth having.

Anchor Level 2 – B

Quality	Commentary
	The response:
Meaning	Provides a confused interpretation of the critical lens (<i>To lose everything else you maybe better off then losing the one thing you care most about</i>). The response alludes to the critical lens but does not use it to analyze <i>The Pearl</i> and <i>The Golden Seal</i> .
Development	Is incomplete and largely undeveloped. The response hints at ideas, but references to the texts are vague (<i>After he finds the pearl, people go after him and so he lost his life trying to gain what was worth having to him</i>).
Organization	Lacks an appropriate focus (<i>I disagree and agree</i>) but suggests some organization. The response introduces the critical lens, refers briefly to the two texts, and concludes <i>both of these passages correlate with the quote</i> .
Language Use	Uses language that is imprecise (<i>In * The Pearl ... it takes place in Mexico, modern day</i>) or unsuitable for the audience and purpose (<i>about a guy</i>). The response reveals little awareness of how to use sentences to achieve an effect (<i>The Golden Seal by Benet</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>islad</i> and <i>grizzly</i>), punctuation (<i>Its, coyote but, In conclusion both</i>), capitalization (<i>Mexico, Modern Day, wanted</i>), and usage (<i>then</i> for “than” and <i>a pearl in which will make him</i>) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Bernadette Devlin once stated, "to gain that which is worth having, it may be necessary to lose else." ~~the~~ ~~original~~ Agreement with this quote and interpreting it as, "You would give or do anything to gain or get something."

In To Kill a Mockingbird, Atticus related ^{by} Harper Lee to this quote very well. He tried to fight for Tom Robinson so that he wouldn't get punished for a boy he. He didn't care about ^{being} anything else, he just wanted to help him.

Literary terms used there was irony, because he tried so hard to win and never did. Another is characterization, Atticus tries really hard to fight for Tom Robinson. Another is mood, Atticus is in the mood where he want ~~to~~ ~~go~~ ~~up~~ ~~and~~ ~~fight~~ for Tom.

Another work that supports this quote is The Great Gatsby, by F. Scott Fitzgerald. Gatsby tried so hard to get ^{Fitzgerald} with Daisy ~~and~~ ~~never~~ ~~and~~ ~~was~~ ~~never~~ ~~done~~ ~~anything~~. Some literary terms are characterization, Gatsby tries so hard to get with Daisy ~~and~~ ~~never~~ ~~and~~ ~~was~~ ~~never~~ ~~done~~ ~~anything~~ to do it. Irony because he never got her. Irony again because Tom

Anchor Paper – Part B—Level 2 – C

was trying to get with Myrtle.
 F. Scott Fitzgerald and Harper
 Lee both interacted with this
 quote very well in their
 stories

Anchor Level 2 – C

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (“You would give or do anything to gain or get something”). The response alludes to the critical lens by mentioning that Atticus didn’t care about losing anything else, he just wanted to help him and that Gatsby tried so hard to get with Daizy, but does not use the interpretation to analyze the texts.
Development	Is largely undeveloped, hinting at ideas, but references to the text are vague (Another is characterization, Atticus tries really hard to fight for Tom Robison and Irony again because Tom was trying to get with Myrtle).
Organization	Lacks an appropriate focus but suggests some organization. The response introduces and agrees with the quote, then presents two paragraphs for each text, the first stating the connection to the lens and the second noting literary terms used, and ends with a confused conclusion (F. Scott Fitzgerald and Harper Lee both interacted with this quote very well in their stories).
Language Use	Uses language that is imprecise (Agreeing with this quote, Atticus retated to this quote very well, wodve done anything). The response reveals little awareness of how to use sentences to achieve an effect (Irony because he never got her).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (wich, retated, Muckngbird), punctuation (mood, Atticus; wont; charectorzation, Gatsby; wouldve), capitalization (lie he and Literary), and proofreading (lose else) that make comprehension difficult.
Conclusion: Overall, the response best fits the criteria for Level 2 in all qualities.	

Do you remember as a child, when you really wanted something, but it was too hard to reach, so you would get a chair and a couple of books to stand on and get it. Then when you finally got it you would fall and get hurt but you really didn't care because you got what you were reaching for and that mattered most. There are just some things in life that are worth a back bone so you try your best to accomplish it. Sometimes we don't realize it but to gain that which is worth having, may be necessary to lose everything else. What does this quote mean to you. In this passage, I will give my full opinion towards this quote.

Did you ever wonder why you can't eat more than 3-4 meals a day, or why you only have two hands, feet, ears, eyes, and lips. There's a limit to life. There's only one life to live. Everything isn't always guaranteed that's why you have to work for what you want and build your way up to what your accomplishment is. Even though it may be very difficult to do at times you just have to find your inner strength and work through it.

I agree with this quote in order to gain what is worth having, you may have to lose everything or even at least something.

Anchor Level 1 – A

Quality	Commentary
Meaning	The response: Provides a confused interpretation of the critical lens (<i>Then when you finally got it you would fall and get hurt but you really didn't care because you got what you were reaching for and that mattered most</i>), but makes no reference to any specific texts.
Development	Is minimal. The response reiterates a personal interpretation of the critical lens, but with no evidence of textual development..
Organization	Lacks an appropriate focus. The response suggests some organization through paragraphing.
Language Use	Relies on basic vocabulary that is sometimes imprecise (<i>loose</i> for “lose”), with some awareness of purpose (<i>I agree with this quote</i>). The response exhibits some attempt to vary sentence structure, but with uneven success (<i>Do you remember as a child ... you would get a chair and a couple of books to stand on and get it</i>).
Conventions	Demonstrates emerging control, exhibiting occasional errors in punctuation (<i>What does this quote mean to you. and thats</i>) and usage (<i>things in life ... it and opinion towards</i>) that hinder comprehension.
Conclusion: Although the response fits criteria for Levels 1, 2, and 3, it remains at Level 1 because the response makes no reference to any text.	

I was given the quote "To gain that which is worth having, it may be necessary to lose everything else." I think it means that in order to get what you want, you have to give up everything else that you have. I would say that I've books that make sence with that quote but I hav'nt. atleast I dont think I have since nothing comes to mind. all I know is that that quote is true from what I know and have learned in my life. In order to have success in your life you have to give up things that you already have.

Anchor Level 1 – B

Quality	Commentary
Meaning	The response: Provides a simple interpretation of the critical lens by saying <i>that in order to get what you want, you have to give up everything else that you have</i> , but makes no reference to any specific texts.
Development	Is minimal. The response reiterates a personal interpretation of the critical lens, but with no evidence of textual development.
Organization	Suggests a focus (<i>In order to have success in your life you have to give up things that you already have</i>) but lacks organization.
Language Use	Uses language that is imprecise (<i>I would say that I've books that make sence with that quote but I hav'nt</i>).
Conventions	Demonstrates a lack of control, exhibiting frequent errors in spelling (<i>sence, havnt, atleast</i>), punctuation (<i>quote " To gain, quote but I hav'nt, dont</i>), and usage (<i>I've books</i>) that make comprehension difficult.
Conclusion: 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.	

Bernadette Devlin expressed an idea that is very common in literary works when she said, "To gain that which is worth having, it may be necessary to lose everything else." One ^{valid} interpretation of this quote is that many ~~of~~ important things in life ~~are~~ cannot be had without risks and sacrifices. Two literary works that support this interpretation are ~~the~~ "The Crucible" by Arthur Miller and "Huckleberry Finn" by Mark Twain. These works ~~show~~ ~~the~~ use many literary elements ~~that~~ that show the ~~interpretat~~ interpretation is correct.

"The Crucible" ~~demonstrates~~ ~~the~~ ~~sacrifices~~ is the best example of ~~this~~ Devlin's quote. At the climax of the story, John Proctor must ~~choose~~ decide if it is worth losing everything to gain something he knows is important. Proctor makes the decision to be honest and protect his honor even though he understands he will be hanged. In this example ~~a~~ man it is necessary for a man to give his life to ~~gain~~ retain his honor. Arthur Miller ~~makes~~ ~~the~~ emphasizes ~~to~~ ~~empha~~ the struggle to reach this decision by using ~~literary~~ strong literary devices.

One literary element Miller ~~also~~ incorporates in "The Crucible" is ~~conflict~~ internal ~~conflict~~ imagery. Images of Proctor crying and yelling are used to convey ~~to~~ Proctor's emotion to the reader. Because of the images, the reader is able to realize that Proctor ~~is~~ is sacrificing everything he has to save his honor. Proctor's ~~act~~ behavior is consistent with Devlin's quote.

Another literary character that makes a decision to give up everything to save something valuable to them can be found in Huckleberry

Finn. In this novel by Mark Twain, Huck risks his freedom and future to rescue his closest friend, Jim. Jim was being held captive because he was a runaway slave. Huckleberry decides that even if he may go to hell for it, he will ~~be~~ help Jim gain his freedom. Huckleberry Finn ~~is~~ clearly shows that the quote by Devlin is correct. One reason this novel demonstrates the quote so well is because Mark Twain used ~~many~~ many literary elements.

One A literary element that was important to the theme of Huckleberry Finn was irony. Irony is used by Mark Twain to show how important Jim was to Huck. In the novel, Huck pledges to free Jim and he spends ~~most~~ ~~of~~ his time to doing whatever Tom Sawyer ~~tells~~ ~~to~~ says will help free Jim. Huck even attempts to dig an escape route for Jim with a spoon. The irony in these actions is that Jim had ~~to be~~ ~~already~~ had already been freed. His last owner freed Jim in her will and all of Huck's efforts were unnecessary. In the end, it was not necessary to lose everything to gain Jim but Huck was prepared to lose it all ~~to~~ if he had to. Huck demonstrated Devlin's idea that ~~sometimes~~ that you must risk everything to gain what is most important.

Bernadette Devlin made a statement that expresses a fundamental theme that can be seen in life and in literature. Two works that best demonstrates Devlin's thought are Huckleberry Finn ~~and~~ by Mark Twain and "The Crucible" by Arthur Miller. These works show characters risking everything they have to do ~~what they~~ ~~then~~ save the things most important to them.

"To gain that which is worth having, it may be necessary to lose everything else." I disagree with this statement you don't have to lose everything to have something. In the Count of Monte Cristo, a man who already has what he wants loses it and is sent to jail for treason. He devotes his life after escaping to get back the people who ruined his life. Also, in of Mice of Men a man is split between having a good life or living day by day with his mentally challenged friend.

In the two books, The Count of Monte Cristo and of Mice or men they are not given the choice to have what is worth having.

The theme of both these stories is in the end things will work out, you might have to struggle at first to get it done.

"To gain that which is worth having, it may be necessary to lose everything else." This quote, spoken by Bernadette Devlin illustrates how sometimes in life, in order to obtain something you really desire, you have no other choice than to give up everything else. The novels The Adventures of Huckleberry Finn, by Mark Twain, and The Sun Also Rises, by Ernest Hemingway, both aid in supporting this concept through their brilliant use of the literary elements of ~~plot~~ characterization, irony, and point of view.

In Twain's The Adventures of Huckleberry Finn, ~~he uses the element of point of view in order to exemplify the conflict that young Huck Finn must face within his own mind. Huck has been brought up believe that helping a slave to escape to their freedom is not only wrong, but also a sin which he would surely go to hell for. However, as he travels along the Mississippi with Jim, a slave, Huck realizes that he not only helped to take a slave from its owner, but that he actually wanted to help Jim. Viewing this moral contradiction through the eyes of Huck, allows the reader to acknowledge all of things that Huck has abandoned and risked in order to uphold his belief in what is right.~~ he uses the element of point of view in order to exemplify the conflict that young Huck Finn must face within his own mind. Huck has been brought up believe that helping a slave to escape to their freedom is not only wrong, but also a sin which he would surely go to hell for. However, as he travels along the Mississippi with Jim, a slave, Huck realizes that he not only helped to take a slave from its owner, but that he actually wanted to help Jim. Viewing this moral contradiction through the eyes of Huck, allows the reader to acknowledge all of things that Huck has abandoned and risked in order to uphold his belief in what is right.

~~Other~~ Other elements used to support the aforementioned concept can be seen in the novel, The Sun Also Rises, by Ernest Hemingway. Hemingway develops the literary elements of characterization and irony in the character of Brett. In order for Brett's character to be viewed as an independent ^{woman}, Hemingway provides Brett with many masculine qualities, such as her name and her short hair, uncharacteristic of most women of the time. She takes advantage of her independence which gives her a sense of control and makes her very appealing. Though in love with the main character of the novel, she cannot seem to commit to him. This is where the irony comes into play. The reason that Brett refuses to be with this man is not because of her independent nature. Rather, it is because of her dependence on her fiancé, a wealthy man with a title. This man allows her to live the kind of lifestyle she wants to, a life she could not possibly have with the other man. Her fiancé allows her to live a life full of sex, money, and parties. Because she refuses to give these things up, she loses the one thing that she really desires, which is love.

Often in literature, authors use literary elements as a means to make certain points, such as that of Bernadette Devlin: "To gain that which is worth having, it may be necessary to lose everything else." Through the use of the literary elements of point of view, characterization, and

Hemingway contradicts Brett's independent character in every way when she rejects her love.

irony. Mark Twain and Ernest Hemingway use their novels, The Adventures of Huckleberry Finn, and The Sun Also Rises, to illustrate the idea that at times, it becomes necessary to give up everything, for something that you truly desire.

"To gain that which is worth having, it may be necessary to lose everything else." This quote was stated by Bernadette Delvin ~~and~~ that relates directly to many people's lives. When one has enough ambition or determination to achieve something worth having, losing everything else may not seem that bad. However, I believe that ~~losing~~ ~~more~~ there is more to life than losing everything a person already has to reach their goal! Two pieces of literature that help to prove this statement are Falling Leaves by Adeline Yen Mah and Animal Farm by George Orwell. These books show that making aspirations ~~are~~ important, but they may not seem worth it if ~~losing~~ the rest of one's life crumbles.

Falling Leaves by Adeline Yen Mah is an autobiography that can contradict the meaning of Bernadette Delvin's quote. In this piece of literature, Adeline suffers from feeling like an outsider in her own family. Her step-mother despises her, her siblings torture her, and her father ignores her. The only way Adeline got through the horrors of her childhood was succeeding in school. Adeline was confused as to why she was not accepted by her family and hid her frustration in her studies. Since she was living in China, she felt if she went away to England her problems might be at ease. Adeline Yen Mah tells the readers that she never escaped the impact her

family had on her as much as she tried hiding it. The theme of the book ~~embodies~~ ~~being~~ was asserted as falling leaves ~~never~~ return to their roots. This states that even though she had a goal that seemed worthy enough to leave everything^{else} behind, in the end it did not matter.

Animal Farm by George Orwell is a novel that also ~~can~~ deny the quote. This novel has animals as the main characters on a farm. The farmer running the farm mistreats the animals causing them to be dissatisfied. These animals were determined to run their master off the farm and create a new kind of way to govern themselves. The farmer left, leaving the animals excited for freedom. Their new type of government led to the killing of other animals and total chaos. The theme of this is that even though the animals thought that life without the farmer would be ideal, it turned out their new life was even worse.

Bernadette Devlin's quote does not relate to either of the two works of literature. They both prove that unless one knows that what they think is something worth having for a fact, the life they might lose could be better. For instance, in Falling Leaves Adeline lost her possible relationship with her family for a new life. Also, in Animal Farm the animals lost a ^{more} comfortable lifestyle for a terror-filled one. This concludes that some risks should not be taken.

I agree with the statement "To gain that which is worth having, it may be necessary to lose everything else." written by Bernadette Devlin. This statement means that if there is something that you really want or believe is worth having, then you may have to give up other things in your life to obtain what you believe is worth having. Two works of literature that support this statement are Romeo and Juliet by William Shakespeare and Rebecca by Daphne DuMaurie.

The way that Romeo and Juliet supports this statement is, in order for the two to be with each other and love each other they had to give up their relationship with their family and in the end give their lives for each other. The conflict between the families of Romeo and Juliet show that the families strongly opposed their love. Also Romeo and Juliet also disobeyed their parents and started to sneak around in order to see each other. In the end Romeo and Juliet gave up their lives in order to be with each other.

In Rebecca by Daphne DuMaurie the narrator gives up the known stability of her life with Mrs. VanHopper to marry

max de winter and move to manderley the unknown desire. The setting and mood of this ~~to~~ novel helps represent this. The setting in the beginning is the narrator living contently with Mrs. VanHopper but she gives that up and moves to a new setting at manderley. She really wants to live at manderley. In the end of the novel it was worth it for the narrator to give up one thing to gain something she believed worth having.

✓ In life everyone has to make sacrifices in order to obtain something that they want. These two works of literature demonstrated this concept very adequately. "To gain that which is worth having, it may be necessary to lose everything else." This is a very true statement.

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, although it is somewhat stronger in language use and conventions.

Practice Paper C—Score Level 5

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

Practice Paper D—Score Level 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 conventions.

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

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

The Chart for Determining the Final Examination Score for the August 2006 Regents Examination in Comprehensive English will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on Thursday, August 17, 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 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.